

Learn and Share Together

Teacher Training

Curriculum



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We would like to acknowledge and thank the following individuals whose collaborative effort made this project possible:

Authors: Grace Michel, Katie Zanoni

PIN Team Collaborators and Reviewers: Arkar Phyo Thant, Chit Htoo, Jar Moon Win, Mariana Ponce Salcedo, Nan Myint Aung, Nant Sein Bwarkhi, Naw Aye Aye Nwe, Sarah Garden, Saw Htoo Kyaw Lwin, Zau Lum, Zaw Lin, Aleksandra Klosinska

Translation: Lone Lone Kavan, Biak Hlei Sung, Ye Kyaw Oo, Arkar Phyo Thant

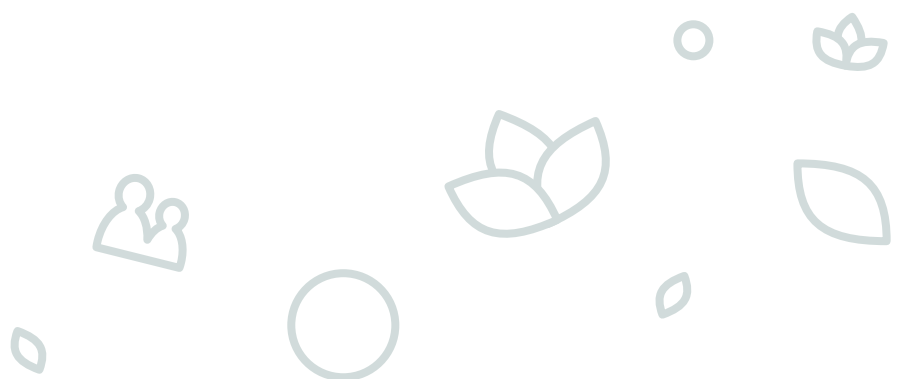
Design and Layout: Meaghan Fortune, ZZDD Design Studios

Illustration: Andrew Rae

Photographs: Sarah Garden, PIN Social Cohesion Programme

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Welcome to the Learn and Share Together Curriculum for Schools

1. Participatory Learning and Facilitation



This curriculum is designed with a participatory, activity-based, student-centered approach. The participatory approach emphasizes the role of the “facilitator” rather than the traditional teacher. Traditional teaching focuses on the teacher as the source of knowledge, and emphasizes rote memorization of information. In contrast, participatory learning places learners at the center of the experience, and values the learners’ existing knowledge and life experience. The facilitator is a co-learner with the rest of the group. The goal of participatory learning is not to teach the “right answer”, but to facilitate critical thinking through exploring different opinions and perspectives, so learners can arrive at their own answers. This curriculum uses a wide variety of activities, such as art, self-expression, discussion, analysis, reflection, cooperative games, and problem solving, to develop learners’ knowledge, skills, and attitudes. The following chart shows some key differences between traditional and participatory learning and teaching:

Traditional learning and teaching	Participatory learning and facilitation
<ol style="list-style-type: none">1. The teacher is the source of knowledge.2. Knowledge is transferred to the students.3. The teacher is above the students.4. The learning processes emphasizes right and wrong answers.5. The teacher is responsible for managing the class.6. The teacher does most of the talking.7. Students learn through memorization.8. The teacher tells students what they have to learn.	<ol style="list-style-type: none">1. Learners are the source of knowledge, and facilitator is a co-learner with the rest of the group.2. Students draw from their own experience to construct their own understanding of knowledge shared by the teacher.3. Facilitators and students are equal collaborators in the learning process.4. Explores ideas and issues from different perspectives and welcomes different opinions.5. Everyone takes responsibility and ownership for the learning experience.6. Group discussion is emphasized and everyone’s voice is included.7. Participants learn through a wide range of methods and activities.8. Learners contribute to developing their own learning goals.

The change from traditional teaching and learning to participatory learning and facilitation is both rewarding and challenging. Those new to this method may benefit from practicing some of the tips for effective facilitation provided below:

- **Shared participation:** During group work and discussion, take notice of who is sharing ideas, and who is staying quiet. You can say “We’ve heard suggestions from several people, and

there are other voices we have not yet heard, would they like to say something?" Encourage those who are shy to "step up" and those who dominate to "step back". Create a learning environment where everyone feels included. Take notice of participants who are being left out, or who seem uncomfortable. Pay attention to group dynamics throughout the program to ensure boys and girls are participating equally.

- **Respect differences in opinion:** Let participants know that differences in opinion are welcome in this space, and that is important to share different opinions respectfully. Help learners to ask questions to understand the opinions of others. Encourage learners to reflect on how their opinion impacts others, and to avoid causing any harm or disrespect to others. Provide a simple example for participants to share their opinion, such as "Durian is delicious!" or "Durian is smelly!", or have them discuss a football team and why they support it to demonstrate that it is acceptable to have either opinion, and neither is right or wrong. Ask for suggestions about how to share different opinions respectfully, without arguing.
- **Lead by example:** The facilitator's behavior toward participants will influence how they treat one another. Show respect to all participants. Use positive words to encourage them when they are struggling. Avoid publicly shaming students when they are incorrect. Show care for students by actively listening to their needs.
- **Help students to feel comfortable:** Remind students that their work does not have to be perfect. Discussions are meant for everyone to participate and there are no right or wrong answers. If learners are not comfortable doing an activity, invite them to warm up with a simpler version of the activity first. For example:
 - To prepare learners to feel comfortable speaking in a large group discussion, have them talk in pairs or small groups first.
 - To prepare learners to create a short play, first give them a specific, short scene to act out, such as "imagine you are walking down the road and you see your best friend".
 - To prepare learners for a drawing activity, first have them draw anything they want on a piece of paper for 30 seconds.
 - Take notice of the different abilities and talents of the different learners, and find opportunities to affirm all learners. Examples:
 - "I noticed you did a great job listening"
 - "I think you showed a lot of leadership in your group"
 - "I appreciate how you help keep our classroom clean"
 - "I admired your courage when you spoke in the group discussion"
 - "I like how you are kind and a good friend to others in the group"



2. Components of the Curriculum



Each lesson in this curriculum contains the following sections:

Section	Explanation of section
Title	Name of lesson
Purpose	The overall objective of the lesson
Time	The suggested amount of time it takes to complete the lesson.
Learning outcomes	What students should learn or be able to do as a result of the lesson.
Key concepts	Definitions of important concepts and vocabulary.
Materials	The physical materials or space needed to do the activities.
Lessons and activities	The step-by-step instructions for how to facilitate the activities, including the amount of time suggested for each activity.
Assessment	Additional activities that can be used to check if students achieve the learning outcomes.
Teaching and facilitation tips	Suggestions for what to do to be an effective facilitator.
Background information	Additional information about the topic, links to additional reading materials or resources, or suggestions for variations to the activities.

Please note that activities may take more time to implement than the amount indicated in the lesson plan. The times indicated in the lesson plans are based on how long it would take an experienced facilitator to conduct the lessons. They may take longer, especially if it is the first time you are facilitating. **It is not necessary to complete all the activities in the lesson if there is not enough time.** The activities in each lesson are connected and they build upon each other, so it is best to complete the lesson in the order it is written. However, if there is not enough time, you could conduct the activities over the course of multiple sessions. Facilitators should also feel free to adapt the lessons as they see fit. For example, if you think an activity from Lesson 2 would work better in Lesson 1, feel free to make that change.

In the “Lessons and Activities” section, each activity has a sub-heading that indicates what type of method is being used. These methods include:

- **Brainstorm**—coming up with several ideas as a group
- **Communication Exercise**— skills to practice speaking, listening, and expressing oneself verbally and non-verbally
- **Cooperative Game**—playing a game that has a specific goal or problem that needs to be solved, where everyone needs to work together to achieve it
- **Simulation Game**—an activity that creates a situation similar to real life to help participants become aware of their own behavior
- **Drawing**—expressing ideas through sketches and art
- **Group Discussion**—talking together as a large group about the topic of the lesson
- **Icebreaker**—a quick game to help people get comfortable, get energized, or get to know one another better

- **Role Play**—acting out situations or expressing ideas through performance
- **Small group work**—solving problems or having discussion in groups of 3-5 people
- **Talking Circle**—sitting in a circle and giving every person in the circle a chance to share their thoughts and opinions
- **Pair work**—two people working together to solve a problem or have a discussion
- **Storytelling**—listening to or creating real or imagined stories that communicate information about the topic

3. Description of the Learn and Share Together Projects

This curriculum aims to teach knowledge, skills, and attitudes that help students contribute to the development of their communities. As an outcome of this curriculum, students and teachers, together with the help of parents, will have the opportunity to create a learning project, called a “Learn and Share Together Project”. This project is a form of service learning. **Service learning** is an educational approach where students respond to needs in a community and reflect on their actions.

The aim of the Learn and Share Together Projects is for students and teachers to put their learning from this curriculum into practice through activities that they create themselves to support their school community. The Learn and Share Together Projects should incorporate the key concepts and principles covered in this curriculum.

Learn and Share Together Projects can be done in many different ways. Some examples of possible projects include:

- Cultural events led by students
- Activities to improve the school such as planting trees, cleaning the school, or improving a building
- Activities such as poem, story, or songwriting contests
- Drawing or photo exhibition
- Sports events or game days led by students
- After-school clubs for students to practice their new skills
- Activities to raise support for the school for new books, supplies, etc.

The ideas above are only a few examples, and each school is encouraged to develop a unique Learn and Share Together Project that responds to the needs and goals of their school. Throughout the curriculum, facilitators can encourage students to brainstorm ideas for the project. Several activities in the curriculum are intended to help students develop ideas for the Learn and Share Together Project. In particular, Lesson 2 “Discovering Our School”, Lesson 5 “The Problem of Exclusion”, and Lesson 6 “Needs, Wants, and Human Dignity” are activities that help students identify opportunities and needs that could be addressed through a learning project. Lessons 7 and 11 focus entirely on developing ideas and designing the Learn and Share Together Project.



4. Roadmap of the Curriculum

Each lesson in this curriculum has specific learning objectives that are part of the broader goal to equip students with critical thinking skills and life skills. Lesson 1 helps students start to build a strong community in their classroom. Lesson 2 introduces the concept of active citizenship and invites students to think of ways to improve their school community. Lesson 3 helps students become familiar with different learning styles to learn more effectively. Lesson 4 gives students an opportunity to reflect on their identities and appreciate diversity in communities.

Lesson 5 emphasizes the importance of overcoming exclusion through the practice of inclusion to create a strong community. Lesson 6 helps students analyze needs and wants, identify ways to meet their needs and protect human dignity. Lesson 7 provides a tool for students to understand the steps of designing a project for their community. Lesson 8 introduces students to communication skills and active listening so they can work effectively with others. Lesson 9 builds assertive communication skills. Lesson 10 helps students understand collaboration and how to achieve win-win solutions to disagreements. Lesson 11 provides a final review of the curriculum and an opportunity for students to start to plan their Learn and Share Together Project. The following Roadmap provides a more detailed summary of each lesson, how lessons link together, definitions of the key concepts, and a one-sentence principle that describes the important values of the lesson.

Lesson 1, Building a Happy Learning

Community focuses on building a strong and cohesive community in the classroom and school. This lesson lays an important foundation for the whole project, because it gives students an opportunity to define their own behavior guidelines for a “Happy Learning Community” and make a commitment to follow the guidelines throughout the program. By creating a happy, strong community in the classroom, students are prepared to grow their community beyond their classroom through the Learn and Share Together project. To help students stay accountable to the guidelines, there is a space in the Student Booklet at the end of each lesson where students can reflect on which guideline they followed well, and ways to improve in the next session.

Key Concept

Community: A group of people who share common characteristics, including geographic, ethnic, cultural, national, or socio-economic backgrounds/identities.

Principle: *A happy and strong community is built on kindness and respect.*



Lesson 2, Cooperation: Working Together as Active Citizens, introduces the concept of active citizenship. In Lessons 1, the focus was on equipping students to behave and learn well together, in this lesson students think about how they can work together to create positive change in their school community. Students start the process of analyzing the strengths and needs in their school community through a “Discovering Our School” activity. This activity can be referenced later when students choose an idea for a “Learn and Share Together” project.

Key Concept

Active Citizenship: Taking responsibility for one’s community by analyzing issues and taking action for positive social change.

Principle: *Active citizens take responsibility and cooperate to make their communities better.*

Lesson 3, Learning Styles: Visual, Auditory, and Movement Learning, focuses on learning styles to help teachers and students better understand the different ways people learn. The Learn and Share Together curriculum uses a participatory, experiential approach to help teachers and students become more comfortable with using all their senses as part of the learning process. Different learning styles are introduced to help students discover diverse ways to acquire knowledge, express themselves, and gain ownership over their learning process.

Key Concepts

Learning Styles: Different ways that different people learn, using their unique senses, including visual/verbal, visual/non-verbal, auditory, and movement styles.

Experiential Learning: The process of learning through direct experience followed by reflection upon one's experience.

Principle: *Understanding the different ways people learn can help us learn better.*

Lesson 4, Our Diverse Identities, invites students to explore what makes them who they are. Students reflect on their unique individual identities as well as group identities. This lesson emphasizes that all people's identities should be respected because of their human dignity. It encourages students to appreciate diversity and respect different identities to create harmony within a community.

Key Concepts

Identity: Characteristics that define a person or group.

Diversity: Differences in people's identities.

Respect for Diversity: Treating people of all identities with respect and appreciating their differences.

Human Dignity: The idea that all people are inherently valuable and worthy of respect.

Principle: *All people are different, but we share a common humanity. Respecting one another and appreciating diversity helps make communities strong.*

Lesson 5, Creating Inclusive Communities, focuses on inclusion and exclusion. Lesson 4 introduced the concept of diverse identities. Lesson 5 builds on this by helping students understand the negative experience of identity-based exclusion. Students explore how exclusion is a violation of a person's human dignity, how it can lead to problems in communities by creating inequalities, and why it is important for active citizens to create inclusive communities where everyone is welcome.

Key Concepts

Inclusion: "The process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity" (The World Bank, n.d., para. 5).

Exclusion: "A state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state" (UNDESA, 2016, p. 18).

Principle: *Inclusive communities appreciate, celebrate, and respect diverse identities, values, and cultural traditions.*

Lesson 6, Identifying Needs, focuses on needs, wants, and human dignity. In Lesson 2, students learned that active citizens work to improve their communities, and in Lessons 3-5 they learned about the importance of appreciating diversity and practicing inclusion to make communities strong. Lesson 6 builds on these previous lessons and helps students think critically about what people need for survival and development. It introduces the Convention on the Rights of the Child as a framework for understanding basic human needs. The lesson also introduces the idea that when people's needs are not met it can lead to disagreements and problems in their communities.

Key Concept

Human Needs: The essentials human beings need for survival, growth, and development.

Human Dignity: The idea that all people are inherently valuable and worthy of respect.

