Learn and Share Together

Community-Building

Training Curriculum

Learn and Share Together

Community-Building

Training Curriculum

This book was made in collaboration with the following partners:
Nyein (Shalom) Foundation and Youth Learning Center

Table of Contents

Welcome to the Learn and Share Together Curriculum for Communities

1. Participatory Learning and Facilitation

This curriculum is designed with a participatory, activity-based, participant-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 list identifies key participatory learning and facilitation techniques:

Participatory Learning and Facilitation Techniques
Facilitators recognize that learners are the source of knowledge, and a facilitator is a co-learner with the rest of the group.
• Participants draw from their own experience to construct their own understanding of knowledge shared by the facilitator.
• Facilitators and participants are equal collaborators in the learning process.
• Everyone takes responsibility and ownership for the learning experience.
• Learners contribute to developing their own learning goals.
• As co-learners, facilitators acknowledge areas where their knowledge is limited and have fun while learning with the participants!

Facilitators help learners explore ideas and issues from different perspectives and welcome different opinions.
• The facilitator's role is one of assistance and guidance, not of control.
• Group discussion is emphasized and everyone's voice is included.
• Participants learn through a wide range of methods and activities.
• Facilitators keep discussions going by asking questions or introducing new ideas.
• Facilitators clarify what has been said and summarize main points.

Facilitators respectfully manage disagreements that may arise among participants. If a disagreement arises among participants, a skillful facilitator will:
• Remain neutral.
• Reframe the disagreement to focus on the issue and not on the participants.
• Practice active listening and invite participants to take a moment of silence or to take a break.
• Address the situation in a respectful manner to others; if the situation cannot be resolved in a timely manner, set up a separate meeting after the session.

Facilitators create a safe environment for participants to engage in the learning process, a skillful facilitator will:
• Ensure all participants maintain confidentiality: what is shared in the room remains in the room.
• Be aware of the needs of participants who may be impacted by sensitive issues.
• Encourage honest and respectful communication.

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 women and men 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 participants when they are incorrect. Show care for participants by actively listening to their needs.
• **Help participants to feel comfortable:** Remind participants that their work does not have to 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 participants 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 participants 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 participants contribute to the development of their communities. As an outcome of this curriculum, participants will have an opportunity to create a community-building project called a "Learn and Share Together Project". Community-building means taking action to improve or strengthen a local community.

The aim of the "Learn and Share Together Project" is to increase understanding within and between communities. Through the Learn and Share Together Projects, community training group members will put their learning from this curriculum into practice through hands-on activities that they design themselves. The Learn and Share Together Projects should incorporate the values and concepts 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 participants
· Community Sports events led by participants, e.g. football http://footballforpeaceglobal.org/
· Activities to improve the community such as planting trees, cleaning up trash, or improving a building
· Building a community library
· Poem, story, or songwriting contests
· Drawing or photo exhibition
· Youth clubs for participants to share their new skills
· Fashions shows celebrating different dresses and dances
· Organizing community trainings on important topics
· Exchange learning visits to different communities
· Peace games day - https://www.seedsofpeace.org/wp-content/uploads/2011/12/PeaceGames.pdf
· Collaborative projects with other communities

The ideas above are only a few examples, and each training group is encouraged to develop a unique Learn and Share Together Project that responds to the needs and goals of their community. Throughout the curriculum, facilitators can encourage participants to brainstorm ideas for the project. Several activities in the curriculum are intended to help participants develop ideas for the Learn and Share Together Project. In particular, Lesson 3 "Community Strengths Mapping", Lesson 5 "The Problem of Exclusion", and Lesson 6 "Meeting Needs" provide opportunities for participants to identify opportunities and needs that could be addressed through a community-building 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 of equipping participants with critical thinking skills and life skills. Lesson 1 helps participants start to build a strong community in their training group. Lesson 2 helps participants build more trust in the training group and become familiar with different cultural strengths. Lesson 3 introduces the concept of active citizenship and invites participants to think of ways to improve their community. Lesson 4 gives participants 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 participants analyze needs and wants, identify ways to meet their needs and protect human dignity. Lesson 7 provides a tool for participants to understand the steps of designing a project for their community. Lesson 8 introduces participants to communication skills and active listening so they can work effectively with others. Lesson 9 builds assertive communication skills. Lesson 10 helps participants understand collaboration and how to achieve win-win solutions to disagreements. Lesson 11 provides a final review of the curriculum and an opportunity for participants 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 training group. This lesson lays an important foundation for the whole project, because it gives participants an opportunity to define their own behavior guidelines for a Learning Community and make a commitment to follow the guidelines throughout the program. By creating a strong community in the training group, participants are prepared to grow their community beyond their training group through the Learn and Share Together project.

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, Culture and Community, focuses on the unique cultural, family, and community backgrounds of the members of the training group. This lesson builds on Lesson 1 by continuing to build trust and respect in the training group through sharing and listening in a talking circle. This lesson introduces the concept of an assets-based approach to community development. By sharing about culture, family, and community participants can see the strengths and potentials in their group, and to use these strengths as the starting point for positive change, rather than focusing only on the problems or needs. The lesson also provides an activity for participants to define their goals for the training program.

Key Concept
Active Citizenship: "The set of distinctive spiritual, material, intellectual and emotional features of a society or social group... (encompassing) in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs" (UNESCO, 2001)
Principle: ***Every person's family, culture and community is valuable.***

Lesson 3, Cooperation: Working Together as Active Citizens, introduces the concept of active citizenship. In Lessons 1 and 2, the focus was on building a strong training group, in this lesson the focus expands to thinking about how they can work together to create positive change in their community. Participants practice cooperation through a game, then start the process of analyzing the strengths in their community through the "Community Strengths Mapping" activity. This mapping activity can be referenced later when participants 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 4, Our Diverse Identities, invites participants to explore what makes them who they are. Participants 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 participants 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 participants understand the negative experience of identity-based exclusion. Participants 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 3, participants learned that active citizens work to improve their communities, and in Lessons 4-5 they learned about the importance of appreciating diversity and practicing inclusion to make communities strong. Lesson 6 builds on these previous lessons and helps participants 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 Concepts
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 participants to reflect back on what they have learned so far in the curriculum, and start to prepare for the community-building 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 participants 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.

Community-building: Actions aimed at enhancing or strengthening a community of people in a specific area (such as a village, town, or region).

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

Lesson 8, Communication and Active Listening, introduces the importance of effective communication skills to work well with others. It aims to help participants 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 participants 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 participants 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.

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, participants 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 participants select their idea for the Learn and Share Together project. Participants 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.

Share One Word
After a lesson where participants may need to process their feelings, invite each person to share one word that is in their hearts and minds. Participants may write their word in their Participant Booklet or simply listen to how others in the group are feeling. This is a helpful exercise for facilitators to consider what issues may still need to be explained or discussed in the following lesson.

Forming the Village Training Group:

Building a Learning Community

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

Learning outcomes: Participants will...
- Knowledge: Recognize the characteristics of an effective training group
- Skills: Work together to create a "Learning Community" document of behavioral guidelines
- Attitudes: Value each member of the learning community
- Behaviors: Follow the "Learning Community" guidelines throughout the program

🕐 60 minutes

📖 Flipchart paper, pens/markers, space to stand and 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 training group community.