Principle: *Active citizens respect people's human dignity and take action to meet human needs.*



Lesson 7, Designing a Learn and Share Together Project, provides an opportunity for students to reflect back on what they have learned so far in the curriculum, and start to prepare for the learning project they will create at the end of the curriculum. It provides a case study of a school-based Learn and Share Together project, and a project cycle tool to help students think through the questions they need to answer to create an effective project.

Key Concepts

Project: An activity or set of activities that is planned over a period of time to achieve a specific goal.

Project Cycle: All the steps required for a project, including planning, organizing, implementing activities, and reflecting on lessons learned.

Service Learning: an educational approach where students address needs in a community through a project and reflect on their actions.

Principle: *Through planning, action, and reflection, we can work together to create positive change to improve our school.*

Lesson 8, Communication and Active Listening, introduces the importance of effective communication skills to work well with others. It aims to help students recognize the impact of body language and culture on communication, and to learn how to be an active listener. It builds on Lesson 6 by emphasizing effective communication and active listening to better understand people's needs and wants.

Key Concepts

Active Listening: Active listening is a way of listening and responding that focuses attention on the speaker and helps people understand each other better. Active listening is one way to demonstrate empathy.

Empathy: Understanding the feelings and experiences of another person.

Principle: *Active listening is one way people can listen with their ears, bodies, minds, and hearts to demonstrate understanding and empathy to others.*

Lesson 9, Assertive Communication, explores the differences between passive, aggressive, and assertive communication skills, and helps students develop assertive communication skills. Lesson 8 focused on the listening side of communication. Lesson 9 focuses on the role of the speaker. It also builds on lesson 6 by emphasizing the importance of assertive communication to communicate needs and wants.

Key Concepts

Assertive communication: A style in which individuals communicate their feelings, needs, and wants with honesty, transparency, accuracy, and respect.

Passive communication: A style in which individuals avoid expressing their feelings, needs, and wants, and where they do not protect their rights or share their opinions.

Aggressive communication: A style in which individuals communicate their opinions and feelings through threatening, controlling, rude, or disrespectful behavior.

Principle: *Assertive communication is one way people can protect their rights in a respectful manner.*

Lesson 10, Exploring Win-Win Solutions to Disagreement, focuses on different ways to deal with disagreements. It challenges students to analyze how different responses can lead to win-win or win-lose outcomes to a disagreement. Lesson 10 builds on Lesson 6 by explaining that disagreements occur because people have (or perceive they have) different needs, wants, or goals. It builds on Lessons 8 and 9 by emphasizing that through active listening and assertive communication, people can communicate what they want and need, and collaborate to achieve win-win outcomes to a disagreement.

Key Concepts

Collaboration: Working together to achieve a goal

Win-Win mentality: The belief that through collaboration individuals or groups can achieve their goals together.

Win-lose mentality: The belief that there must be a winner and a loser in a disagreement.

Principle: *Through collaboration people can reach their goals and achieve win-win outcomes.*

Lesson 11, Community Vision is the final lesson in the Learn and Share Together curriculum. In this lesson, students look back on what they have learned through the ten previous lessons, and they look forward to their Learn and Share Together project. The lesson includes a structured review of the key concepts. It then uses a secret ballot followed by a consensus-building activity to help students select their idea for the Learn and Share Together project. Students then have an opportunity to start to create their project, using the project cycle tool introduced in Lesson 6. The lesson ends with an affirmation activity to celebrate everyone in the learning community.

Key Concepts

Consensus building: A decision-making process that seeks to achieve agreement or approval from everyone involved.

Principle: *By reflecting on what we have learned, and sharing our learning with others as active citizens, we can build a strong and inclusive community.*

5. Additional activities

The following activities are included to provide facilitators with additional options that can be used in the lesson plans. They are not a required part of the curriculum, and can be used as deemed appropriate by the facilitator.

Getting-to-know-you games

Partner Sketches (5 minutes plus time for sharing)

Give participants paper and markers. Ask participants to partner with a person they don't know well and ask a few questions (such as what is your favorite song, activity, or food). Explain that each person is to write their partner's name and quickly draw a picture of their partner and images related to the answers to their questions. Remind participants that their sketches can be very rough, and encourage them to make the drawing large enough to fill the whole sheet of paper. Have everyone stand in a circle to introduce his or her partner to the group. (This can also be done without drawings).

Two Truths and a Lie (10 minutes)

In small groups, participants take turns making three statements about themselves, two which are true; one that is a lie. The goal is to make it difficult to guess which statements are true and which are lies. After an individual makes their statements, the others come to consensus on which ones they think are true or not. Once they reach consensus, the participant who made the statements tells which is the "lie" and can also give more background information about the "truths".

Weaving our Community Together (2 minutes per participant)

Participants stand in a circle. A participant holds a ball of yarn or string, and introduces herself by sharing her name and something about herself (hobby, favorite place, etc.). Once she has introduced herself, she holds on to the end of the yarn and passes the ball to another person in the group. That person introduces himself, then holds on to the yarn and passes the ball to another person in the circle, until everyone has introduced themselves. The result will be a web of yarn connecting everyone in the group. This activity can also be used to emphasize teamwork, and as a review or closing where each person shares something they learned from the lesson.

Activities to form groups

Hum That Tune (5-10 minutes)

Cut small strips of paper for everyone in the class. On each slip of paper, write the name of a

famous song. The number of songs depends on the number of groups you want. (For example, if there are 20 people in your class and you want 5 groups, pick 5 songs and write each song on 4 strips of paper). Hand out each strip of paper and tell the group they have to find the people in the room who have the same song as them without using words. They should hum their song until they find everyone else with same song. This will be their small group.

Animal Sounds (5-10 minutes)

Similar to “Hum That Tune” but instead of using songs, use animals. Hand out strips of paper with animal names such as monkey, snake, dog, water buffalo, frog, cat, chicken, etc. Participants should make the animal’s noise and gestures until they find everyone else with the same animal. This will be their small group.

Numbers (5 minutes)

Have participants walk around the room at a comfortable pace. After walking for a minute or two, call out a number and tell participants they have to form groups with that number of people. Finish by calling out a number for the group size you would like for small group work.

Puzzles (5 minutes)

Cut pages from old magazines or newspapers into different shaped puzzle pieces. Use one page per group, cut into pieces according to the number of people you want per group (for example if you want 3 groups of 5, cut 3 magazine pages into 5 pieces each). Hand out one puzzle piece in a random order to the participants. Participants have to find the others who have the matching pieces to their puzzle.

Icebreakers

Sticky Rice (10-15 minutes)

Imagine each person in the room is a grain of sticky rice. At the start of the game, pick one person to be “it”. This person is a cooked grain of sticky rice. The rest of the players are uncooked grains of sticky rice. The cooked grains of rice have special powers. As soon as a cooked grain of rice touches an uncooked grain of rice, that grain becomes instantly cooked and has to “stick” with the rest of the group by linking both of their arms with other players. The goal is to for the cooked grains of rice to catch all the uncooked grains of rice and cook them, and make one giant ball of sticky rice.

Group Shapes (5-10 minutes)

Explain the goal of the activity is to work as a group to make shapes with their bodies. Tell participants that every person must be included in the shape. Divide players into groups of 4 or more. Call out different shapes, such as triangle, square, pentagon, and give the groups a few minutes to work together to make the shape with their bodies.

Statues (5-20 minutes, depending on complexity of topic)

Participants use their own bodies individually or as a group to create a “statue” that represents a feeling, a person, or an idea. Explain that you are going to call out a word, and they should make a shape with their body that represents that word for them, working in silence. Invite participants to use their whole bodies, including their faces. Call out the word, for example, “family” and give them a limited amount of time to create an image with their bodies that shows what family looks like to them. This can be used as a way to reflect on learning (for example, make a statue of one of the characters in the story we read), and as a way to explore key concepts (for example,



make a statue of what an active citizen looks like). Give participants freedom to create the statue however they like. Limit time so that participants do not think too much about it (15 seconds for an individual statue, 1 minute for a group statue). When making group shapes, invite individuals to step out of the statue while the others stay in their pose, to view the statue as an observer. Alternatively, you can invite one person to be the sculptor, and she can shape the others who are clay.

Debrief questions: 1) What shapes did people make? 2) How did that feel? 3) What shapes or images out to you the most? (For additional techniques see: Midha, 2010, p. 35).

Cooperative Games

Bamboo Balance

Materials needed: A very thin bamboo stick about 10 feet long for each group. Form teams of 6-8 people. Ask one person in each team to be the observer. Each team forms two lines standing shoulder to shoulder with half the team members facing the other half of the team members. Ask participants to hold out their index fingers at waist height. Announce that you will be placing a bamboo stick on top of their fingers, and the goal of the game is for the team to lower the stick to the ground. The rules of the game are as follows:

- Every team member must keep both index fingers in constant contact with the stick at all times.
- The stick can only be resting on the index fingers.
- Team members may not wrap a finger over the top of the stick or slide fingernails over the stick, etc. (i.e., They can't force the stick down).
- Every team member must be standing.
- The starting point is chest height of the tallest person.
- If anyone's fingers lose contact with the pole, the entire team must start over again at chest height.
- The observer's role is to make sure that they start over if anyone's fingers are not touching.

Debrief questions: (Share first in teams, then in large group): How did that feel? What skills did it take to be successful as a team? What creative solutions were suggested and how were they received? What did each group member learn about him/herself as an individual?

Describe My Picture

Participants form pairs. Provide each pair with two pictures from magazine or the newspaper, but do not allow one another to see their partner's picture. Invite one person in the pair to begin explaining in detail what her picture looks like while her partner attempts to draw the picture. Pairs can take turns listening and drawing. Once completed, invite the pairs to share the original picture and the drawing to see how similar or different they are.

Debrief questions: What was it like to describe your picture? How did you instruct your partner to draw a similar picture? What was it like to listen to the description? How did you work together to complete the task?

Human Knot

Participants form a circle and take hold of the hands of other participants, but not the people next to them, until everyone is connected and has formed a "human knot". The objective of the game is to untangle the knot without letting go of anyone's hands.

Reflection and Closing Activities:

Affirmation Posters

Invite the group to affirm each other as an expression of gratitude and care for their fellow group members. Tape a piece of paper to each person's back and give everyone a marker. Invite participants to walk around the room as they take time to write one or more affirming words on each person's paper. Challenge them to think of descriptive words or phrases that describe each person's unique qualities. When finished, take off each person's paper and write their name on

the back. Invite people to take the papers home and hang them on their wall as a reminder of how great they are and as a daily challenge to see others this way.

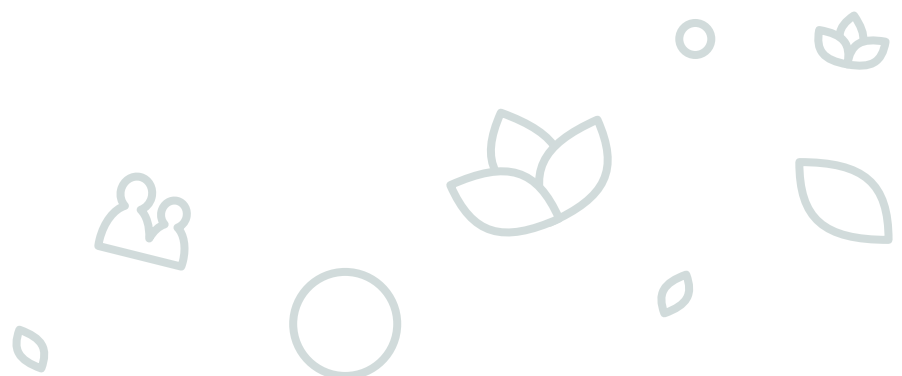
Reach Out and Touch Someone

Divide the group in half and invite one half to sit in a circle in the center of the room. Invite the other half to form a larger circle standing around the outside of the seated group. Instruct the seated group to close their eyes. Tell the participants that you are going to read a statement, and people in the outside circle will walk around and gently touch the shoulder or arm of people in the seated group that the statement describes. After reading through the list of statements, invite the seated group to open their eyes and switch places with the outside circle, then repeat the activity. Statements should reflect the themes of the curriculum, such as:

1. Someone who is kind
2. Someone I respect
3. Someone who is an active citizen
4. Someone I like to collaborate with
5. Someone who makes me feel happy
6. Someone I trust
7. Someone who is an active listener
8. Someone who I like to talk with about what I am feeling and thinking
9. Someone who has taught me something important
10. Someone with great ideas
11. Someone who is very creative
12. etc. (create your own)

Connecting with Nature

At the end of a session invite participants to go outside and take a few minutes to silently and individually observe nature and identify elements in nature that connect to a key concept they have learned in the class. Participants come back and sit in a circle. Have each participant share what they observed and how they connect it to their learning. For example: Lin Gyi observed several different types of plants next to one another which reminded her about the concept of diversity. She reflected that people of diverse identities can come together to form a strong community.





Lesson 1

Building a Happy Learning Community

Purpose: Develop guidelines for classroom behavior to create a learning community where everyone feels valued and respected.

Learning outcomes: Students will...

- Knowledge: Imagine what a happy classroom looks and feels like
- Skills: Work together to create a “Happy Learning Community” document of behavioral guidelines
- Attitudes: Value each member of the learning community
- Behaviors: Follow the “Happy Learning Community” guidelines throughout the program



45 minutes



Colored markers, flipchart paper, Student Booklet pages 1-2, space to sit in a circle

Key Concept

Community: A group of people who share common characteristics, including geographic, ethnic, cultural, national, or socio-economic backgrounds/identities. All people belong to many communities where they share things in common with other members of the community, though they are not all the same. The focus of this lesson is creating a respectful school community.



Lesson & Activities

One: The Wind Blows (10 mins)

Icebreaker

1. Participants form a circle.
2. Explain that one person will be in the center of the circle who will say, “The wind blows for anyone who...” and complete the sentence by adding a description of people in the group. Examples: “The wind blows for anyone who has a brother”; “The wind blows for anyone who likes to eat mohinga”; “The wind blows for anyone who is wearing longyi”.
3. If a participant has that description, they move to another space in the circle that is available. The person in the center of the circle also finds a space.
4. Students who don’t find a space in time go into the center and lead the next round.

5. If appropriate, this game can be used to describe diverse identities in the group, for example: “The wind blows for anyone who was born in Karen state”; “The wind blows for anyone who speaks more than one language.”

6. Facilitators may end the game after 10 minutes or when everyone has had a chance to be in the center of the circle.

Two: “Happy Learning” Vision (15 mins)

Drawing, Pair Work

1. Introduce students to the activity by sharing a personal memory of a happy learning experience you had as a child.

2. Ask students to think about what would make them happy in their school and classroom. Encourage students to be creative and use their imagination to think of anything that would make them feel happy. Students could imagine a school that has a football field, or a classroom that has musical instruments, or a teacher and students that are always kind to one another, etc.

3. Instruct students to turn to Activity 1, Box 1 in their Student Booklet. Students can use the blank space to draw a picture or write a few descriptive words to describe their learning community.

4. Tell students that their drawings or words don’t have to be perfect, the goal is to put their ideas down on paper. Give students about 3 minutes for this.

5. Invite students to get into pairs and decide who is student A and who is student B.

6. In pairs, students share their ideas on a happy learning community. While student A shares out loud, student B draws what they hear in Box 2 (this is called “visual notetaking”). Then students switch roles, and student B shares out loud while student A takes visual notes.

7. After about 5-7 minutes of sharing in pairs, invite students to come together as a large group. Have 2-3 volunteers introduce their partner to the class and share their partner’s vision for a happy learning community.

Three: Happy Learning Community Guidelines (20 mins)

Brainstorm, Group Discussion

1. Invite students to sit in a circle. As a large group, have students brainstorm actions and behaviors of a happy learning community. Suggested questions:

- How do friends treat one another? Examples: Respect, kindness, friendliness, taking care of each other, sharing, encouragement.
- What would make you feel happy in this group? Examples: Having fun. Warm relationships. Smiles.
- What should we do to ensure that everyone feels comfortable to speak and participate? Examples: Listen carefully. Respect each other. Make eye contact. Ask questions. Give everyone a chance to share. Be confident to share ideas. Accept and value different people’s opinions and ideas.
- How can we work together to solve problems that may arise? Examples: Sharing ideas. Come to agreements together. Share responsibilities for chores (cleaning, gardening, arranging desks, decorating).

2. Develop a list of guidelines to follow throughout the program. Remind students to keep statements positive. For example, “Be kind to everyone” rather than “Don’t be mean.”

3. Invite students to make a commitment to the Happy Learning Community guidelines by signing the flipchart paper. Invite students to copy the agreements in lesson 1 in their Student Booklet.

4. Post the guidelines on the wall of the classroom as a reminder throughout the program. Teachers and students may revisit the guidelines to update the statements or remind their classmates of the commitment they made to one another.



Assessment

At the end of each class, or as homework, ask students to reflect on how well they are following the Happy Learning Community Guidelines using the space in their Student Booklet.



Teaching & Facilitation Tips

Happy Learning Vision

- To prepare students for “visual notetaking”, invite a confident student to help you demonstrate the activity.
- **Remind students that the work does not have to be perfect:** Students often feel like their work must be complete before they can share it with others. In this curriculum, students are asked to do many activities that require them to create something quickly, such as a drawing, a short play, or a story. Let students know that there is no right or wrong answer. The most important thing is to just try.
- If the class is small enough and there is time, every student can introduce their partner and share their vision with the rest of the class.
- Students may share ideas for their happy learning community that are unrealistic (i.e. “I want to watch TV all day at school” or “my happy school has no work”). Remind students that the overall purpose of a school is to learn and grow to become well-developed citizens.

Happy Learning Community Guidelines

- Encourage equal participation: Notice who is sharing ideas, and who is quiet. You can say “We’ve heard suggestions from several people, and there are other voices we have not yet heard, would they like to say something?” Encourage those who are shy to “step up” and those who dominate to “step back”. Pay attention to group dynamics throughout the program and if boys and girls are participating equally.
- Students may suggest something like “Always respect the teacher.” Use this as an opportunity to discuss that everyone is a learner and a teacher in a Happy Learning Community. The responsibility for teaching and learning belongs to everyone in the group, not just the teacher. In a happy learning community, the teacher helps to facilitate learning, but he or she is also a learner. Likewise, the students are also teaching knowledge to one another!
- There may be different opinions on what guidelines to include. Let students know that different opinions are welcome in this space. Provide a simple example for students to agree with, such as “Durian is delicious!” or “Durian is smelly!”, or have them discuss a soccer team and why they support it, to demonstrate that it is acceptable to have either opinion, and neither is right or wrong. Ask students for suggestions about how to share different opinions respectfully, without arguing, and how to make decisions as a whole group. If necessary, have students raise their hands to vote on which guidelines to put on their list.
- To encourage students to take responsibility for their learning environment, you could create teams and assign them different duties each week. Students can brainstorm a list of duties, such as cleaning the classroom, arranging desks, taking care of plants, decorating. There could also be a team whose primary job is to make sure people are following the guidelines.
- See the Introduction section for additional facilitation tips.

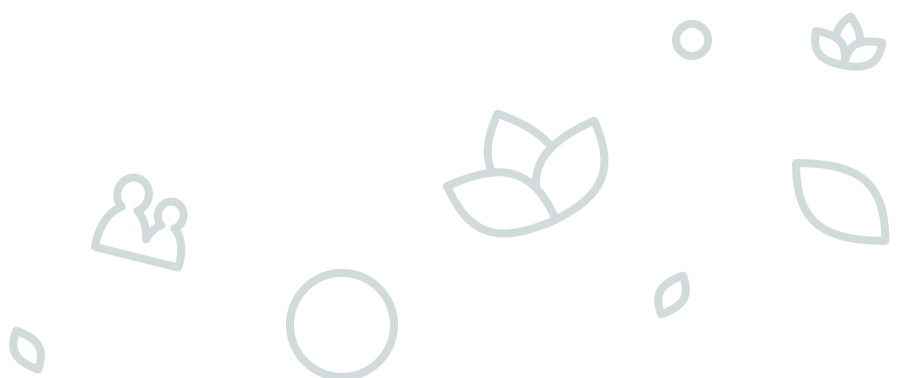


Background Information

Community Guidelines are ways to start building the community from a place of equality, respect, and inclusion. This is an opportunity for you, as a teacher, to demonstrate a collaborative relationship with the students, and build an environment of trust and open communication.

Variation: If you think students will be uncomfortable coming up with their own vision for a happy learning community, you can use this variation, which shows them the Myanmar government's national vision for the education system.

- The National Education Law Chapter 2, article c, describes an objective of national education in Myanmar. Break the article into several easy-to-read lines, and ask for student volunteers to read the article out loud, line by line. As students hear the article being read, ask them to pick one word that sticks out to them and write it in their booklet.
- National Education Law, Chapter 2, (c):
"The objectives of national education are as follows: ...To develop union spirit and to create citizens who respect, value, preserve and develop all the ethnic groups' languages, literatures, culture, arts, traditions, and historical heritage and who value and protect the natural environment and who can carry out sustainable development and pass these things on to others." (National Education Law, 2014)
- Break students into groups. Have them share the word they picked and discuss with their group what that word means. Invite students to come up with actions or behaviors they can do in the classroom and at school that will help achieve the objective.
- Bring the class back together and have each group share, then follow the steps in Activity 2 to create "Happy Learning Community Guidelines".



Lesson 2

Cooperation: Working Together as Active Citizens

Purpose: To explore how active citizenship makes a strong community. To understand the “Learn and Share Together” project goals.

Learning outcomes: Students will...

- Knowledge: Become familiar with the concept of active citizenship and the importance of contributing to their school community
- Skills: Cooperate as a group; Identify school strengths and ideas for improvement
- Attitudes: Responsibility as an active citizen and community member



45 minutes



Student Booklet, markers/crayons, slips of paper for “One System Many Parts” activity

Key Concept

Active Citizenship: Taking responsibility for one’s community by analyzing issues and taking action for positive social change.



Lesson & Activities

One: Review (5 mins)

1. Review the Happy Learning Community Guidelines. Ask if there are questions or suggestions for updates or new additions.

Two: Introduce the “Learn and Share Together” project (5 mins)

1. Explain that at the end of this program, students will participate in a “Learn and Share Together” project to design and implement an idea to improve their school.

2. Describe the “Learn and Share Together” project to them using the background information provided in the Introduction section.

3. Explain that the first step in preparing for this project is to explore how community members work together cooperatively.

Three: One System Many Parts (20 mins)

Cooperative Game

1. Divide students into groups of 4-5.
2. Explain that students will work together to act out the different parts of a system, like a machine or piece of technology.
3. Explain that just as a machine requires all parts to work well, each member of the group needs to contribute to make the system work well.
4. Give each group a slip of paper with a machine or piece of technology. Examples include: a bicycle, a phone, a motorbike, a water pump, a generator, a solar panel, a rice cooker, etc.
5. Tell students that the goal of the activity is to work together to become the system. For example: a bicycle requires two wheels, handlebars, pedals, and gears. Ask for a few volunteers to help you demonstrate an example. Assign each volunteer one part of the bicycle and have them act out how the bicycle would work.
6. Explain that in their small groups, they will have five minutes to decide how to work together to become their system, then present to the rest of the class. They can only use the people in the group, not additional materials, and everyone must participate.
7. Have each group present. Ask others to guess what their system is.
8. Debrief questions:
 - What was it like to work together as a system. What was easy? What was difficult?
 - What did your group do well together?
 - How did your group make decisions?
 - What would happen if you took a person out of the system?
 - How is this similar to the way things work in the communities we are a part of?



9. Explain that in a community, everyone needs to contribute and cooperate to make it work well. We are all connected and we depend on each other. We may not always think everyone is an important part of our community, but they are. The more we can include others, communicate well, and work together, the stronger the community will be.

10. Similar to the game, everyone has an important role to play to make a school community strong. People who contribute to making their community better are Active Citizens.

Four: Discovering our School (15 mins)

1. Ask students to quickly share out people who are in their school community (students, teachers, the principal, etc.). Explain that as active citizens, they have the responsibility to participate in making their school community a happy, healthy place.

2. In this activity, students will take a survey of their school. They will identify one strength, and one idea for making it better in each of the following categories:

- Classrooms (e.g. Strength: desks and seats for everyone; Make it better: Put pictures on the walls)
- Outdoor space (e.g. Strength: Space to run and play; Make it better: Plant flowers)
- Water and sanitation facilities (e.g. Strength: Hand washing station; Make it better: Get soap)
- Learning resources (e.g. Strength: Some books; Make it better: Get more books)

3. Divide students into groups of four. Have them walk around the school and fill out the survey in their Student Booklet.

4. Divide students into groups of four. Have them walk around the school and fill out the survey in their Student Booklet.

Five: Share Out and Closing (5 mins)

1. Bring students back to classroom and invite each group to share one strength and one way to make it better.

2. Create a list of strengths and “Make it better” ideas on flipchart or the chalkboard. Keep this list to reference during design of the “Learn and Share Together” project.

3. Explain to students that when they create the “Learn and Share Together Projects” they will design activities to help strengthen their school communities. By looking at the existing strengths in their schools they can look at what has already helped their school to be strong, and build on those efforts. They can also look at what is needed to make the school community stronger, and create activities to help improve their school.



Assessment

- Review survey notes in the Student Booklet
- At the end of the lesson, have students write a few sentences in their Student Booklet about what it means for them to be an active citizen.





Teaching & Facilitation Tips

One System Many Parts

If students are shy to act out this activity, use a simple movement energizer to warm them up. For example, have everyone stretch their arms and pretend to be a tree, a tree in a rainstorm, etc.

Discovering Our School

In preparation for this activity, please consult with the headmaster about having students walk around campus. To help groups spread out while they walk around campus, assign a number and an area to each group to begin the survey (i.e. Group 1 starts with classrooms then moves to outdoor space, group 2 starts with outdoor space then moves to water and sanitation facilities, etc.).





Background Information

Citizenship is a concept that can be understood as an activity (active citizenship) and as a legal status (being a legal citizen of a nation). This lesson explores involvement in the school community as a starting point for active citizenship. Definitions of citizenship according to UNESCO (2010) and Oxfam (2009) (as cited in Wong and McLaughlin, n.d., p. 6).

"A citizen is someone who...

- is willing to investigate issues in the local, school and wider community.
- has the ability to analyze issues and take action aimed at achieving a sustainable future.
- participates in and contributes to the community at a range of levels from global to local.
- is willing to act to make the world a more sustainable place.
- takes responsibility for their actions"



Lesson 3

Learning Styles: Visual, Auditory, and Movement Learning

Purpose: To help students understand and appreciate diverse learning styles to learn more effectively.

Learning outcomes: Students will...

- Knowledge: Recognize different ways people learn
- Skills: Demonstrate different learning styles
- Attitudes: Value diverse ways of learning
- Behaviors: Treat all different types of learners with respect



45 minutes



Flipchart paper (or A4 paper if flipchart paper is not available), pens or pencils, chalkboard, Student Booklet, space for role plays

Key Concept

Learning Styles: Different ways that people learn, using their senses, including visual/verbal, visual/non-verbal, auditory, and movement styles.

Experiential Learning: The process of learning through direct experience followed by reflection upon one's experience.



Lesson & Activities

One: Review (5 mins)

1. Invite students to recall some of the school strengths they identified in the previous lesson. Ask if students have identified any other ideas to improve their school.
2. Invite students to recall skills they used in the One System Many Parts game and if they can give examples of using these skills since the previous lesson.

Two: Warm Up - Maung Maung Says (5 mins)

1. Inform students they are going to play a game called Maung Maung says to practice learning English words. Write on the board, "Maung Maung says touch your _____". List out body parts in English such as head, shoulder, nose, ears, knees, arms, etc. One person is designated

the leader (Maung Maung), the others are the players. Standing in front of the group, the leader (Maung Maung) tells players what they must do. However, the players must only follow instructions that begin with the words “Maung Maung Says.” If the leader says, “Maung Maung says touch your nose,” then players must touch their nose. If the leader only says, “Touch your nose” but does not start with the words “Maung Maung says” then any players who touch their nose are out of the game until another round is started. Maung Maung’s goal is to eliminate all the players, so Maung Maung can use strategies to confuse people, such as touching her nose without using the words “Maung Maung says”. End the game after 5 minutes or when there is only one person left.

2. Debrief questions:

- What did it take to be successful in this game? Possible answers: Listening carefully. Not always following everyone else’s movements.
- Did you learn any new words today? Do you think you will remember these words? Could you teach others these new words in English? Why or why not? Possible answers: I was able to play a game to learn the new words. I liked reading the words on the board while we played the game. I thought it was fun to say the words.

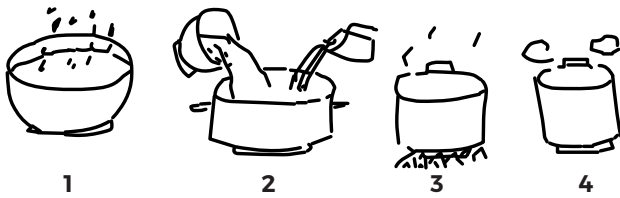


Three: Learning Styles (10 mins)

Group Discussion

1. Explain that today we are focusing on how people learn. There are many different ways people learn. We learn through using our senses to get information about how to do things. Some people learn best by seeing information with their eyes, others learn best by hearing with their ears, and others learn by making movements. These different ways of learning are called visual, auditory, and movement learning styles. We also learn through trying new things and then reflecting on what we learned. This is called **experiential learning**.
2. Explain that throughout this program we will use many different learning styles, and we will have new experiences, and we will reflect on those experiences.
3. Ask what learning styles we used in Maung Maung Says (answer: auditory learning to listen to Maung Maung’s instruction, visual learning to watch Maung Maung’s actions, and movement learning to act out the instruction).
4. Lead a brief discussion on how students learn differently by asking students how they learned to do the following tasks:
 - Reading a book
 - Dancing a traditional dance
 - Playing *chinlone*
 - Singing a song
5. Share information about the learning styles (found in Lesson 3 in the Student Booklet) to illustrate there are multiple learning styles.
6. Give an example of how to cook rice using each learning style:
 - **Visual/verbal:** Write step by step instructions on the chalkboard, for example: Step 1: Cover the rice with water and wash the rice; Step 2: Drain the water; etc.