👥 Lesson & Activities

One: Names and Gestures (10 mins)

Icebreaker

1. Participants form a circle.

2. Participants introduce themselves by saying their name and making a gesture that describes something about their personality. Lead with a personal example to help participants feel comfortable.

3. After each person completes their introduction, group members repeat the name and gesture, mirroring it back to the one sharing.

4. Have participants go around the circle one by one.

Two: Learning Community Guidelines (25 mins)

Brainstorm, Group Discussion

1. Invite participants to sit in a circle. Brainstorm actions and behaviors that will make a successful training group. Suggested questions:
- How do colleagues and 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: Learning things that I can put into practice. Having fun. Warm relationships. Smiles.
- What should we do so 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. Everyone giving their best effort.

2. Develop a list of guidelines to follow throughout the program. Remind participants to keep statements positive. For example, "Use respectful language" instead of "Don't use rude words."

3. Ask participants if they agree to the list of proposed guidelines. Invite participants to suggest changes or additions until there is consensus on the language.

4. Invite participants to make a commitment to the guidelines by signing the flipchart paper.

5. Post the guidelines on the wall of the training room as a reminder throughout the program. Trainers and participants may revisit the guidelines to update the statements or remind their colleagues of the commitment they made to one another.

Three: Human Knot (25 mins)

Cooperative Game

1. Divide participants into groups of 8-10 and ask each group to form a circle facing one another. (See suggested activities in the Introduction section for ideas on how to form groups).

2. Participants place their right hand in the center of the circle and hold the hand of another participant, but not the person to the immediate right or left. Then they put their left hands into the circle and take another person's left hand, again making sure it's not the person to the immediate right or left. This will create a "knot" of hands.

3. Explain that the objective of the game is to untangle the knot without letting go of anyone's hands. Encourage participants to be creative and move around one another, perhaps ducking under the hands of their colleagues to start undoing the "knot". The result will be an open circle. Some people may end up facing in and others facing out. Ask if there are any questions, then start the game.

4. While participants are playing, walk around the room to make encouraging comments and to observe how they are working

together. If a player gets stuck in an uncomfortable position and can't get out, you may use the "magic scissors" to temporarily cut and retie the knot.

5. Debrief: This discussion is an opportunity to help participants connect the game to their own behaviors and attitudes. Invite participants to notice their behavior in the group and reflect on how they contributed or withdrew from this exercise. Suggested questions:
- What happened during the game?
- What was easy? What was difficult?
- How did you communicate with each other to solve the problem?
- Why do you think we played this game?
- How well did you follow the Learning Community Guidelines?

6. Have participants share with a partner one skill they used during the game that they will put into practice in their home or community. Next, invite participants to share what they would do better next time.
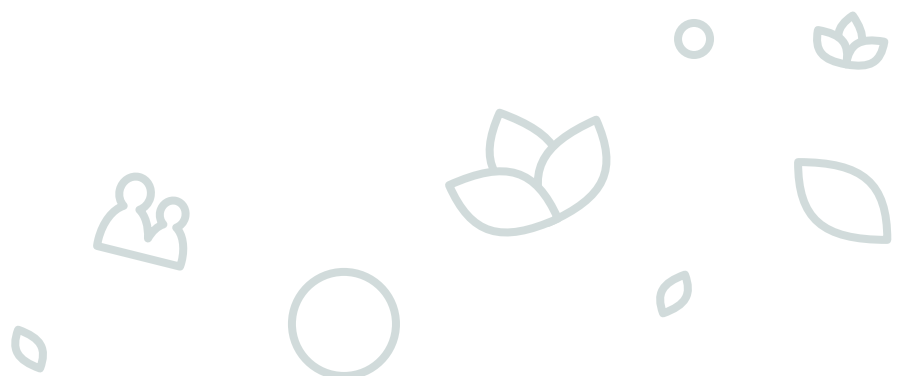
Four: Homework
1. Invite participants to bring an object with them for the next training that represents their culture, family, or community.

Assessment

At the end of each session, or as homework, ask participants to reflect on how they are doing following the Learning Community Guidelines.

Teaching & Facilitation Tips

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 women and men are participating equally.
- Participants may suggest something like "Always respect the trainer." Use this as an opportunity to discuss that everyone is a learner and a teacher in this participatory learning community. The responsibility for teaching and learning belongs to everyone in the group, not just the trainer. In this learning community, the trainer helps to facilitate learning, but he or she is also a learner. Likewise, the participants are also teaching knowledge to one another!
- There may be different opinions on what guidelines should be included. Let participants know that different opinions are welcome in this space. Provide a simple example for participants to agree with, 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. If necessary, have participants raise their hands to vote on which guidelines to put on their list.
- See the Introduction section for additional facilitation tips.

Human Knot

- During the debrief, facilitators may want to invite responses from 1-3 people for each question. Sometimes many participants will want to share their experience in the game. Try to allow as much time as you are able for everyone who wants to share. If time is short and you have a very large group, conduct the debrief in pairs or small groups. Additional questions (if time allows):
- What skills to you use to get untangled?
- What did you notice about how you behave in a group? Did you speak a lot? Were you quiet? Did you push for your solution? Did you follow others' suggestions?

🔍 Backround Information

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

Human Knot is a cooperative game. Having fun is part of the purpose of the game, but cooperative games have a larger purpose of developing communications skills, trust, empathy, and cooperating to solve problems and accomplish goals. Cooperative games support the goal of participatory learning, because they require everyone in the group to reach the goal, not just one or two leaders.

For cooperative games to be an effective learning technique, there must be time for a debrief of the game. The debrief is just as important as the game itself; it allows players to connect the experience to their lives. It is also a reflection process that develops critical thinking skills. An effective debrief will accomplish the following:
1) Reflect on WHAT happened during the game.
2) Ask WHY the game is important (what did the players learn from it?)
3) Discuss HOW to put the lessons learned from the game into practice in the players' daily lives.

Culture and Community

Purpose: Recognize different participants' cultural strengths and assets, and build appreciation among participants. Develop learning objectives for the program.

Learning outcomes: Participants will...
- Knowledge: Become familiar with how different people in the training group relate to their community, culture, and/or family
- Skills: Present information about one's culture or traditions
- Attitudes: Appreciate diverse representations of culture, community, and family

🕐 80 minutes

📖 Flipchart paper, strips of blank paper, pins or tape, pens/markers

Key Concept
Culture: "The set of distinctive spiritual, material, intellectual and emotional features of a society or social group... (encompassing) in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs." (UNESCO, 2001, para. 5).

Lesson & Activities

Before the session

As a homework assignment, the day before this class, ask participants to bring an object to class that represents community/culture/family to them.

One: Review (5 mins)

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

Two: Mingalarba! (10 mins)

1. Ask participants to share all the ways they know how to greet people in different languages. Invite volunteers to stand up and say the greeting in the language they know, then have the whole group repeat. If there is a gesture that also goes along with the greeting, have participants also make the gesture, e.g. English: handshake with "hello"; Thai: a bow with "sawatdee ka (spoken by a female)/ sawatdee krap (spoken by a male).

2. List all the greetings on flipchart paper.

3. If they haven't already been shared, teach the following greetings from different languages of Myanmar: Sgaw Karen, Pwo Karen, Kayah, Mon, Jinghpaw, Chin, Rahkine, Shan, etc.

4. Practice saying the greetings in each language with the participants. Then invite participants to walk around the room for a few minutes and greet every person in the room using the different languages and gestures listed on the flipchart.

5. Bring participants back together. Explain that language is one way to understand and appreciate diverse cultures. Encourage them to use the greetings in other languages throughout the program to remember they are part of a global community.

Three: Culture and Community Circle (25 mins)

Talking Circle

1. Invite participants to sit in a circle on the floor with the object they brought from home. Explain that one of the goals of this program is to strengthen our skills to create positive change in our communities. To accomplish this, we will start by looking at our existing strengths and assets.

2. Explain that they are now going to take some time to learn and share together by presenting the objects from their culture, community, or family.

3. Invite participants to share what their object is, and how it is connected to their family, culture, or community.

4. Have participants go around the circle one by one to share.

5. After everyone has shared, invite participants to notice what they learned from listening to the members of their training group. Ask what connections they notice between what people shared.

6. Go around the circle again and invite everyone to share something they appreciated or are grateful for about their training group.

7. Close the talking circle by thanking everyone for their active participation.

Four: Individual and Community Learning Objectives (40 mins)

Small Group Work

1. Preparation: On the board or using flipchart paper, create a space with three columns. Label columns as Knowledge, Attitudes and Skills. Prepare small strips of paper.

2. Explain that the purpose of this activity is for participants to identify their learning goals for this training program.

3. In small groups, participants reflect on what they would like to achieve, learn, or improve upon by the end of the program.

4. Groups write on strips of paper what key knowledge, attitudes and skills they would like to learn:
· Knowledge: I would like to learn about or understand....
· Skill: I would like to be able to do ....
· Attitude: I would like to value...

5. Participants tape/pin their papers under the knowledge, attitude and skills columns on the board/wall.

Group Discussion

1. Review knowledge, attitudes and skills on the board/wall, one column at a time. Group together similar knowledge, attitudes and skills. Ask participants if they have any questions or require further clarification.

2. Facilitate discussion to prioritize the goals as a group. Try to identify which are most important to the group. Discuss these generally as shared objectives (UNICEF, 2005). Facilitators may group similar concepts together throughout the discussion to help identify the main goals. For example, if one participant states she would like to meet new people and another participant states he would like to expand his network, combine both points into one sentence, "I would like to build relationships"
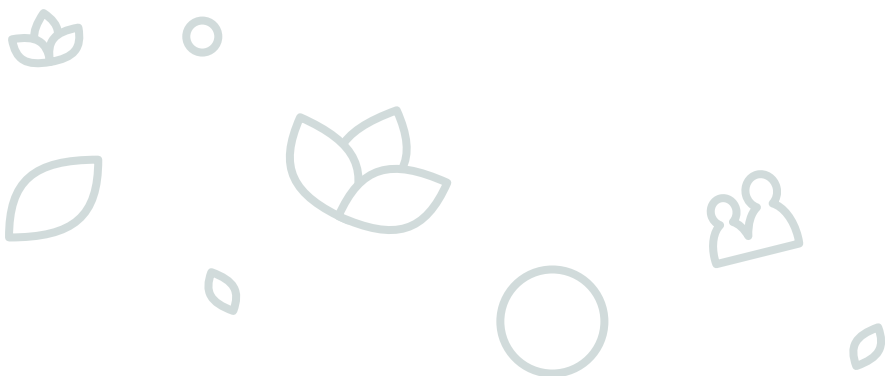
Assessment

Revisit the Community Learning Objectives at the end of the program to see if participants feel they have met their goals. Facilitators may also reference the objectives after each session to assess which Learning Objectives they achieved.

Teaching & Facilitation Tips

Talking Circles are a powerful way to give everyone in the group an opportunity to share as equals. The shape and space of the circle are important. Make sure there is enough space for the whole group, and that everyone can see everyone else. Encourage participants to be mindful of the time so that everyone in the circle has an opportunity to share. A common rule for talking circles is without feeling hurried, just say enough (Clifford, 2013).

The purpose of the **Individual and Community Learning Objectives** activity is to understand participants' goals, so that the facilitator can monitor progress toward those goals throughout the program. If there is enough time, this activity can be done as a separate session by itself. Explain to participants that this activity should focus on learning goals that fit within the scope of this program, e.g. "I would like to be able to express myself better" is in the scope of the program. "I would like PIN to build a new school in our community" is not within the scope of the program.

The purpose of the "Culture and Community Circle" is twofold. First, it is a way to build trust and empathy in the training group by giving participants a chance to share a piece of themselves. Second, the activity is a first step in an assets-based approach to community development (Kretzmann and McKnight, 1993). Assets-based approaches focus on the strengths and potentials in a community as the starting point for positive change, rather than focusing only on the problems or needs. Asset-based approaches recognize that communities are inherently filled with strengths and cultural wealth. When planning action for positive change, an assets-based approach uses community strengths to meet community needs.

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: Participants will...
- Knowledge: Become familiar with the concept of active citizenship and the importance of contributing to one's community
- Skills: Identify and present community strengths
- Attitudes: Responsibility as an active citizen and community member

🕐 90 minutes

📖 Blank paper, markers/crayons, slips of paper for "One System Many Parts" activity, flipchart paper, ball or soft object to toss

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

👥 Lesson & Activities

Review and Introduce the "Learn and Share Together" project (5 mins)

1. Ask participants to recall something they learned about participants' cultures or communities from the previous lesson.

2. Explain that at the end of this program, they will have an opportunity to create a "Learn and Share Together" project to help improve their local community.

3. Describe the "Learn and Share Together" project to them using the background information provided in the Introduction section.

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

Two: One System Many Parts (20 mins)

Cooperative Game

1. Divide participants into groups of 4-5.

2. Explain that participants 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 participants that the goal of the activity is to work together to become the system. For example: a bicycle requires two wheels, handle bars, 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 training group. 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 community strong. People who contribute to making their community better are **Active Citizens**.

Three: Community Strengths Mapping (20 mins)

Group Discussion

1. Begin a discussion about community by asking: What does the word community mean?
- Possible answer: "A group of people who work, play, or live together who have things in common and things that are different." (Peace First, 2012, p.5).

2. What are some different types of communities?
- Possible responses: Family, school/university, football team, village, city, nation, all humans on the planet.
- Communities exist at many levels, local to global.

3. Ask, what communities are you a part of?

4. Explain that we all belong to many communities. In the communities we belong to, we share things in common with other members of the community and appreciate our differences.

5. To be an active citizen means taking responsibility for the health and happiness of the community.

6. Invite participants to provide examples of ways they contribute to their communities.

Brainstorm

1. Use a ball or small soft object to toss around the room to engage everyone in the brainstorm. For each question, have a participant toss the ball to a new person in the room who has not yet shared.