- **Visual/nonverbal:** Draw images like this:



- **Auditory:** Say the steps out loud
- **Movement:** Make hand gestures as if you are pouring rice into a pot, washing it, draining it, putting new water in, putting it on the fire, etc.

Four: Four Corner Learning Stations (20 mins)

Role Play, Writing, Drawing, Storytelling

1. Break students up into four groups in the four corners of the room. Ask the students to pick two rules or tips for how to play football, then present to the class using their assigned learning style:

- Group 1 (Movement): Create a short play to act out the two football rules
- Group 2 (Visual/Verbal): Write about the football rules (in big letters on the chalkboard)
- Group 3 (Visual/Nonverbal): Draw pictures or diagrams to describe the football rules (on flipchart paper)
- Group 4 (Auditory): Explain the football rules to the class

2. Invite students to go to the learning style group they are most interested in (or use an icebreaker to form groups. Icebreakers can be found in the Introduction section).

3. Give students 10 minutes to work in groups to prepare their information.

4. Invite each group to present their information to the rest of the class. Give each group about 2-3 minutes for their presentation.

Five: Reflection and Closing (10 mins)

1. Invite students to sit in a circle in the classroom.

2. Ask students what they learned about football from the presentations.

3. Check for understanding of the different learning styles by pointing to the four corners of the room where the groups worked, and asking students to name that learning style.

4. Repeat the 4 different learning styles and invite students to rate how much they liked each learning style by holding up their hand with 1-5 fingers (1--didn't like it, 5--liked it a lot).

5. Ask: How can using different learning styles help students learn and work together?

6. Ask how their group worked together. How well did they do keeping the Community Guidelines? Have students fill out their Community Guidelines reflection in their Student Booklet.



Assessment

Check students' understanding of different learning styles in future sessions by asking them whether an activity is visual, auditory, or movement. For example, when students draw their Hand Identity Map in Lesson 4: Our Diverse Identities, ask them what learning style they are using (answer: visual/verbal and visual/non-verbal).



Teaching & Facilitation Tips

While students are working in groups, walk around the room to help keep them on task. If they have trouble coming up with any football rules or tips, help them think of one. Examples: 1) Players cannot touch the ball with their hands; 2) If the ball crosses the sideline it needs to be thrown in; 3) If the offensive team kicks the ball past the end line it is a goal kick; 4) If the defensive team kicks the ball past the end line it is a corner kick. More rules available at: <http://www.kids-play-soccer.com/basic-soccer-rules.html>



Background Information

Using a variety of learning styles is an important element in participatory learning and facilitation. Exposing students to different learning styles can help students discover diverse ways to gain knowledge and express themselves, and give students greater ownership over their learning process. There is not clear agreement in the academic research on whether or not it is more effective to teach students in their particular “learning style” (Finley, 2015). The objective of this lesson is not to categorize students according to learning style, but to demonstrate that teaching and learning can be done in many different ways, and to expose students to different styles they will use throughout this program. Different learning styles include (adapted from MoteOo Education, 2015, p. 10):

Visual/verbal learners learn through:

- Written information
- Reading books
- Signs and posters with words
- Lists with bullet points



Visual/non-verbal learners learn through:

- Looking at charts, diagrams, pictures, photos, maps, posters, cartoons
- Watching video clips
- Observing demonstrations
- Watching a presentation with diagrams, images, etc.



Auditory learners learn through:

- Listening to radio, lectures, stories, poems, famous quotes, music
- Discussion: asking questions, sharing ideas and giving feedback
- Creating or performing chants, rhymes and songs
- Memorizing by repeating information out loud or in their mind, oral quizzes



Movement learners learn through:

- Body movement, physical games, action songs
- Touching things with their hands and moving them around
- Role play, dancing
- Exploring, experimenting and trying things out, building things
- Spreading notes, workbooks and materials out around you



Lesson 4

Our Diverse Identities

Purpose: To reflect on multiple aspects of identity and to appreciate diversity

Learning outcomes: Students will...

- Knowledge: Become familiar with different types of individual and group identities; Understand the concept of diversity
- Skills: Reflect on personal and group identities
- Attitudes: Appreciate diversity within a group



90 minutes



Colored markers or pencils, Student Booklet

Key Concepts

Identity: Characteristics that define a person or group.

Diversity: Differences in people's identities.

Respect for diversity: Treating people of all identities with respect and appreciating their differences.

Human dignity: The idea that all people are inherently valuable and worthy of respect.



Lesson & Activities

One: Review (5 mins)

1. Ask students to recall the different learning styles they practiced in the previous class (visual/verbal, visual/non-verbal, auditory, movement). Ask if anyone has practiced any of these learning styles since the previous class.
2. Remind students that understanding different learning styles can make learning more interesting and creative, and provide opportunities to express themselves in different ways. It is important to respect different learning styles.
3. Learning styles are one of many ways that people are different, or diverse. Today we will discuss other ways we are different and similar by looking at our identities.

Two: What's in a name (30 mins)

Icebreaker

1. Invite students to stand in a circle and think about where their childhood name comes from. If they don't have a childhood name they can use their full name.
2. Provide 2 minutes to each student to:
 - Share a quick gesture that represents their name and,
 - Share who gave them their name, why, and what it means. For example, were you named after anyone in your family? Why?
3. Debrief as a large group with one of the following questions:
 - How does your name influence who you are or what you are like?
 - If you could choose a new childhood name, what would it be and why?

Three: Hand Identity Maps (45 mins)

Drawing Activity

1. Begin by telling students that this activity is an exploration of the many identities we all hold. We all have many identities that make us who we are. In this activity, we will reflect on different parts of who we are.
2. Ask students to trace their hand in the blank space in Lesson 4 in their student booklet. Explain that this hand represents a unique map of who you are and what identities you hold. Invite students to write their full name and their childhood name on their hands. On the inside of the hand, ask students to write words or draw images for identities they use to describe themselves.
3. Provide examples of identities: Karen, student, sister, plays sports, sings in a choir, youth, Myanmar, older brother, Shan, lives in Hpa-An, etc.
4. Let students know that they will be asked to share their hands, so they should choose things they are comfortable sharing with others, and if there are parts of their identity they do not want to reveal they do not need to.

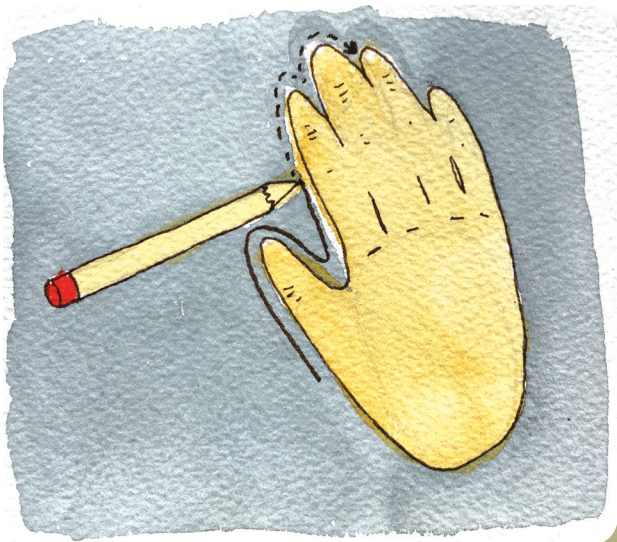
Work in Pairs

1. Have students get in pairs, share their hand identity map, and discuss one or more of the following prompts:
 - Learn more about their partner's identities.
 - Discuss which identity is most important to them and why.
 - Share a story explaining why they are proud of their identity.
2. After about 15 minutes bring the group back together for debriefing.

Large Group Discussion

1. Questions for debrief:
 - What was something you found interesting or surprising about your partner?
 - How many of you wrote down identities related to your role in your family (such as son, sister, etc.)? To your interests/hobbies (such as singer, plays sports)?
 - What are some of the identities that you have chosen? Which ones were not necessarily your choice? (possible responses: I chose to be a singer, but I didn't choose to be a girl)
 - Which of these characteristics do you consider to be related to your culture? i.e. are their characteristics unique to their community, state, or nation? (Possible responses: from Hpa-An, Karen, Bamar, Myanmar)

- **Summarize by explaining these key points:**
- Everyone has a right to have their identities valued and respected. No matter what identities you hold, they are all valuable because they are what make you, YOU!
- Diversity means there are many different kinds of people with different identities. Diversity is a great thing because it means people get to learn more about different cultures, languages, traditions, and beliefs, and share their differences.
- Explain that every person deserves to have their identity respected because of their human dignity. All people have human dignity, which means they are inherently valuable and worthy of respect. Dignity is something all people are born with, and it means no person's life should be treated as more or less valuable than anyone else's, no matter their physical appearance, education level, culture, nationality, religion, how much money they have, whether they are male or female, language, etc.
- Appreciating diversity and respecting human dignity will make communities stronger.



Four: Closing (10 mins)

Affirmations

1. Invite everyone to stand up in a circle.
2. Each person will say one word of appreciation about the person to their right.
3. When all students have participated, have everyone close their eyes and think about one thing they can do individually to appreciate diversity in their own communities. Challenge students to put their idea into practice before the next session.



Assessment

Check students' understanding of the key concepts by having them answer the following:

- What is one thing you appreciate about another culture/ethnic group that is different than yours?
- What is one question you have about another ethnic group?
- Who could you speak to in your community to answer this question?
- How can you communicate your appreciation for someone within this culture/ethnic group?



Teaching & Facilitation Tips

What's in a Name?

If you are very limited on time, break into several smaller groups or do the activity in pairs.

Hand Identity Maps

This activity is a way for students to think about the question, "Who are you?" Remind students that there are no right or wrong answers. Facilitators should prepare an example identity hand in advance but remind them that their hand will look different, because everyone is unique.

Affirmations

This activity honors and respect each member of the class. It requires calm and mindful behavior from both the facilitator and students. It should only be used if you feel that students will be able to act maturely and respectfully to one another.



Background Information

Identity gives us a way to understand how we fit into the world around us. Some parts of identity are visible, like clothes and skin color. Other parts are not visible, like beliefs and values. People are born with certain identities, such as being a boy or a girl, and they also gain identities from their culture, such as practicing certain traditions or behaviors. Identities that are shared with other people are **group identities**. People who share a group identity often have a common history, culture, language, or beliefs. Examples of group identities are people from the same village, state, and people who are citizens of the same country (nationality). People also choose identities, such as being a fan of a certain football team or being a businessperson. The way people feel about their identities can change throughout their lifetime. For example, a youth might feel strongly about their identity as a student, but later that could change to a strong identity as a parent.

Everyone has a right to have their identity valued and respected because of their human dignity. Education scholar Betty Reardon defines human dignity as "the fundamental innate worth of the human person. A good society honors the dignity of all persons and expects all its members to respect the dignity of others" (1995, p. 5).

Trying to change a person's identity, or treating someone as less valuable because of their identity, means their human dignity is not being respected. Sometimes, group identities can be a source of problems or disagreement. For example, if students are told they shouldn't speak their ethnic language at school, this can make the students and their families feel insecure or disrespected, and can lead to a disagreement. Having a community with diverse identities can make communities much stronger if people appreciate different cultures and embrace diversity.



Lesson 5

Creating Inclusive Communities

Purpose: To explore the impacts of exclusion and the importance of creating inclusive communities for positive social change.

Learning outcomes: Students will...

- Knowledge: Become familiar with the definition of inclusion and exclusion
- Skills: Analyze the impact of exclusion
- Attitudes: Practice inclusion of different people



65 minutes



Sheets of dot stickers of at least 4 different colors or colored post-it notes or small sheets of paper, Student Booklet, pens or pencils

Key Concepts

Inclusion: “The process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity.” (The World Bank, n.d., para. 5)

Exclusion: “A state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state.” (United Nations, 2016, p.18)



Lesson & Activities

One: Review (5 mins)

1. Ask to share a definition of diversity (possible answer: understanding that each individual is unique and different).
2. Ask students why it is important to respect diversity (possible answers: Because of human dignity, every person is valuable no matter their culture, ethnicity, where they are from, what they look like, what their job is, etc.)
3. Explain the importance of diversity: When people do not respect diversity, it can lead to disagreements in communities, especially if some people's needs are met and others are not. Today the discussion will focus on how active citizens can make their community a place where people of diverse backgrounds feel welcome.

Two: Where do I belong? (30 mins)

Simulation Game

1. Have students form a line standing shoulder to shoulder and close their eyes.
2. Round 1: Place a colored sticker, piece of paper, or post-it note, on each student's forehead. Use at least three colors, and distribute the colors evenly among the students (for example if there are 30 students, give 10 student blue stickers, 10 students green stickers, and 10 students red stickers)
3. Ask students to open their eyes and tell them to quickly find the other people who have the same colored sticker as them.
4. Round 2: Ask students to remove the sticker from their foreheads. Have students form a line again and close their eyes. Place a new different colored sticker on each student's forehead. Distribute colors less evenly among the groups (for example 14 blue stickers, 8 green stickers, 4 red stickers, and 4 yellow stickers).
5. Ask students to open their eyes quickly and find the other people who have the same colored sticker. But this time they cannot talk. They must only use non-verbal communication to find their group.
6. Round 3: Ask students to remove the sticker from their foreheads. Have students form a line again and close their eyes. Place a new, different colored sticker on each student's forehead. Distribute colors so that there are two groups of similar sizes and two students who do not have a group. (for example, 14 blue stickers, 14 green stickers, 1 red sticker, and 1 yellow sticker)
7. Again, ask students to open their eyes and find the other people with the same colored sticker without speaking.
8. Observe students' behavior.
9. Finish by asking students to form a circle to debrief the activity.

Large Group Discussion

1. Questions for debrief:
 - How did it feel to find a group?
 - In rounds 1 & 2, did anyone have a hard time finding a group? How did that feel? Was anyone worried they did not have a group?
 - For students who did not have a group in Round 3: How did it feel when you were unable to find a group?
 - Did you treat people different when they were in your group? How did you treat others when they were outside of your group?
 - How is this like real life? Do you ever see people behave this way at school? Do people leave some people out because of the way they look, talk, or based on where they come from, etc.?
 - Explain the concepts of exclusion and inclusion to students. Explain that people might experience exclusion because of an identity they have that is not being respected, such as gender, race, ethnicity, origin, economic status, culture, age, and disability. Explain that exclusion hurts people and communities. Inclusion is a way to overcome exclusion. It means taking action to improve the situation of people who are excluded.
 - Ask why it is important to work for inclusion? Possible responses: To ensure people are not left out. People need to feel like they belong to a community to feel happy and secure. To ensure that people have support when they need help.
 - Explain that that active citizens work for inclusion. Active citizens look out for people who are being excluded and take action to include them. They also work to get the people who have power in their communities to take help those experiencing exclusion.
 - How can you make sure people are included in your community (school community, village, etc.)?

Three: The Problem of Exclusion (30 mins)

Group Discussion

1. Remind students that people might experience exclusion because their identities are not being respected or because their needs are not being adequately met.
2. Review the following examples and ask students to think about what factors might be contributing to the exclusion of the child in each situation.
 - Example 1: Nilar Win, an 11-year-old girl is not attending school because her parents want her to stay home and help on the farm, but they let her 8-year-old brother go to school. (possible answers: exclusion related to gender, economic challenge)
 - Example 2: Aik Sai, a 10-year-old boy moved to Karen State from Shan State. He speaks with a different accent and the kids at school tease him and call him names. (possible answer: exclusion based on ethnicity, language, place of origin)
 - Example 3: Zau Seng, a boy in 10th standard wants to attend university, but his family does not have enough money to pay for tuition for him to prepare for the matriculation exam. (possible answer: exclusion based on an economic challenge)
 - Example 4: Wai Wai, a 12-year-old girl celebrates a holiday with her family that the other students in the class do not celebrate. The next day at school the kids make fun of her culture and call her a rude name (Answer: exclusion based on culture, traditions, values)
3. Explain that these are just a few examples, and that exclusion can be based on many different factors. Ask students if they can think of examples of other ways people might be excluded.

Small Group Work

1. Have students get in small groups and pick one of the scenarios above to analyze.
2. Invite students to answer the following questions about the scenario:
 - 1) What identities are not being respected for this person or group? (for example gender, culture, values, language, ethnicity, economic challenge, etc.)
 - 2) What is the need that is not being met for this person? (for example need for education, need to speak one's language, need to practice one's culture and traditions, etc.)
 - 3) What impact could exclusion have on this person's life?
 - 4) If this person was in your community, how might you help them to be included?
 - 5) Who could you speak to in your community to help the person?
3. Give students about 15 minutes to work in small groups, then have each group present their analysis to the rest of the class.





Assessment

Use students' presentations of their analysis in the "Problem of Exclusion" activity to assess their understanding of the key concepts and their attitude toward inclusion.



Teaching & Facilitation Tips

Where do I Belong?

The purpose of this simulation is for students to become aware of what it feels like to be included and excluded. Students reflect on their own behavior to consider if they act in an inclusive or exclusive way. In Round 3, when selecting students who will not have a group, pick students that you know are confident.

Debrief: The debrief of this simulation is the most important part. Leave plenty of time to debrief (at least 15 minutes) and focus on helping students connect their real-life experiences to the simulation. In preparation for the debrief, observe students' responses closely during the simulation. Take notice of any of the following responses to discuss during the debrief:

- Students who appear to be extremely proud of being part of the largest group (example of exclusion).
- Smaller groups becoming very close; sticking together to protect themselves (example of how minority groups respond to exclusion).
- Forcing people with different colored stickers away from their group (example of exclusion).
- Being very smiley and friendly to people of the same color and making mean faces to people of different color (example of exclusion).
- Making an effort to help others from a different color to find their group (example of inclusion).
- Reaching out to the student who was without a group to include them (example of inclusion).

Point out any of the above responses that you observed, and help students reflect on whether their actions were inclusive or exclusive. Make sure to spend time discussing ideas for how students can make their school and community more inclusive in the future.

The Problem of Exclusion

The purpose of this activity is to strengthen students' critical thinking skills about the impact of exclusion on people's lives, and to develop ideas to practice inclusion. Make sure that students have enough time to discuss questions 3 and 4, which focus on generating ideas and action plans to practice inclusion. If students are having a hard time coming up with answers to the questions, help them with the following examples:

Example 1: Nilar Win

- Need that is not being met: Need for education.
- The impact of exclusion: Fewer opportunities for Nilar Win to have a career and advance economically.
- How might you help Nilar Win to be included: Get to know her parents and speak with them about what support they need to be able to send Nilar Win to school.
- Who could you speak to for help: Ask the headmaster of the local school to talk to her family.

Example 2: Aik Sai

- Need that is not being met: To have his culture and language respected.

- The impact of exclusion: Low self-esteem may impact how well Aik Sai does at school.
- How might you help Aik Sai to be included: Treat Aik Sai with respect and kindness, and use assertive communication to ask those who are bullying him to stop.
- Who could you talk to for help: Ask friends of yours to join you and form a group to talk to the bully. Talk to a trusted adult or teacher to ask for help.

Example 3: Zau Seng

- Need that is not being met: Need for education, need for money
- The impact of exclusion: Fewer opportunities for Zau Seng's future career.
- How might you help Zau Seng to be included: Create a study group to prepare together for the matriculation exam. Organize a campaign in your school to raise the quality of the teaching so that all students pass the matriculation exam.
- Who could you talk to for help: Talk to the teachers in your school to ask them to help.

Example 4: Wai Wai

- Need that is not being met: To be able to practice one's culture and traditions freely.
- The impact of exclusion: Wai Wai may feel isolated at school, may have low self-confidence.
- How might you help Wai Wai to be included: Ask questions in a kind and respectful way to learn more about her culture, values, and family traditions.
- Who could you talk to for help: Talk directly to Wai Wai to make her feel welcome. Talk to other friends to invite them to join you in becoming friends with her. Ask the community leaders to help you organize a special event to share about different cultural traditions.

Variation: Practicing Inclusion (20 mins)

Role Play

If time permits, the following activity can be added to the lesson, or used as a variation for the The Problem of Exclusion

- Invite students to work in their small groups to come up with one specific example of a way to reach out to people who are experiencing exclusion in their community. They can use one of the scenarios from "The Problem of Inclusion", or create a new example related to their own lives.
- Give groups about 5 minutes to prepare a role play demonstrating one example of what inclusion could look like in action.
- Have groups present their role plays to the rest of the class.
- Discuss ways the class can put inclusion into practice in their school and broader communities.



Background Information

Inclusion and exclusion, also called “social inclusion” and “social exclusion” are concepts that relate to how individuals and groups participate in the political, economic, and social life of their society. Exclusion is when groups experience disadvantages in their ability to participate on the basis of a certain identities, such as gender, race, ethnicity, origin, economic status, belief, age, and disability. Exclusion is the result of social structures that favor one group over another, which leads to discriminatory beliefs and practices. Exclusion can happen between individuals, communities, and at a societal level. For example, when the government fails to provide services such as education or health care for a group of people in a certain area, that is a form of exclusion at a societal level. Exclusion is a violation of a person’s human dignity, preventing her from having opportunities to live a dignified life. Exclusion can lead to problems in communities by creating inequalities. This may cause disagreements between groups. Inclusion is a response to exclusion, and is a proactive way of trying to improve the situation of excluded groups. Inclusion aims to create “enhanced opportunities, access to resources, voice and respect for rights”(United Nations, 2016, p.20). Individuals can practice inclusion at a person-to-person level, and they can also work to create change at a community or society level by getting those who have power to change social structures that exclude people.

¹The “Where Do I Belong” activity for Lesson 5 of Learn and Share Together is adapted from Equitas International Centre for Human Rights Education’s Play It Fair Toolkit used under CC BY-NC-SA 4.0.

Lesson 6

Identifying Needs

Purpose: To explore the relationship between needs, wants, and human dignity.

Learning outcomes: Students will...

- Knowledge: Recognize needs and wants required for a healthy community; become familiar with the idea that human dignity requires meeting human needs
- Skills: Identify needs that may be addressed through service projects to improve the school community
- Attitudes: Acknowledge the human dignity of each student



45 minutes



Sheets of paper, markers/crayons, tape, Student Booklet, "Needs and Wants Cards" (one set per group)

Key Concept

Human Needs: The essentials human beings need for survival, growth, and development.

Human Dignity: The idea that all people are inherently valuable and worthy of respect.



Lesson & Activities

One: Review (5 mins)

1. Remind students that in Lesson 2 they learned that active citizens work to improve their communities, and they started to think about ways they could improve their school. In Lessons 3 and 4 they learned that communities are full of diversity—people who have different ways of learning and different identities, and they discussed how active citizens appreciate and respect diversity. In Lesson 5 they learned that active citizens practice inclusion and work to make their communities welcoming for all people, regardless of their identities.

2. Today they will focus on understanding what people and communities need and want, so that as active citizens they can help respond to needs in their communities.

Two: Journey to a Faraway Land (20 mins) (Adapted from UNICEF, n.d.)

Game

1. Organize students into groups of 4.
2. Ask students to imagine they are going to move to a faraway land. No one lives in this land, so when the students arrive they will have to create a new society there.
3. Give each group of students a copy of the “Needs and Wants” cards. Tell students that the cards represent 20 items that they can take with them to their new home.
4. Check in with the students to answer questions and ensure they are familiar with the items on their cards.
5. In addition to these 20 items, students can bring 4 more things to their home. Instruct students to decide in their groups on 4 additional items they want to bring, and draw a quick sketch of these on the blank cards.
6. After about 5 minutes, ask students if they are ready to start the journey to a new land, then invite them to listen to the story:
“You are about to board the ship to journey to a faraway land, but the captain tells you that the boat is very small, so you can only take 18 items instead of 24. You must leave 6 of your items behind. Remember to think about what you will need to start a new society in a faraway land.”
7. Pause the story to give groups a few minutes to decide what to keep, and have them set aside the 6 cards they are leaving behind. Then continue the story:
“You are now on the ocean, sailing to your new home. The journey is going well. There is a nice breeze and the sun is shining. All of a sudden, a dark cloud appears on the horizon. A storm is coming! The storm comes and the boat is starting to sink! The captain says you must throw 3 of your items overboard to save the boat.”
8. Give groups a few minutes to decide what to keep, and have them set aside the 3 additional cards they are throwing overboard. Continue the story:
“You survived the storm. You are back on still water and the journey is going smoothly. You are getting close to shore, when all of a sudden, you hear a loud noise. The boat hit a hidden rock under the water, and now it’s leaking! You must throw 5 more cards overboard to keep the ship afloat and make it to shore.”
9. Give groups a few minutes to decide what to keep, and have them set aside the 5 additional cards they are throwing overboard. Continue the story:
“Congratulations, you made it! Welcome to your new home!”
10. Have each group lay out the cards they decided to keep.
11. Have two groups come together and look at each other’s cards to compare their choices.

Three: Needs, Wants and Human Dignity (15 mins)

Group Discussion

1. Bring the whole class back together. Lead a debrief and discussion of the game/story.

Suggested questions:

- Which items were thrown out first? Why?
- Which items were hard to throw out or caused disagreement? Why?
- Do you think people will have everything they need to survive in the new society? Will they have everything they want?
- What is the difference between “needs” and “wants”?

2. Offer definitions of needs and wants.

- **Needs** are essentials for survival and human development. Examples: A place to get a good night's sleep; healthy food; basic materials for education (good teachers, pencils, books); glasses to see clearly. Security, a caring family, participation in community, and recreation are also human needs. Explain that basic human needs are often described as rights. These essential needs are protected by different international and national documents such as the Convention on the Rights of the Child.
- **Wants** are not protected as rights since they generally are not necessary for survival, growth and development. Examples: to learn a foreign language; to have fine jewelry; a smartphone.

3. What happens when people's wants are not met? Possible answers: They are unhappy. They don't get to do everything they hope to with their lives. Life is more challenging for them.

4. What happens when people's needs are not met? Possible answers: They get sick. They don't grow and reach their full potential. They suffer from unfair treatment. When people's needs are not met, it can lead to disagreements and problems in their communities. Especially if some people have their needs met while other people do not.

5. Needs are more important than wants. If people's basic needs are not met it violates their human dignity.

6. Explain that every person deserves to have their needs met because of their human dignity. As they discussed in Lesson 4, all people have human dignity, which means they are inherently valuable and worthy of respect. Dignity is something all people are born with, and it means no person's life should be treated as more or less valuable than anyone else's, no matter their physical appearance, education level, culture, nationality, religion, how much money they have, whether they are male or female, language, etc.

7. Remind participants that in the previous lessons, they talked about active citizenship and inclusion. Active citizens respect people's human dignity, they try to include people who are being excluded, and take action to meet needs in their communities.

8. Remind students that for the "Learn and Share Together" project they will identify specific needs in their schools that they can help meet through a learning project. Drawing on lesson 2 where students conducted a survey for the "Discovering Our School" activity, students can reflect on needs identified in the "Journey to a Faraway Land" activity. If there are unmet needs in their school community these activities offer a starting point for a "Learn and Share Together" project.





Assessment

At the end of the session, invite students to open their student booklets to reflect on the concepts of needs, wants, and human dignity reviewed in this lesson. Prompts that may be used include:

- I became more aware of...
- I was surprised about...
- I want to learn more about...



Teaching & Facilitation Tips

Journey to a Faraway Land

To make the story fun for students, use dramatic facial expressions, body movements, and vocal changes. Walk around the room as you tell the story. While students choose which cards to keep and which to throw overboard, create a sense of urgency by saying things like “Hurry, the storm is getting worse, you only have 1 more minute!” and “There’s not much time left, the boat is going to sink!”

Variation (20 minutes)

The following activity can be used in addition if time permits, or instead of one of the above activities, to focus on specific articles of the Convention on the Rights of the Child.

1. Create a circle of unity: Invite students to stand in a circle with their copies of the Convention on the Rights of the Child (CRC). Starting with the first article, have each participant read their assigned section out loud. The facilitator may set the scene for the students to imagine that they are reading the CRC in front of an important group such as the United Nations General Assembly or to a group of elders in their home community.

2. Debrief: Once students are done reading the select articles of the CRC, invite them to return to their participant booklets and write down one word that they are feeling, or that came to their minds as they listened to the Articles in the Convention on the Rights of the Child.

Background Information

There is not always agreement on which needs are most essential for human beings, or a clear line between needs and wants. According to scholars who study needs, in addition to basics for survival such as food, water, and shelter, human beings' essential needs also include: safety and security, love and belonging, self-esteem, recognition and respect for one's identity, the opportunity to reach one's potential, recognition and respect for one's culture, personal and political freedom, justice and fairness, and the opportunity to participate in society (Marker, 2003).