2. List the different roles that people play to create a healthy community. This should be a list of different functions, not the names of specific people. Write a list on the chalkboard or flipchart paper:
- Who helps sick people in our community? (e.g. Family members, traditional midwife, nurse, rural health center)
- Who helps people to learn in our community? (e.g. Parents, teachers, headmaster, community leaders, education department)
- Who helps produce and distribute the food people need to eat? (e.g. Farmers, market sellers)
- Who helps keep our community clean? (eg. all community members)
- Who organizes community festivals? (e.g. Youth leaders, village leaders, monks, teachers, volunteers)
- Who helps us know the history of our community? (e.g. Grandparents, parents, village leaders)
- Who organizes charity events? (e.g. Community leaders, monks, students)

3. Next, brainstorm a list of places where people spend time together in their community. Possible answers: school, home, market, monastery, mosque, church, farm, village leader office, play area, shops, clinic.

4. Discuss how these people and roles exist to meet a need in the community. E.g. A school provides a place to learn. A market provides a place for people to sell things to earn money and to buy nutritious food. Explain that the people and places that contribute to the community are the strengths of the community.

Drawing

1. Using a blank sheet of paper, invite participants to draw a map of the people and places in their community.

2. Give participants 10 minutes to work on their Community Strengths Maps.

Four: Share Out and Closing (15 mins)

1. Invite each participant to share the top 3 community strengths illustrated on their maps.

2. Create a list of strengths on a piece of flipchart paper or the chalkboard. Keep this list to reference during design of the "Learn and Share Together" project.

3. Explain that when participants create the "Learn and Share Together Projects" they will design activities to help strengthen their communities. By looking at the existing assets in their communities they can look at what has already helped their community to be strong, and build on those efforts. They can also look at areas in the community where there are needs or challenges, and create activities that respond to those challenges.

Assessment

At the end of the session, have participants write a few sentences about what it means for them to be an active citizen. Collect their responses to assess their learning.

Teaching & Facilitation Tips

One System Many Parts
If participants 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.

Keep the Community Strengths Maps that participants create in this session. These can be used later as the starting point to develop the "Learn and Share Together" project.

Backround 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 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"
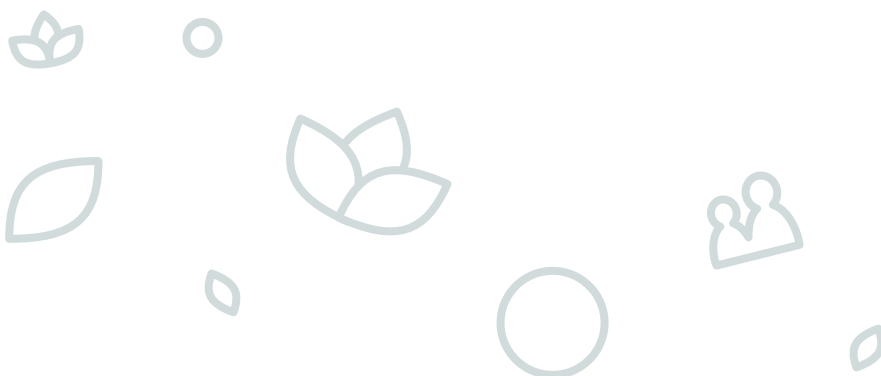
Our Diverse Identities

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

Learning outcomes: Participants will...
- Knowledge: Understand 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, blank paper, Hand Identity Map activity sheet

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. Invite participants to recall some of the cultural and community strengths and assets they identified in the previous lesson. Ask if they have identified any other strengths.

2. Invite participants to recall what 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: What's in a name? (25 mins)

Icebreaker

1. Invite participants 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 1-2 minutes to each participant 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 question(s):
- 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 participants 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 participants to trace their hand in the blank space on their Hand Identity Map activity sheet. Explain that this hand represents a unique map of who you are and what identities you hold. Invite participants to write their full name and their childhood name on their hands. On the inside of the hand, ask participants to write words or draw images for identities they use to describe themselves.

3. Provide examples of identities: Karen, teacher, mother, father, sister, plays sports, sings in a choir, youth, Myanmar, older brother, Shan, lives in Hpa-An, woman, man, etc.

4. Let participants 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 participants 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 parent, son, sister, etc.)? To your interests/hobbies (such as singer, plays sports)? To your profession or role (such as teacher, shopkeeper, village leader)?
- What are some of the identities that you have chosen? Which ones were not necessarily your choice? (possible responses: I chose to be a shopkeeper, but I didn't choose to be a man)
- 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 are ways to make communities stronger.
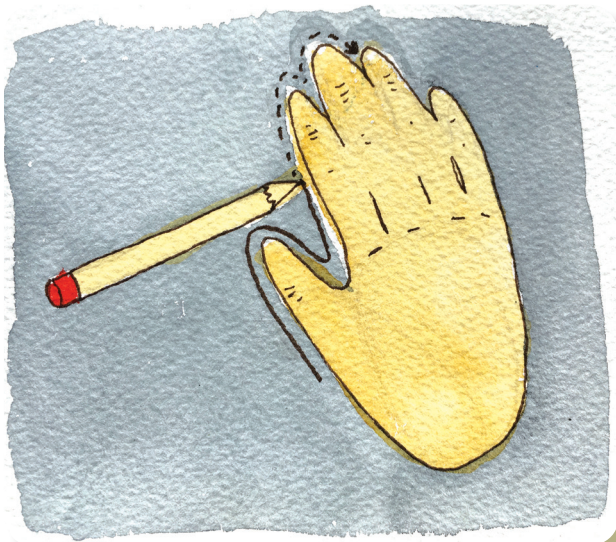
Closing: Affirmations (10 mins)

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 participants have participated, have everyone close their eyes and think about one thing they can do individually to appreciate diversity in their own communities. Challenge participants to put their idea into practice before the next session.

Assessment

Check participants' 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 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 participants to think about the question, "Who are you?" Remind participants that there are no right or wrong answers. Facilitators should prepare an example identity hand in advance but remind participants that their hand will look different, because everyone is unique.

Affirmations: This activity honors and respects each member of the training group. It requires calm and mindful behavior from both the facilitator and participants.

Backround 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 woman or a man, 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" (Reardon, 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 a big company starts to work in an area and they only hire people of a certain ethnic background, this can make members of the other ethnic group feel insecure or disrespected, and can lead to disagreement between ethnic groups. Having a community with diverse identities can make communities much stronger if people appreciate different cultures and embrace diversity.