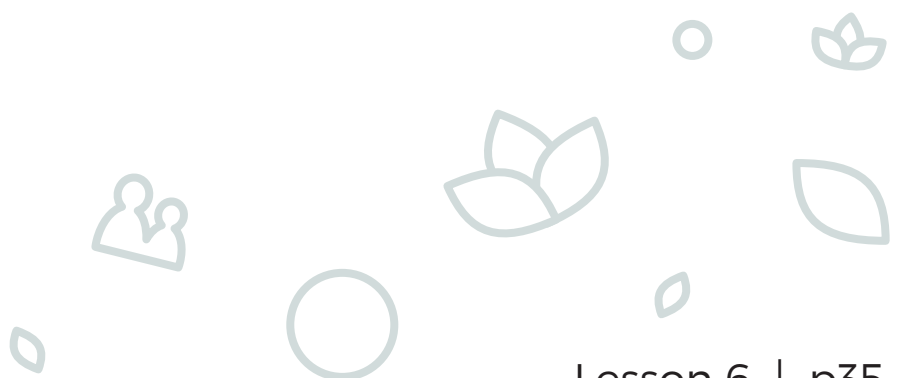
Education scholar Betty Reardon defines human dignity as "the fundamental innate worth of the human person. A good society honors the dignity of all persons and expects all its members to respect the dignity of others" (1995, p.5) Human dignity is the central value around which ethical standards for human relationships and social conditions revolve.

Because of the belief in human dignity, international treaties have been created to try to ensure that people's dignity is respected and that their needs are met. "The Convention on the Rights of the Child is an international treaty that recognizes the rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children—without discrimination in any form—benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in an environment of happiness, love and understanding; and are informed about and participate in, achieving their rights in an accessible and active manner " (UNICEF, 2005, para. 1).

Myanmar ratified the Convention on the Rights of the Child on July 16, 1991. This means the Myanmar government has agreed to take action to meet the standards of the CRC, and is required to submit reports to the UN Human Rights Committee about their progress to meet all the rights.

A mobile phone application is available with the CRC in English and Burmese at: <https://itunes.apple.com/us/app/crc-convention-on-the-rights-of-the-child-english-myanmar/id1003675713?mt=8> (for iPhone only)

The CRC in Child Friendly Language is available at: <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>



Lesson 7

Designing a “Learn and Share Together” Project

Purpose: To introduce participants to a project cycle tool for their “Learn and Share Together” learning project with their school community.

Learning outcomes: Students will...

- Knowledge: Become familiar with the “Learn and Share Together” project cycle tool
- Skills: Practice using a project cycle tool for a learning project
- Attitudes: Value active citizenship



60 minutes



Student Booklet, pens or pencils, sheets of plain paper, tape, flipchart paper, markers

Key Concepts

Project: An activity or set of activities that is planned over a period of time to achieve a specific goal.

Project Cycle: All the steps required for a project, including planning, organizing, implementing activities, and reflecting on lessons learned.

Service Learning: An educational approach where students address needs in a community through a project and reflect on their actions.



Lesson & Activities

One: Review Race (20 mins)

1. Explain that they are now more than halfway through the Learn and Share Together curriculum. This lesson will look back at the main concepts covered and look forward to think about our goals for the future.

2. Tape six sheets of paper on the wall with the key concepts from Lessons 1-6 written on them. (Alternatively, facilitators can write the key concepts on the chalkboard with enough space around each concept to write the definition). Use the following key concepts:

- Lesson 1: Community
- Lesson 2: Active Citizenship
- Lesson 3: Learning Styles
- Lesson 4: Diversity
- Lesson 5: Inclusion
- Lesson 6: Human Dignity

- 3.** Break students into 6 small groups. Assign each group one of the key concepts. Tell groups that they will play a definition game to see which group can write a definition of their key concept in the least amount of time.
- 4.** Tell students that everyone in their group must agree on their definition. When they have reached consensus, they need to come up to the sheet of paper (or chalkboard) and write their definition.
- 5.** Give the teams a cue to start the race.
- 6.** After all the groups have written their definition, invite a member of each group to read their definition to the class.
- 7. Provide the definition and principle for each concept:**
 - 1) Community: A group of people who share common characteristics, including geographic, ethnic, cultural, national, or socio-economic backgrounds/identities. "A happy and strong community is built on kindness and respect"
 - 2) Active Citizenship: Taking responsibility for one's community by analyzing issues and taking action for positive social change. Active citizens take responsibility and cooperate to make their communities better.
 - 3) Learning Styles: Different ways that different people learn, using their unique senses, including visual/verbal, visual/non-verbal, auditory, and movement styles. Understanding the different ways people learn can help us learn better.
 - 4) Diversity: Differences in peoples' identities. All people are different, but we share a common humanity. Respecting one another and appreciating diversity helps make communities strong.
 - 5) Inclusion: The process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity. Inclusive communities appreciate, celebrate, and respect diverse identities, beliefs, and cultural traditions.
 - 6) Human Dignity: The idea that all people are inherently valuable and worthy of respect. *Active citizens respect people's human dignity and take action to meet human needs.*



- 8.** Explain that each lesson is helping students gain new knowledge and skills that they can use to create their "Learn and Share Together" project as the final outcome of this curriculum.
- 9.** Review the description of the "Learn and Share Together" project found in the Introduction. Remind students that the aim of the "Learn and Share Together" project is for students and

teachers to put their learning from this curriculum into practice through hands-on activities that they create themselves to support their school community.

10. Remind students that they have already started thinking about some ideas for ways to make their school community better. Ask students to return to their Student Booklet to Lesson 2: Cooperation, Working Together as Active Citizens.

11. Review the “Discovering Our School” table in the Student Booklet to revisit ideas students suggested to improve their school community.

12. Ask students to turn to a classmate and share one idea from their table to make the school community better. Students may also share a new idea.

13. Explain that in the final class of the program they will select an idea to work on as a group for the Learn and Share Together project. Today the purpose of the activity is to learn the steps they will take to create the project.

Two: The Project Cycle (35 mins)

1. Inform the students that today they will use a made-up scenario to practice using the “Learn and Share Together” project cycle tool.

2. Present the following scenario:

School beautification project: You and your friends were playing near the school yard and noticed plastic bottles and other trash scattered around. One of your friends tripped and fell scraping her knee on a rusty can. When you returned to the classroom, your teacher began discussing the importance of active citizenship. You began to wonder: How could I be an active citizen and help clean up the trash in and around the schoolyard?

3. Explain the steps in the project cycle:



4. Walk through the example project cycle template with students. Ask students if they have any questions about the template.

5. Break students into groups of 4-5 and have each group work to fill one or two steps in the project cycle template for the following scenario:

Cultural Dance Celebration: Your uncle recently came back from a visit to a nearby village where he was invited to a cultural dance performance. Your uncle shared a video of the performance and you were very impressed by the unique music and style of the dancers. You started to think, how could we do something in our community where we can invite dancers from other villages and cultures to perform?

6. Bring the class together and have each group present their steps. Combine all the students' steps on a large flipchart paper to complete a full project cycle.

7. Invite students to make suggestions to add to the steps of the other groups.

Three: Idea Board for the “Learn and Share Together” Project (5 mins)

1. Post a piece of flipchart paper on the wall and write “Ideas for the Learn and Share Together Project” at the top. Keep this paper on the wall for the rest of the sessions. Tell students that they can write as many ideas as they want on the flipchart paper. They can start by writing the ideas they shared earlier with their partner. By the end of the program each student must write at least one idea on the flipchart paper.



Assessment

Check students' understanding of the project cycle through their responses to the questions in the template.



Teaching & Facilitation Tips

Depending on how much time you have, you can assign each group one of the questions in the project cycle template, or invite them to work on several questions. Do not assign question 8 to anyone, as this question cannot be answered until after actually completing a project.

Remind students that these are short-term projects intended to be accomplished in 2-3 months. The goal of the projects should therefore be very clear and concrete with a few specific activities to accomplish the goal.

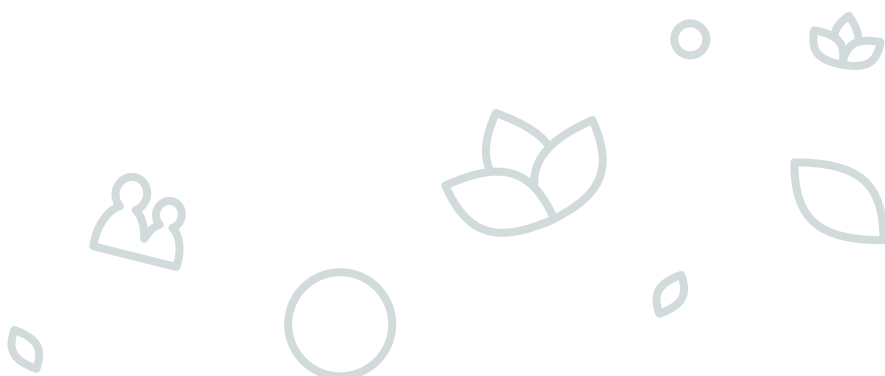


Background Information

The project cycle describes steps involved in the design and management of activities to meet a specific goal. Effective projects have a clearly identified goal and activities to achieve the goal. Projects can be created to meet a specific need (such as the need for a clean and safe play area at school), or they can focus on a strength that already exists in a community with an aim to build upon that strength (for example, there are already cultural dance celebrations, but we can make them bigger and more diverse by including more cultures).

The “Learn and Share Together” projects are a form of service learning, which means they have a dual goal of both creating positive change in the community and helping students learn through direct experience. Service learning aims to foster active citizenship and a sense of responsibility for the well-being of the community. Service learning projects can be implemented within a school, or can focus on the broader community. For example, planting a school garden is a school-based project, while hosting a cultural dance celebration for the whole village is a community-based project. Service learning has several important elements that contribute to the learning process:

1. The service project is connected to a curriculum and students are taught specific knowledge and skills before undertaking the service project
2. The project responds to a need in the community or builds on community strengths
3. Time and space for reflection on lessons learned is provided during and/or after the project



Lesson 8

Communication and Active Listening

Purpose: To understand nonverbal communication and practice active listening

Learning outcomes: Students will...

- Knowledge: Recognize the importance of effective interpersonal communication and identify strategies for active listening.
- Skills: Practice active listening skills including nonverbal communication and reflecting.
- Attitudes: Demonstrate empathy towards others.



60 minutes



Chalkboard or flip chart paper, Student Booklet

Key Concepts

Communication: “Communication is the ability to share information with people and to understand what information and feelings are being conveyed by others” (Jaffee, 2011, p. 4).

Active listening: Active listening is a way of listening and responding that focuses attention on the speaker and helps people understand each other better. Active listening is one way to demonstrate empathy.

Empathy: Understanding the feelings and experiences of another person.



Lesson & Activities

One: Review (5 mins)

1. Ask students if they recall the steps from the Project Cycle that they worked on in the previous class.
2. Explain that in order to create and implement a project, it is very important to be able to work together well as a team. Today they will focus on communication skills that help them to work effectively with others.

Two: Telephone (10 mins)

Icebreaker

1. Ask students to form a large circle or line. Students should be positioned so that when one student whispers to the student next to them, others cannot overhear.

2. Tell students they are going to play the Telephone game. The person at the start of the line has a message to deliver to the person at the end of the line, but it needs to pass through every single person in the line to get there.
3. Choose a student to start the Telephone game. This person will think of a short phrase and whisper it to the person next to them. Then that person will whisper to the person next to them, and so on, until the phrase has passed through the whole group.
4. The only rule of the game is that they cannot ask the person whispering to them to repeat the phrase or clarify it. They have to pass the phrase along as best as they can based on what they heard the first time.
5. Ask the person who starts the game to remember the original phrase exactly.
6. After the phrase has passed through the whole group, ask the last person to say out loud to the group what they heard. See how much the phrase has changed from beginning to end.
7. Questions to debrief:
 - Was this difficult? Why or why not?
 - What could be done to make the communication more effective?
 - How is this like communicating in real life?
8. Explain to students that similar to the Telephone game, in real life people don't always hear, listen, and understand each other clearly.
9. Explain the concept of communication. "Communication is the ability to share information with people and to understand what information and feelings are being conveyed by others" (Pullen, Baguley, & Marsden, 2009, p.208). Effective communication is a two-way process that depends on both the person speaking and the person listening, where both demonstrate awareness of each other's interests and needs.
10. Explain that non-verbal communication, also known as body language, is an important part of communication. How we use our bodies can demonstrate respect or disrespect to others.



Three: What is active listening? (25 mins)

Brainstorm

1. Explain that today they are going to practice a communication skill called active listening.
2. Active listening is a way of listening and responding that helps people understand each other better. Active listening is important for preventing and managing disagreements. It is a way to demonstrate empathy, understanding the feelings of another person. It is also an important tool for active citizens to use when they communicate with people in their communities.
3. Ask for two volunteers to come to the front of the class. Designate one student the speaker and one student the listener. Before they start, privately tell the student who is the listener that they should use what they consider to be poor listening skills (e.g. turning away from the speaker, looking bored or impatient, avoiding eye contact, interrupting).
4. Ask the speaker to talk for one minute to the listener about what he/she did yesterday.
5. Ask students to describe the listener's behavior. Make a list on the chalkboard or flipchart paper with "Poor Listening Skills" on one side and "Active Listening Skills" on the other side.
6. Ask students what the listener could have done to be an active listener. Write these responses on the chalkboard.
7. Invite the speaker and listener to try again using active listening skills.

Small Group Work

1. Break students into six groups. Invite students to turn to the Active Listening activity in their student booklet. Review the activity and discuss what an active listener does in one of the following communication areas. Explain to students that **THERE IS NO RIGHT OR WRONG ANSWER**, the goal of the activity is for students to decide what they think makes a good listener.
 1. Whole Body – How does an active listener sit or stand? What is the distance between the listener and the speaker? (Possible response: In some places, it is important to face the speaker to show good listening. Depending on the situation, a listener may show respect by leaning in to listen closely to the speaker.)
 2. Eyes – Where does an active listener look? (Possible response: Sometimes the speaker feels more respected when the listener looks directly at them. However, in some cultures direct eye contact can be considered rude, especially with elders.)
 3. Movement – What hand gestures or facial expressions does an active listener make? (Possible response: nodding, using eyebrows to show attention, smiling.)
 4. Focus – How does an active listener respond if there is an interruption during their conversation? (Possible response: Not answering calls while you are in a conversation. Politely asking those who interrupt you if you can speak to them later.)
 5. Emotions – How does an active listener react to your feelings? (Possible response: Showing the listener you heard them accurately, for example by saying "Sounds like you feel worried, is that right?")
 6. Voice – What words or sounds does an active listener make? (Possible responses: Saying "yes" to demonstrate understanding while the speaker is talking. Using encouraging words such as "I really appreciate you sharing that with me". Asking clarifying questions to the speaker.)
2. Give students about 10 minutes to discuss in small groups and fill in the blanks in their activity sheets.



Four: Listen and Reflect (15 mins)

Pair Work, Communication Exercise

1. Break students into pairs. Tell students that now they are going to put active listening skills into practice.
2. Designate one partner as the speaker and the other as the listener. Ask the speaker to tell the listener about a topic such as "What is the most difficult thing for you about being a student?"
3. Monitor the time strictly, and have the speaker talk for two minutes. The listener should use active listening skills. After two minutes stop the discussions, and invite the listener to tell the speaker what they heard. Explain that this is called reflecting. After the listener reflects back to the speaker what they heard, the speaker can tell the listener if they heard and understood things clearly, or if they missed anything.
4. After the first round of speaking and reflecting, have partners switch roles and repeat the exercise.

Large Group Discussion (5 mins)

1. Questions for debrief:
 - How did it feel to be the speaker and be listened to in this way?
 - How did it feel to be the listener and to use active listening skills?
 - Which active listening skills were the easiest to use? Which were the most difficult?
 - What are situations where it would be helpful to use active listening skills?





Assessment

After the session, check students' understanding of the concepts and skills by having them freely walk around the room. As they are walking, tell them to freeze and find another person in the room to speak with for one minute and practice the following:

- Ask a question to make sure you understand what the speaker is saying.
- Say something to demonstrate understanding of the speaker's feelings.



Teaching & Facilitation Tips

What is Active Listening?

Pick student volunteers who are confident and will feel comfortable role-playing in front of the whole class.

While students work in groups encourage them to come up with their own examples of Active Listening actions and behaviors. . Remind students that there is no right or wrong answer.

Listen and Reflect Variation

If you have time, invite participants to brainstorm several situations that are relevant to their lives as youth. Ask the students: What topics do you enjoy discussing with your friends? (Music, sports, celebrations).

If there is time, in addition to reflecting, teach students the skills of paraphrasing and summarizing. Paraphrasing is when the listener uses their own words to repeat what the speaker has just said. Paraphrasing allows the listener to clarify if s/he understands what the speaker said. Summarizing is similar to paraphrasing, but when summarizing, the listener restates the main points of what the speaker has said as concisely as possible. When reflecting, paraphrasing, and summarizing, it is good to start by saying "This is what I heard..." and then asking the speaker to clarify or correct anything that was misunderstood.



Background Information

"Communication can take on many forms including gestures, facial expressions, signs, vocalizations (including pitch and tone), in addition to speech and written communication. All people frequently use non-verbal methods to communicate. For example, students often non-verbally show lack of interest by avoiding eye contact or sitting back their chairs with their arms folded across their chests during instruction. Similarly, office staff members may say that they have time to talk but they may show unwillingness to actually do it by (non-verbally) burying themselves in paperwork or busying themselves with other things while you are trying to talk to them. Conversely, a smiling, nodding face indicated that the listener is interested in what we are saying and encourages us to continue" (Jaffee, 2011, p.3).

Cultural differences can also impact communication. Speaking and listening patterns, as well as body language, vary across cultures. For example, in some cultures such as in the U.S.A., it is acceptable to say "no" when someone invites you to an event and you do not want to attend,

whereas in many other cultures it is considered rude to say no. Also, in most of South America people are expected to give a kiss on the cheek when they greet one another (including between men and women), whereas in many Asian countries this would not be culturally acceptable. Effective communication involves learning about the culture of the person you are communicating with and using this knowledge to adapt your communication style (verbally and non-verbally) in a way that is acceptable and respectful.

In this lesson the facilitator should encourage students to identify the active listening skills that are most effective and appropriate in their culture. Active listening is a way of listening and responding that focuses direct attention on the speaker. Active listening is an important skill for management of disagreements and also for active citizenship. When people are in a disagreement, they often stop listening to each other. This can break down communication and can cause the disagreement to escalate. However, active listening can demonstrate that the other party truly wants to listen and is genuinely interested in their concerns. When a speaker feels heard, they are more likely to explain their feelings and needs. This method of communication greatly increases the possibility of a collaborative win-win solution.

Assertive Communication

Purpose: To explore passive, aggressive, and assertive communication styles and strengthen students' assertive communication skills

Learning outcomes: Students will...

- Knowledge: Recognize the difference between passive, aggressive, and assertive communication
- Skills: Use assertive communication to identify and express feelings, needs and wants in a nonviolent manner



45 minutes



Student Booklet, pens or pencils, space for all participants to walk around comfortably

Key Concepts

Assertive communication: A style in which individuals communicate their feelings, needs, and wants with honesty, transparency, accuracy, and respect.

Passive communication: A style in which individuals avoid expressing their feelings, needs, and wants, and where they do not protect their rights or share their opinions.

Aggressive communication: A style in which individuals communicate their opinions and feelings through threatening, controlling, rude, or disrespectful behavior.



Lesson & Activities

One: Review (5 mins)

1. What is the communication skill we practiced last session? (Active listening)
2. What does the active listening skill of reflecting mean? (to think about and restate what the speaker has said)

Two: Expression Walk (10 mins)

Icebreaker

1. Invite students to walk around the room. Tell them to walk at a comfortable pace, to keep moving constantly, and to spread out and fill the space in the room. Tell the students you are

going to call out different scenarios where they have to imagine they are a character who feels different emotions. They have to show with their faces and their whole bodies how that emotion feels. Call out the following scenarios and give them a minute to walk around the room embodying each emotion:

- Imagine you are walking down the road and you run into your best friend. You feel very happy!
- Imagine it is your birthday and you are hurrying home because your family is waiting for you to celebrate with a special meal! You feel very excited!
- Imagine a classmate at school called your best friend a rude name. You feel angry.
- Imagine you just found out that your uncle is very sick. You feel worried.
- Imagine that you went on a trip to Yangon and got separated from your family while visiting the market. You feel afraid.
- Imagine you found your family. You feel relieved!
- Questions for debrief:
 - Which emotions were the easiest to express? Which ones were more difficult? Why do you think that is?

Three: Passive, Aggressive, and Assertive Communication (15 mins) (story adapted from Marquez, V (2014))

1. Read the following story:

Nyein Zaw and Htet Htet both wanted to become leaders in their community. But there was a problem, Nyein Zaw acted too nice and very quiet, and Htet Htet acted very mean and said rude things without thinking about other people's feelings.

Nyein Zaw was **passive**, which means he did not speak up to say what he was feeling, or what he liked and did not like. At school when he did not understand something the teacher said, he was too shy to ask a question. He let other people make decisions for him. He did not share his opinions, and when he did say something he spoke so quietly that it was hard for people to hear him.

Htet Htet was **aggressive**. She shared her opinions loudly, and acted like she was always right. At school, when other people were talking she would interrupt and take control of the conversation. If she did not like someone's idea she said, "that's stupid" and did not care about other people's feelings.

Because Nyein Zaw was so passive, other people ignored him or did not listen to him. Sometimes they made him do things he did not want to because he did not have the confidence to speak up. Because Htet Htet was aggressive, other people disliked her and talked about her behind her back. People tried to avoid her because they did not want her to yell at them.

One day Daw Thida Yi, the community leader, asked Nyein Zaw and Htet Htet to visit her. Daw Thida Yi told Nyein Zaw and Htet Htet, "I know that you both want to be community leaders one day, but I have been watching how the two of you communicate. If you want to be a good leader and you want people to respect you, you need to be assertive," she said.

"Assertive?" asked Htet Htet, "What's that?" she said with a scowl on her face.

"Assertive means that you have confidence to speak up and share your thoughts and opinions, and to say what you need and want in a respectful way. It means you do not have to go along with others if they pressure you to do something you do not want to do. It means you can have a disagreement with another person without being rude or judging them, so you can get a win-win outcome," Daw Thida Yi explained.

"So, if I am assertive people will listen to me and respect me?" asked Nyein Zaw.

"And if I am assertive people will like me and not avoid me?" asked Htet Htet.

"That's right," said Daw Thida Yi. "So, let's practice being assertive!"



Four: Assertive Communication (30 mins)

Individual Work

1. Have students open their Student Booklet and read the following scenario, then match the response with passive, aggressive, and assertive communication:

Imagine your parents assigned chores to you and your brother to help clean the house, feed the animals, and care for the garden. You have done all your chores for the week, but your brother did not do anything. What will you do?

- Passive response: I do not say anything to my brother, even though I am upset.
- Aggressive response: "You're so lazy. You never do anything to help and always get away with it."
- Assertive response: "When you did not do your chores this week, I felt frustrated, because I worked hard and I felt it was unfair. I want us both to take responsibility for our chores. I would like us both to work together today. Will you?"

Large Group Discussion

1. Ask students what differences they notice between the statements. Ask students which statement they think is more likely to result in a win-win outcome.

2. Review the How to be less passive and more assertive and the How to be less aggressive and more assertive suggestions in the Student Booklet. Clarify any questions students have.

Pair Work, Role Play

1. Break students into pairs and have them act out responses to the scenarios in their student booklet using assertive communication.
2. Give students about 10 minutes to practice assertive communication with their partner.
3. Invite a few pairs to present an example of assertive communication to the rest of the class.

Large Group Discussion

1. Questions for debrief:
 - How did it feel to communicate in this way?
 - What was most challenging about this exercise?
 - How can you put this into practice?



Assessment

To check students' understanding of the key concepts, walk around the room while they are doing their role plays, and observe if they are accurately using assertive communication skills.



Teaching & Facilitation Tips

Expression Walk

The purpose of this activity is to help students become more aware of what different emotions feel like in their bodies. This can help increase their self-awareness so they can communicate their feelings better to others. This activity works best in an open space where students can walk around freely. To warm students up, first ask them to walk at a normal pace, then to walk faster, then very quickly, and then slowly. After a few minutes of walking, introduce the scenarios. Use an expressive tone of voice to match the emotion of the scenario you are calling out (for example, when you say, "You feel very afraid" use a scared tone of voice).

Assertive Communication Practice

The matching activity can be done individually, in small groups, or as a large group, depending on what works best for your class.

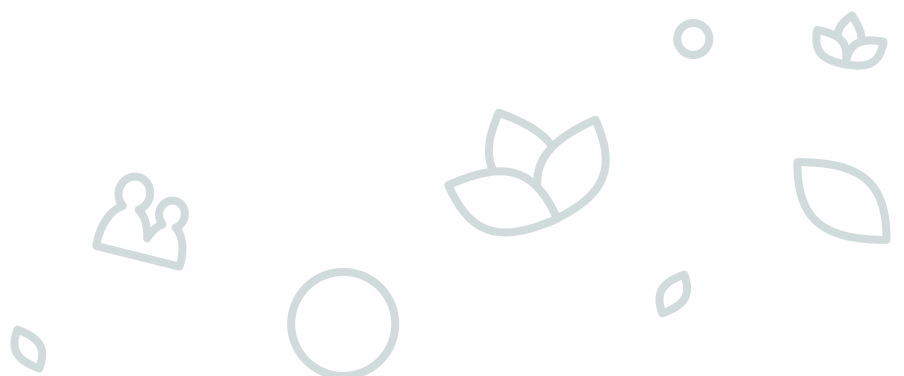
If students are having a hard time coming up with assertive responses to the scenarios, help them with the following examples:

1. "Teacher, I feel worried about my assignment because I did not really understand everything you said. Will you please explain it to me in another way?"
2. "When you called that student ugly, I felt upset because I think we should all treat one another with kindness and respect. Will you stop calling people rude names?"
3. "I feel frustrated because I am trying to study and I have an important exam tomorrow. Will you be quiet for one hour so I can focus, and after that you can make all the noise you want?"
4. "I would really like to join the youth club. It would make me really happy. Would you be willing to talk to the youth club leader to learn about it?"



Background Information

The three communication styles (passive, aggressive, and assertive) are related to the concept of human dignity, meeting needs, and protecting rights. Passive behavior may lead to a person violating their own human dignity, as they fail to express their opinions and feelings and do not take action to get their needs met. Aggressive behavior may lead to a person violating the human dignity and rights of another person. Aggressive behavior may involve physical or psychological harm against another person. Assertive behavior is a way for a person to value and protect their own human dignity and rights. When a person uses assertive communication, they stand up for themselves, demonstrate confidence, and inform others of their needs and wants. In a situation where there is disagreement, assertive communication is the style that can lead to win-win outcomes. Assertive behavior also involves personal choice about how and what to communicate with others. An assertive person decides for themselves whether or not they want to share their opinions and feelings with others, based on what they need to feel safe and confident (Hasson, 2015).



Lesson 10

Exploring Win-Win Solutions to Disagreement

Purpose: To explore collaborative strategies to reach goals and respond to disagreements

Learning outcomes: Students will...

- Knowledge: Examine how different responses to disagreements lead to win-win or win-lose outcomes
- Skills: Practice using collaborative (win-win) strategies
- Attitudes: Value non-violent, collaborative strategies for prevention, management and transformation of disagreements



45 minutes



"Outcomes Grid", pens/pencils, ball

Key Concepts

Collaboration: Working together to achieve a goal

Win-Win mentality: The belief that through collaboration individuals or groups can achieve their goals together.

Win-lose mentality: The belief that there must be a winner and a loser in a disagreement.



Lesson & Activities

One: Review (5 mins)

1. Remind students that in Lesson 6 they talked about needs and wants. When people's needs are not met it can lead to disagreements and problems between individuals and in their communities, especially if some people have their needs met while others do not.
2. Disagreements occur because people have (or think they have) different needs, wants, or goals. Disagreement is a normal part of human life and we all experience it, as individuals, in families, between groups of people, and in nations.
3. Explain that effective communication skills are an important way to prevent and respond to disagreement. Ask students to recall the different types of effective communication skills they have learned about and practiced the past two lessons (possible answers: assertive communication, active listening, nonverbal communication).

Two: Ball in the Air (15 mins) (Adapted from Arigatou Foundation, 2008)

Collaborative Game

1. Gather students in a space where they can move around. Tell students they are going to play a game where the goal is to keep the ball in the air for as long as possible. Players use their hands to hit the ball and keep it from falling to the ground. They should hit the ball quickly, like playing volleyball (i.e. not holding onto the ball).
2. Begin by tossing the ball into the air above the group.
3. When the ball falls to the ground, encourage the players to try again and keep the ball in the air with as many consecutive hits as possible. Keep count of the hits and encourage a higher number each time.
4. Typically, at the beginning of the game, most players hit the ball without communicating with other players. After a few minutes, stop players and encourage them to develop communication strategies for working together to achieve the goal.
5. End the game after a few minutes when the group has achieved their highest number of hits.
6. Questions for debrief:
 - What did it feel like to play this game?
 - How did you play at the beginning compared to the later in the game?
 - What strategies did you use to achieve a good outcome?
 - What does it mean to collaborate?
 - Why is collaboration important?
7. Explain that collaboration is a way to work together so everyone can achieve their goal. The goal of this game was not to just hit the ball as an individual, but to work with others. People could score more points by communicating with one another.

Three: Responding to Disagreements (25 mins)

Storytelling: “My Coconut!”

1. Invite students to sit in a circle and tell the following story:

Saw Aung Myo went to the market to get a coconut for his grandmother. At the very same time, Eh Hser came to the market looking for a coconut for her father. It was late in the day, and there was only one stall left open at the market. They both walked toward the stall and saw a large, beautiful coconut. It was the last one! At the same moment, they both reached for the coconut. “My coconut!” They both thought to themselves. Saw Aung Myo and Eh Hser looked at each other.

“I need this coconut! My grandmother sent me to get it!” Saw Aung Myo declared.