©European Union/Maro Verli
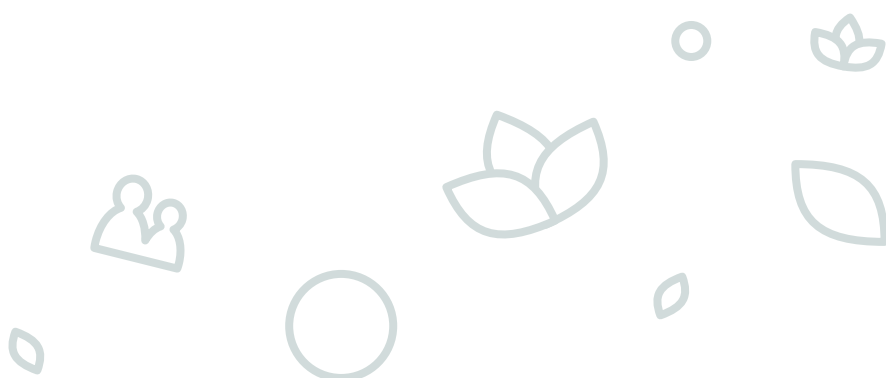
Creating Inclusive Communities

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

Learning outcomes: Participants 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, Activity Sheet, 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 participants why it is important to respect diversity (possible answers: Because of human dignity, because 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[1] (30 mins)

Simulation Game

1. Have participants 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 participant's forehead. Use at least three colors, and distribute the colors evenly among the participants (for example if there are 30 participants, give 10 participant blue stickers, 10 participants green stickers, and 10 participants red stickers)

3. Ask participants 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 participants to remove the sticker from their foreheads. Have participants form a line again and close their eyes. Place a new different colored sticker on each participant'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 participants 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 participants to remove the sticker from their foreheads. Have participants form a line again and close their eyes. Place a new, different colored sticker on each participant's forehead. Distribute colors so that there are two groups of similar sizes and two participants who do not have a group. (for example, 14 blue stickers, 14 green stickers, 1 red sticker, and 1 yellow sticker)

7. Again, ask participants to open their eyes and find the other people with the same colored sticker without speaking.

8. Observe participants' behavior.

9. Finish by asking participants 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 participants 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 differently 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 in your community? 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 participants. 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, values, 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 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 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 participants 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 participants to think about what factors might be contributing to the exclusion of each individual:
- 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 is a father, and he and his family moved to Karen State from Shan State. They speak a different language and practice different traditions than their new neighbors. The neighbors say rude things about Aik Sai and his family behind their backs. They say Aik Sai is trying to bring others from his home village to take over the town. (possible answers: 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 economic situation)
- Example 4: Wai Wai and her cultural group want to celebrate a holiday that the majority of the rest of the community does not celebrate. They look for a building to rent to have their event, but no one wants to rent space to them because they disagree with their tradition. (possible answers: 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 participants if they can think of examples of other ways people might be excluded.

Small Group Work

1. Have participants get in small groups and pick one of the scenarios above to analyze.

2. Invite participants 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 or group? (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 or on the community?
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 participants about 15 minutes to work in small groups, then have each group present their analysis to the rest of the training group.

📝 Assessment

Use participants' 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 participants to become aware of what it feels like to be included and excluded. Participants reflect on their own behavior to consider if they act in an inclusive or exclusive way. In Round 3, when selecting participants who will not have a group, pick participants that you know are confident.

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

- Participants 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 participant who was without a group to include them (example of inclusion).

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

The Problem of Exclusion

The purpose of this activity is to strengthen participants' critical thinking skills about the impact of exclusion on people's' lives and to develop ideas to practice inclusion. Make sure that participants have enough time to discuss questions 4 and 5, which focus on generating ideas and action plans to practice inclusion. If participants 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's Family
- Need that is not being met: To have their culture and language respected
- The impact of exclusion: Aik Sai's family may feel unsafe. They may have fewer economic opportunities because people do not want to work with them. Aik Sai's children may be bullied in school.
- How might you help them to be included: Treat Aik Sai and his family with respect and kindness, and use assertive communication to ask the neighbors who are gossiping and spreading rumors to stop.
- Who could you speak to for help? Ask the community leaders to encourage villagers to be kind and welcoming to Aik Sai and his family.

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 participants pass the matriculation exam.
- Who could you speak to for help? Talk to school teachers and headmasters to understand what they need in order to help more students.

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's group will be socially isolated. They may not have as much economic opportunity. They may feel unsafe. It could lead to disagreements between the different groups and problems in the community.
- How might you help them to be included: Learn more about Wai Wai's culture and beliefs by asking questions in a kind and respectful way.
- Who could you speak to for help? Speak to business people and encourage them to rent their space out to Wai Wai's cultural group

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 Problem of Exclusion
- Invite participants 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 small groups present their role plays to the rest of the training group.
- Discuss ways the participants can put inclusion into practice in their communities.

Backround 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 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 societal level by getting those who have power to change social structures that exclude people.

[1]The "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.

Identifying Needs

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

Learning outcomes: Participants will...
- Knowledge: Recognize needs and wants required for a healthy community; Become familiar with the idea that human dignity requires meeting human needs
- Skills: Critically think and reflect on how to meet human needs
- Attitudes: Acknowledge the human dignity of each student

🕐 60 minutes

📖 Flipchart paper, Needs and Wants cards, Meeting Needs activity sheet, copies of the Convention on the Rights of the Child (if available)

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. Because of human dignity, all people deserve to have their human needs met and protected as rights.

Lesson & Activities

One: Review (5 mins)

1. Remind participants that in Lesson 3 they learned that active citizens work to improve their communities, and they started to think about ways they could improve their community. In Lessons 2 and 4 they learned that communities are full of diversity—people who have different cultures 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: Needs, Wants, and Human Dignity (20 mins)
(adapted from UNICEF, n.d.)

Small Group Work

1. Break participants into groups of four and hand out a set of needs and wants picture cards to each group.

2. Instruct groups to organize their cards into three categories:
· Most important
· Important
· Least important

3. Instruct groups to join another group to form a larger group of eight, then decide which five cards are the most important for a healthy community.

4. Groups present their top five cards to the whole training group.

Group Discussion

1. Was it hard to choose? How did you decide which cards were most important? What is the difference between the cards that were most important and the ones that were least important?

2. As a large group go through each card and ask the groups if it was a need or a want. Make a list of the needs and wants on the flipchart paper.

3. Review definitions of needs and wants
* **Needs** are essentials for survival and development. Examples: A place to sleep; healthy food; basic materials for education (good teachers, pencils, books) health care. 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 a person's survival, growth and development. Examples: to learn a foreign language; to have fine jewelry; a smartphone.

4. 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.

5. 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.

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

7. 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; 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, how much money they have, whether they are male or female, language, etc.

Three: Meeting Needs (40 mins)

Group Discussion

1. Hand out the following scenarios and ask participants to identify the needs of children that are not being met in the following stories:

1) I am 10 years old. At home, I speak the language that family has always spoken. At school, teachers don't speak my language, and they tell me not to speak my language. They say we all must learn the national language.

2) I am 12 years old, I went to school until I was 10, but now my family needs me to help with work on our farm, so I cannot go to school.

3) My family gets our water from a small stream by our village, but the water is contaminated and has been making me sick. I walk for two hours to get to the nearest health clinic.

2. Invite participants to share their answers. Explain that these needs are rights identified in the Convention on the Rights of the Child, which is an international treaty that has been created to protect the human dignity of children. The needs expressed in the scenarios are:

1) Opportunity to practice their own culture and language (article 31)

2) Education (articles 28 and 29)

3) Clean Water and Health (article 24)

3. Though the Convention on the Rights of the Child focuses on children's needs specifically, these examples are needs for all people, no matter their age. All people need clean water, health, education. All people need the opportunity to practice their cultural traditions and speak their language freely.