“Well my father sent me to get a coconut, and I must get it for him!” Said Eh Hser.

They both grabbed the coconut and tried to pull it from the other person. They became angry and shouted at each other.

A lady buying bananas looked at them and said, “You two are being very rude to each other, maybe neither of you should have the coconut.”

2. Pause from telling the story to ask students what they think is going to happen.

3. Continue the story:

The fruit seller saw the two fighting and asked if she could help.

“Do you have any more coconuts?” they both shouted.

“Sorry, I sold all the rest already,” she said.

“I need this coconut!” they both yelled.

The coconut seller looked at Saw Aung Myo, “Why do you need the coconut?” she asked.

"Because my grandmother is making a special cake, and she needs the flesh," he said.

"And why do you need it?" the fruit seller asked Eh Hser.

"My father needs to drink fresh coconut juice because he is coming home from a hard day of work and is so thirsty," she said.

Group Discussion

1. Ask participants what they think will be the outcome of the disagreement.

2. Discuss the different possible outcomes for the situation. Have students look at the "Outcomes Grid".

- **Competition:** The stronger or more aggressive person wins; the weaker person loses. E.g. one person demands to have the coconut (win-lose).
- **Accommodation:** The more passive person allows the other person to win. E.g. one person lets the other have the coconut (lose-win).
- **Compromise:** Lose and Win--Both people get some of what they want, but they also give up something they want. E.g. they cut the coconut in half (it could be win-win if half the coconut is enough for each of them, or lose-lose if half is not enough to meet their needs).
- **Avoiding:** Both people are passive. They avoid or ignore the problem and no one gets what they want. E.g. they both walk away and no one gets the coconut (lose-lose).
- **Collaboration:** Both people work together. They use assertive communication and they both get what they want and need. E.g. one person gets the flesh, the other gets the juice (win-win).



Competition: Win-Lose



Collaboration: Win-Win



Compromise: Lose and Win



Avoiding: Lose-Lose



Accommodation: Lose-Win

3. Ask what happened in the story that made a win-win solution seem possible? Potential answer: They discussed their goals and realized both could have what they wanted from the coconut if they shared the last one.
4. Explain that communicating needs and wants is one strategy to resolve disagreements. There may be a solution where everyone can get what they want. Sometimes when people have a disagreement they forget the goal they are trying to achieve and focus on beating the other person. It is important to remember what you really want and need and use assertive communication and active listening to work with the other person to achieve a win-win solution.



Assessment

Check students' understanding of outcomes to a disagreement by having them think of a disagreement they have experienced in their own lives and giving examples of each of the outcomes (lose-lose, win-lose, lose-win, and win-win). If students need ideas, offer the following examples:

- Paw Wah and Mu Paw are both studying far from their homes and live in a boarding house together. Paw Wah has a test tomorrow and wants to study in silence. Mu Paw is singing and playing guitar because she is going to perform in a concert the next day. Paw Wah wants Mu Paw to stop practicing. Mu Paw wants to continue getting ready ready for her performance. How should they resolve the disagreement? Potential answers: 1) Mu Paw insists on practicing and Paw Wah tries to study with the noise (win-lose); 2) Mu Paw stops practicing and keeps quiet the rest of the night, but is not ready for the concert (lose-win); 3) They talk about it and come up with a schedule for quiet time and noisy time, and a list of other locations they can study or practice in (win-win).
- On Saturday, Ler Doh invites Htoo Win to go play *chinlone*, however Htoo Win wants to play football. How should they resolve the disagreement? Potential answers: 1) They decide not to play (lose-lose); 2) Ler Doh demands to play *chinlone* and Htoo Win goes along, but he is unhappy about it (win-lose); 3) Htoo Win demands playing football and Ler Doh goes along, but is unhappy about it (lose-win); 4) They agree to split the time between the two activities (win-win).

Have them write their examples on the "Outcomes Grid" in their student booklet. Collect and review student booklets to assess students' work.



Teaching & Facilitation Tips

Ball in the air

When debriefing the game with students, emphasize the importance of communication skills and collaboration. Collaboration requires players to trust one another and clearly communicate with one another to achieve their goals.

Responding to disagreement

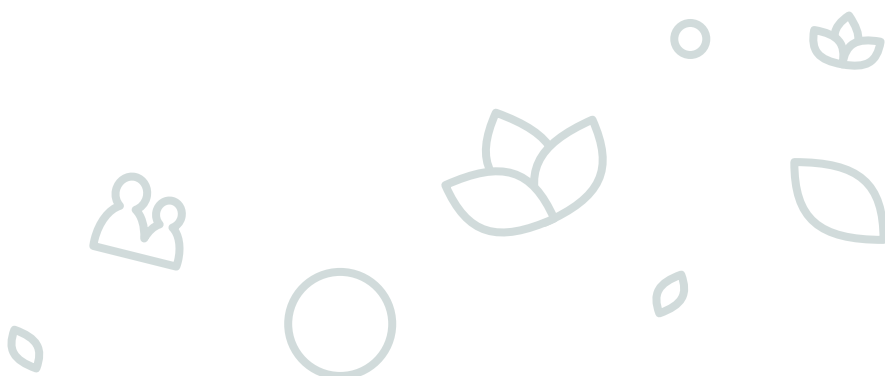
- Variation: If there is ample time, students can act out the different outcomes of the story, “My Coconut!”. For example, two students would act out the Win-Lose scenario, next another two students would act out the Lose-Lose scenario, until all scenarios have been presented to the group.
- When leading the discussion, emphasize the difference between a disagreement and violence. Disagreement can happen because people have (or think they have) different needs, wants, or goals. Disagreements are a normal part of human life and we all experience it, as individuals, in families, between groups of people, and in nations. Violence is actions or words that aim to hurt people physically or psychologically. Competitive responses to disagreement often result in violence. Win-win solutions are achieved through collaboration and nonviolence.



Background Information

Nonviolence is a way of thinking and acting that “seeks to build a community of caring” according to Hermann (2015) (as cited in Gorsevski, 2004, p.31). Nonviolence is based on the belief that arguments and disagreements can be resolved without hurting people, either physically or psychologically. In the classroom, it is extremely important for the teacher to be an example of nonviolence so that students will also behave nonviolently. Ways to demonstrate nonviolent manner behavior include:

- Show care for students by actively listening to their needs;
- Encourage students with positive words when they are struggling;
- Avoid publicly shaming students when they are incorrect;
- Use positive forms of discipline;
- Do not use corporal punishment as a form of discipline



Lesson 11

Community Vision

Purpose: Reflect on lessons learned from the program and start the project cycle for the “Learn and Share Together” service learning project.

Learning outcomes: Students will...

- Knowledge: Explain the key concepts from the entire curriculum. Know how to use the “Learn and Share Together” project cycle tool.
- Skills: Use voting and consensus-building to select an idea for the “Learn and Share Together” project. Use the project cycle tool to begin planning their project.
- Attitudes: Demonstrate interest in improving their school community through a project. Demonstrate respect and appreciation for fellow classmates.



120 minutes: PLEASE NOTE this is a longer lesson than most. Each activity should be completed, as they are important for bringing closure to the learning process and preparing students to launch their projects. If necessary, break the lesson into two sessions.



Student Booklet, flipchart paper, markers, tape, sheets of paper cut into 4 pieces for voting ballots, empty container to use as a ballot box

Key Concepts

Consensus Building: A decision-making process that seeks to achieve agreement or approval from everyone involved.



Lesson & Activities

*** Preparation:** Before students arrive, write a key concept definition and principle from each lesson on sheets of flipchart paper and post them on the walls around the room to create a “Gallery of Learn and Share Together Key Concepts”. Space the papers out enough for at least 4 students to gather around the paper, view the text and write comments on the flipchart paper.

One: Gallery Walk (30 mins)

1. Explain that today students are at the end of the Learn and Share Together curriculum. It is time to reflect back on what they have learned.

2. Explain that you have created a “Gallery of Learn and Share Together Key Concepts” as a way for students to reflect on what they have learned.

3. Create groups of 4 students and assign each group to one key concept. During this activity students will walk around the room and visit each station in the Gallery, and write down their reflection about the key concept on the flipchart paper. Students can reflect on:

- Something they learned;
- A feeling or opinion they have related to the concept;
- One thing they liked about the lesson;
- A question they have about the concept;
- How the concept has been inspirational.

For example, for the concept of human dignity, a student might write “I learned that everyone is equal because of their human dignity and now I help others understand the importance of human dignity.”

4. Ask students to be silent during the activity. This allows the shy students an opportunity to share their ideas by writing them down.

5. Rotate the students around the room to view the entire gallery, giving groups about 2 minutes at each station.

6. After each group has visited each of the key concept stations, ask students to pause and think about the concept they feel most connected to (i.e. the concept that they liked the most, thought was the most important, found the most challenging, etc.)

7. Ask students to walk over and stand next the key concept they have chosen.

8. Invite 1-2 students at each station to share why they chose that concept.

Two: Select Three Ideas for the “Learn and Share Together” Project Idea (20 mins)

1. Remind students that each of these lessons offered them new knowledge and skills to create their “Learn and Share Together” project. The project is an opportunity for them to share what they have learned with others.

2. Today they will select an idea for their project.

3. Bring out the Idea Board for the “Learn and Share Together” project that students have been contributing to since lesson #7. Read out the ideas to the class. If there are any duplicate ideas or very similar ideas, consolidate them.

4. Invite students to add any new ideas to the Idea Board.

5. Explain that they are going to vote on their favorite idea. Allow each student one vote for the project of their choice.

6. Pass out the small sheets of paper and explain to the students that these are ballots. Ballots are sheets of paper used for people to cast a secret vote in an election process. Today they will vote to select the top 3 ideas for their project, then they will use a consensus-building process to agree on one idea.

7. Instruct students to write their favorite “Learn and Share Together” project idea on the ballot, then fold their ballot in half after writing so that others cannot see their vote, then place their ballot in the ballot box at the front of the room.

8. Count the votes and announce to the class which three ideas have the most votes.

Three: Consensus Building (15 mins)

1. Explain to students that consensus-building means collective decision making as a group. A

decision reached by consensus needs to be acceptable to everyone in the group. Today they want to reach consensus on the final idea to use for their “Learn and Share Together” project.

2. Explain the importance of active listening and assertive communication to build consensus and identify which idea they want to use for the learning project.
3. Invite students to take turns to share their top 3 ideas with a short explanation as to why each idea is important. Encourage students to listen carefully before sharing an opinion about an idea.
4. When it seems like most opinions have been expressed, invite one student to present the idea that the group seems to be choosing. For example, say to the group, “It sounds like we are close to reaching consensus, can someone please summarize the decision the group is reaching?” Then, check for consensus by confirming if this decision is acceptable to everyone in the group. For example, “It sounds like there is consensus that we should use the idea of the poetry festival for our Learn and Share Together Project, is there any further discussion?”
5. Invite the group to respond with statements to agree or disagree with the decision, and if necessary, continue the discussion until everyone is willing to accept the idea for the “Learn and Share Together” project.



Four: Starting the Project Cycle (45 mins)

1. Explain that students will now use the project cycle tool to start their “Learn and Share Together” project.
2. Break students into small groups of 4-5.
3. Instruct students to work in their small groups to answer as many questions in the project cycle tool as they can, using the idea they have just selected as a class.
4. Tell students that they also have the option of drawing the steps of the project cycle in a comic strip style.
5. Give students about 30 minutes to work in their groups.
6. Invite each group to present their project cycle template and/or comic strip to the class.
7. Invite discussion and feedback to identify the next steps the class will take to complete the “Learn and Share Together” project.

Five: Closing Affirmations (25 mins)

1. Select an activity from the “Additional Activities: Reflection and Closing Activities” such as “Reach Out and Touch Someone” or “Affirmation Posters”.



Assessment

The Gallery Walk is an opportunity to check for students overall understanding of the key concepts throughout the program. Use this activity to correct and clarify and confusion about the concepts.



Teaching & Facilitation Tips

Voting

- The purpose of voting is to provide a quick way for students to narrow down the ideas for the “Learn and Share Together” project. You may want to ask for a volunteer to write the ideas that have received votes on the chalkboard or flipchart paper and write a tally mark for each vote. Alternatively, you can give students free time and tally the votes silently, and ask for a student volunteer to double-check your vote count. This is a way of teaching students about transparency in a democratic voting process.

Consensus-Building

- After voting, lead a group discussion and build consensus to select an idea the whole class agrees with. To build consensus, take notice of who is speaking most often, and who is staying quiet. Encourage people who are quieter to speak up until everyone has had an opportunity to express their opinions.
- Encourage students to use the effective communication skills they have been practicing in previous lessons. The decision reached may not make everyone in the group perfectly happy, but it should be something that all students are willing to agree to. Ideally, they will reach a collaborative win-win solution where everyone is happy, or they may reach a compromise where everyone gets at least part of what they wanted. “If serious objections still exist, then a decision has not yet been made” (Ledesma, 1998, p.3). If the class is having too much difficulty coming to a consensus, take a second secret ballot vote and use the top idea for the project.

Starting the Project Cycle

- While students are working in their groups, walk around and help them use effective teamwork strategies. Remind students of the skills they have learned throughout the Learn and Share Together program: finding win-win solutions to disagreements, assertive communication, active listening, appreciating diversity, being inclusive, etc. Encourage them to put these skills into practice while working in their teams.

Background Information

This lesson involves using two specific decision-making approaches, voting, and consensus-building. Voting is a decision-making process often used in democratic societies where each person expresses their choice through an individual vote, and the option with the highest number of votes wins. Consensus-building is a process of decision making that seeks to reach unanimous agreement among everyone involved. Consensus building is an alternative to hierarchical or executive decision making (where the persons with the most power or authority make the decision). Consensus building involves giving all parties an opportunity to express their opinions and offering a proposal that meets the interests of all the parties. Reaching consensus means arriving at a point where all parties are sufficiently satisfied with the proposal.



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Suggested Resources

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Needs and Wants Cards

<p>A MOBILE PHONE</p> 	<p>YOUR CULTURE & LANGUAGE</p> 	<p>ELECTRICITY</p> 	<p>COMPUTER AND INTERNET</p> 
<p>MONEY</p> 	<p>FOOD</p> 	<p>TELEVISION</p> 	<p>CLEAN AIR</p> 
<p>TEACHERS & EDUCATION</p> 	<p>MOTORBIKE</p> 	<p>SHELTER</p> 	<p>CATTLE for FARMING</p> 
<p>MATERIALS FOR PLAY AND RECREATION</p> 	<p>CLEAN WATER</p> 	<p>HEALTH CARE</p> 	<p>FAIRNESS and NON-DISCRIMINATION</p> 
<p>PROTECTION FROM ABUSE AND NEGLECT</p> 	<p>JEWELRY & ACCESSORIES</p> 	<p>OPPORTUNITIES TO SHARE OPINIONS</p> 	<p>FREEDOM TO PRACTICE YOUR BELIEFS</p> 