4. 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.

Small Group Work

1. Instruct participants to work in their groups to brainstorm what they could do as active citizens to meet one of the needs in the above scenarios. Give participants about 15 minutes to work on their solutions.

2. Each group presents their solution.

3. Remind participants that for the "Learn and Share Together" project they will identify specific needs in their communities that they can help meet through a community-building project. They started to think about assets and needs when they did the "Community Strengths Mapping" activity in Lesson 3. They can use ideas from that activity for their "Learn and Share Together" project. They can also consider the needs that they identified today through the "Needs, Wants, and Human Dignity" activity. If there are unmet needs in their community these could be a starting point for a "Learn and Share Together" project.

Assessment

At the end of the session, invite participants 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

Meeting Needs
In preparation for facilitating this session read the Convention on the Rights of the Child (CRC): https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf.
If available, provide a copy of the CRC to each participant and read it before analyzing the scenarios. You may give the groups all three scenarios to work on, or if time is limited, facilitate one scenario per group.

Give participants options for how to present their solutions to the unmet needs. For example, they could do a role play, create a poster with pictures of steps to be taken to meet the community need, or make a short presentation of their ideas. Remind participants that their work doesn't have to be perfect.

🔍 Backround 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" (Reardon, 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)
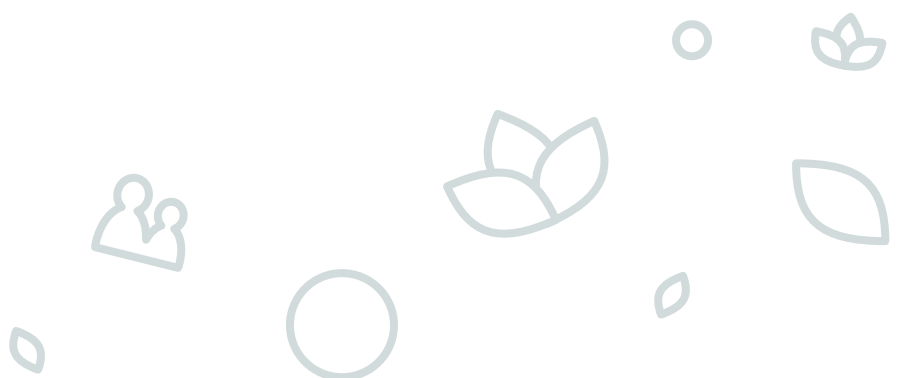
Designing a "Learn and Share Together" Project

Purpose: To introduce participants to a project cycle tool for their "Learn and Share Together" community-building project.

Learning outcomes: Participants will...
- Knowledge: Become familiar with the "Learn and Share Together" project cycle tool
- Skills: Practice using a project cycle tool for a community-building project
- Attitudes: Value active citizenship

🕐 60 minutes

📖 Project Cycle activity template, 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.

Community-building: Actions aimed at enhancing or strengthening a community of people in a specific area (such as a village, town, or region).

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 five 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: Culture
- Lesson 3: Active Citizenship
- Lesson 4: Diversity
- Lesson 5: Inclusion
- Lesson 6: Human Dignity

3. Break participants 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 participants 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) Culture: "The set of distinctive spiritual, material, intellectual and emotional features of a society or social group... (encompassing) in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs" (UNESCO, 2001). Every person's family, culture and community is valuable.

3) 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"*

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 participants 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 participants that the aim of the "Learn and Share Together" project is for participants to put their learning from this curriculum into practice through hands-on activities that they create themselves to support their community.

10. Remind participants that they have already started thinking about some ideas for ways to make their community better. Ask participants to reference the following activities from previous lessons: "Community Strengths Map" from Lesson 3: Cooperation, Working Together as Active Citizens; "The Problem of Exclusion" from Lesson 4: Creating Inclusive Communities and "Meeting Needs" from Lesson 6: Identifying Needs.

11. Review the above activities to recall ideas about what makes a strong, inclusive community, and what can be done to respond to human needs.

12. Ask participants to turn to a partner and share one idea about a need they would like to address in their community, or an idea to make their community stronger and more inclusive.

13. Explain that later 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 (40 mins)

1. Inform the participants 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:
Community Library: You were recently speaking to your neighbors and realized you both wish that you had access to more books through a community library. Your neighbor, Khine Khine would like to read about how to repair motorbikes, Paw Wah heard about a new book of stories about strong women in history that she would like to read, and Ohnmar loves to read news about the Myanmar national soccer team. However, your community does not have a library.

3. Explain the steps in the project cycle:

Step 1: Identify the need (ex. library)

Step 2: What is your goal?

Step 3: Who can help?

Step 4: Why is this project important?

Step 5: What do you need to be successful?

Step 6: Identify existing resources

Step 7: Action plan

Step 8: Launch project & reflect

Learn and Share Together Community-Building Project

Identify the need: A library for our community

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

5. Break participants 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 training group 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 participants 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 participants 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 participant must write at least one idea on the flipchart paper.

Assessment

Check participants' 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 participants 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.

Backround 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).

Communication and Active Listening

Purpose: To understand nonverbal communication and practice active listening

Learning outcomes: Participants 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, Active Listening activity sheet

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. 2).
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 participants 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 participants to form a large circle or line. Participants should be positioned so that when one person whispers to the person next to them, others cannot overhear.

2. Tell participants 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 participant 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 for 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 the person we are communicating with.

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 participant the speaker and one participant the listener. Before they start, privately tell the participant 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 participants 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 participants 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 participants into six groups. Provide participants a copy of the Active Listening Activity Sheet. Review the activity and discuss what an active listener does in one of the following communication areas. Explain to participants that THERE IS NO RIGHT OR WRONG ANSWER, the goal of the activity is for participants 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 participants 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 participants into pairs. Tell participants 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 something in your community that you are concerned about?"

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

If there is time, in addition to reflecting, teach participants 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.

Backround 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 and strengthen participants' assertive communication skills

Learning outcomes: Participants 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

📖 "Assertive Communication" activity sheet, 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)

1. Invite participants 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 participants 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 about 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 you are hurrying home because it is your birthday, and your family is waiting for you to celebrate by eating special food. 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 went to a big market, and you got lost from your family. 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 to get yelled at by her.

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 Practice (30 mins)

Individual Work

1. Hand out the "Assertive Communication" worksheet and have participants read the following scenario, then identify which response is passive, aggressive, and assertive:

Imagine you are part of a team to plan a special event for Thingyan. Your community leader gives you and your team a deadline to select a location for the event, invite 30 people to come, and buy all the supplies. You and your team decided to split up the tasks, so you are responsible for buying all the supplies, and your other team members will be responsible for inviting people and selecting the location. The event is three days away and you find out your colleague has only invited 5 people to the event and has not selected a location. You have purchased all the supplies and are ready for the event. What will you do?

· Aggressive response: "You're so lazy and irresponsible. You never do you job but you get away with it because the community leader likes you better than me." _____

· Assertive response: "I feel frustrated because I worked really hard to get my tasks done for this event, and I feel worried that not enough people are going to show up and we have nowhere to hold the event. I am concerned this will make us both look bad. I would like you to invite 20 people by tomorrow, will you?" _____

· Passive response: You are worried that not enough people will not show up, but you do not say anything to your colleague. You start to invite people yourself and organize the location of the event, doing your team member's work for him._____

Large Group Discussion

1. Ask participants what differences they notice between the different statements. Ask participants 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 on the Assertive Communication activity sheet. Clarify any questions participants have.

Pair Work, Role Play

1. Break participants into pairs and have them act out responses to the scenarios on the Assertive Communication activity sheet using assertive communication.

2. Give participants 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 participants' understanding of the key concepts, walk around the room while they are working in pairs 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 participants 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 participants can walk around freely. To warm participants 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 training group.

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

1. "I feel uncertain about how to do this task. Would you please explain it to me in another way?"
2. "When you said that, I felt upset because I think we should all treat one another as equals with kindness and respect. Will you stop calling people rude names?"
3. "I need to get up very early tomorrow and the noise is keeping me awake. Will you please turn down the music by 10pm?"
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?"

🔍 Backround 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 their 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).

Exploring Win-Win Solutions to Disagreement

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

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

🕐 45 minutes

📖 "Outcomes Grid", pens/pencils, ball

Key Concept
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 participants 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 participants 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 participants 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: "It's my Coconut!"

1. Invite participants 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 participants 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, now that they have more information.

2. Discuss the possible outcomes there could have been for the situation. Refer to 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: 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 is 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

Compromise: Lose and Win

Collaboration: Win-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.

Four: Win-Win Outcomes (30 mins)

Role play

1. Participants break into groups of 4-5 and identify a disagreement they all are familiar with.

2. In groups, participants create a short play that results in a win-lose outcome. Allow about 5 minutes for participants to prepare their plays.

3. Participants present the play to the rest of the group.

4. Give participants time to prepare a new version of the play that results in a win-win outcome.

5. Participants present the new play to rest of the group.

Assessment

Inside-outside circle : Invite participants to create an inside circle and an outside circle with a pair of participants facing one another. Invite each pair of participants to quiz each other using the list of prompts below. After each question, invite the outside circle to rotate so a new pair of participants is created. Repeat until all questions have been asked.
- What are three possible results of a disagreement? Answers: win-win, win-lose, lose-lose).
- Show me what a lose-lose outcome makes you feel (Participants can use their whole body to express how they feel).
- Show me what a win-win outcome makes you feel.
- What are two strategies you can use to get win-win solutions? (Example answers: 1) ask what the other person needs or wants; 2) listen to what the other person needs or wants; 3) make a plan to achieve a goal together (Lambert, 2012)

Teaching & Facilitation Tips

Ball in the air
When debriefing the game, 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
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.

Win-Win Outcomes
If participants have a hard time coming up with their own examples of disagreement, provide the following scenarios:
1. 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).
2. 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).

Backround 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 training group, it is extremely important for the facilitator to be an example of nonviolence so that participants will also behave nonviolently. Ways to demonstrate nonviolent manner behavior include:
· 	Show care for participants by actively listening to their needs;
· 	Encourage participants with positive words when they are struggling;
· 	Avoid publicly shaming participants when they are incorrect

Community Vision

Purpose: Reflect on lessons learned from the program and start the project cycle for the "Learn and Share Together" community-building project.

Learning outcomes: Participants 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 community through a project. Demonstrate respect and appreciation for fellow training group members.

🕐 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 participants to launch their projects. If necessary, break the lesson into two sessions.

📖 Project Cycle activity template, 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 participants 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 participants to gather around the paper, view the text and write comments on the flipchart paper.

One: Gallery Walk (30 mins)

1. Explain that today participants 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 participants to reflect on what they have learned.

3. Create groups of 4 participants and assign each group to one key concept. During this activity participants 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. participants 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 participant might write 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 participants to be silent during the activity. This allows the shy participants an opportunity to share their ideas by writing them down.

5. Rotate the participants 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 in the gallery, ask participants 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 participants to walk over and stand next the key concept they have chosen.

8. Invite 1-2 participants at each station to share why their chose that concept.

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

1. Remind participants that each of these lessons offered them new knowledge and skills they can use to create their "Learn and Share Together" project. The project is an opportunity for them to share what they have learned with others. Just as they have worked hard to create a Happy Learning Community in their class, now they can use the project to grow that community to include 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 participants 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 participants to add any new ideas to the Idea Board.

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

6. Pass out the small sheets of paper and explain to the participants that these are ballots. Ballots are 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 participants 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.

9. Invite participants to discuss the ideas or advocate for a specific idea, then facilitate a consensus-building process to select one idea to use for the project.

Three: Consensus Building (15 mins)

1. Explain to participants 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 participants to take turns discussing the top 3 ideas selected with a short explanation as to why each idea is important. Encourage participants to listen carefully before sharing an opinion about an idea.

4. When it seems like most opinions have been expressed, invite a participant 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 participants will now use the project cycle tool to start to create their "Learn and Share Together" project.

2. Break participants into small groups of about 4-5.
3. Instruct participants 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 participants that they also have the option of drawing the steps of the project cycle in a comic strip style.

5. Give participants 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 participants' 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 participants 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 participants free time and tally the votes silently, and ask for a participant volunteer to double-check your vote count. This is a way of teaching participants 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 participants 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 participants 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 participants are working in their groups, walk around and help them use effective teamwork strategies. Remind participants 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.

🔍 Backround 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.

Annex
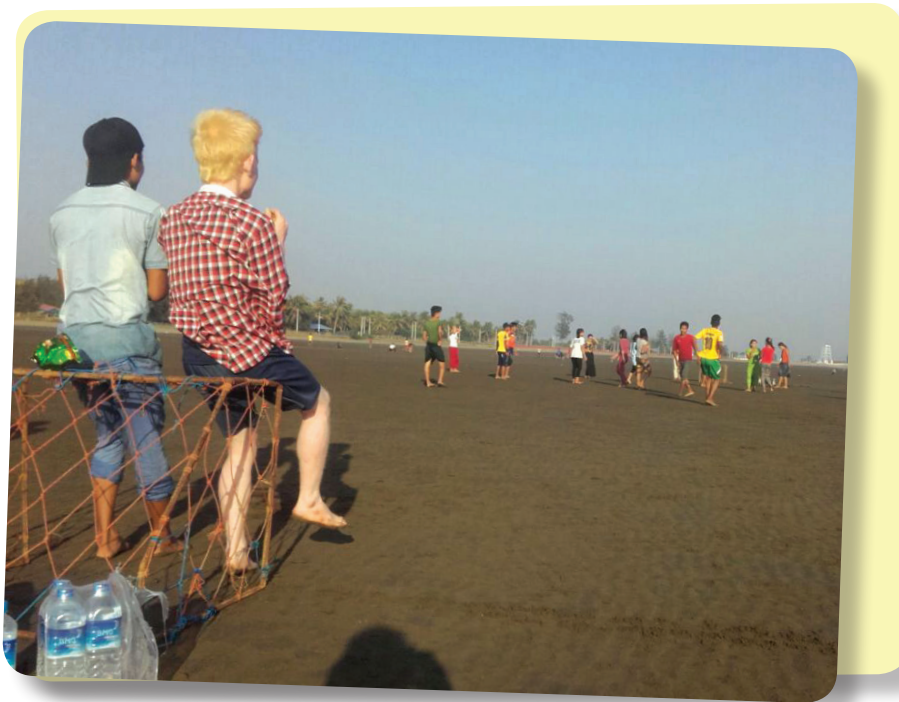
Activity Worksheets

Activity Worksheets - Contents

Lesson 4: Our Diverse Identities
Hand Identity Map Activity Sheet

Our **identity** is what makes us who we are. We all have many identities, such as where we come from, what we look like, what cultural traditions we have, our ethnic group, our role in our family, whether we are a boy or girl, and our interests and hobbies.

In the blank space on the next page, trace an outline of your hand. This hand will represent a unique map of who you are and what identities you hold. Write your full name and your childhood name on your hand. On the inside of the hand, write words or draw pictures of your many identities.

Lesson 5: Creating Inclusive Communities
The Problem of Exclusion Activity Sheet

The Problem of Exclusion

Read the following scenarios.

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.

2. Aik Sai is a father, and he and his family moved to Karen State from Shan State. They speak a different language and practice different traditions than their new neighbors. The neighbors say rude things about Aik Sai and his family behind their backs. They say Aik Sai is trying to bring others from his home village to take over the town.

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.

4. Wai Wai and her cultural group want to celebrate a holiday that the majority of the rest of the community does not celebrate. They look for a building to rent to have their event, but no one wants to rent space to them because they disagree with their tradition/values.

Work in your group to answer the following questions about one of the scenarios:

> **What identities are not being respected for this person or group? (for example, gender, culture, values, language, ethnicity, economic challenge, etc.)**
>
> **What is the need that is not being met for this person or group? (for example, need for education, need to speak one's language, need to practice one's culture and traditions, etc.)**
>
> **What impact could exclusion have on this person's life or on the community?**
>
> **If this person was in your community, how might you help them to be included?**
>
> **Who could you speak to in your community to help this person or group?**
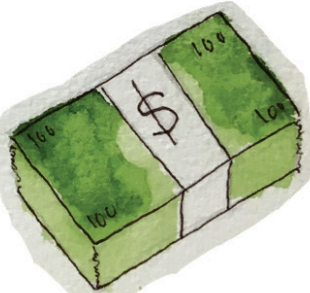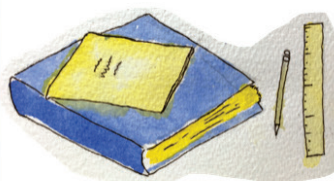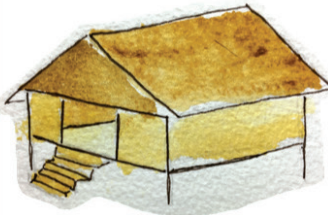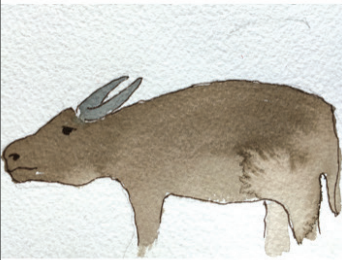
Lesson 6: Identifying Human Needs
Needs and Wants Cards

Cut out the cards. Identify which ones are wants, and which are needs.

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

Lesson 6: Identifying Human Needs
Meeting Needs Activity Sheet

Read the following scenarios and identify the needs of children that are not being met

- I am 10 years old. At home, I speak the language that family has always spoken. At school, teachers don't speak my language, and they tell me not to speak my language. They say we all must learn the national language.

- I am 12 years old, I went to school until I was 10, but now my family needs me to help with work on our farm, so I cannot go to school.

- My family gets our water from a small stream by our village, but the water is contaminated and has been making me sick. I walk for two hours to get to the nearest health clinic.

Work in small groups to brainstorm what you could do as active citizens to meet one of the needs in the above scenarios.

Lesson 7: Designing a Learn and Share Together Project
Project Cycle Activity Template

Example: "Learn and Share Together" Project Cycle Tool		
Steps	**Question**	**Example response**
Step 1: Identify a need	What is the need that I want to address in this service learning project?	Our community needs a library
Step 2: Define the Goal	What is the goal of this project?	To provide books that people want such as motorbike maintenance, history, and sports
Step 3: Who can help?	Who can help me with this project?	Community leaders, neighbors, religious leaders, school headmaster, teachers, participants
Step 4: Importance of the project	Why is this project important to me and to the community? Who will benefit from this project?	I want to learn more about these topics and increase my knowledge. This is important to the community because it will help people learn new information and skills to help their lives.
Step 5: What do you need?	What resources are needed for this project to be successful?	A space for the library, money to buy new books, people to work at the library.
Step 6: Strengths and Assets	What are some existing resources in the community I can use?	There is a teacher whose brother works at a university; perhaps the teacher can ask him to donate some used books. There is an empty building next to the market, maybe we can ask to use it for the library.
Step 7: Action plan	What steps do I need to take to start this project?	Step 1: Complete the project cycle tool. Step 2: Create a team to work on this project. Step 3: Present the information to the community leaders. Step 4: Create a timeline with action items and assign tasks to team members Step 5: Get the resources needed to be successful Step 6: Launch the project: Work through the action plan with the team Step 7: Complete the project
Step 8: Reflection	What did I learn from this project? Who benefited? What would I do differently next time?	I learned that we have to keep getting new books or people stop using the library, so this is a long-term project. I learned the books get lost or damaged easily and we need to teach people to take care of them.

	"Learn and Share Together" Project Cycle Tool	
Steps	**Question**	**Example response**
Step 1: Identify a need	What is the need that I want to address in this service learning project?	
Step 2: Define the Goal	What is the goal of this project?	
Step 3: Who can help?	Who can help me with this project?	
Step 4: Importance of the project	Why is this project important to me and to the community? Who will benefit from this project?	
Step 5: What do you need?	What resources are needed for this project to be successful?	
Step 6: Strengths and Assets	What are some existing resources in the community I can use?	
Step 7: Action plan	What steps do I need to take to start this project?	
Step 8: Reflection	What did I learn from this project? Who benefited? What would I do differently next time?	

Lesson 8: Communication and Active Listening

Active Listening Activity Sheet

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.

I really appreciate you telling me that.

In small groups, discuss what an active listener does. Answer the questions and write your responses in the blanks.

Communication Area	What an Active Listener Does
Whole Body – How does an active listener sit or stand? What is the distance between the listener and the speaker	
Eyes – Where does an active listener look when someone is talking to them?	
Movement – What hand gestures or facial expressions does an active listener make?	
Focus – How does an active listener respond if there is an interruption during their conversation?	
Emotions – How does an active listener react to your feelings?	
Voice – What words or sounds does an active listener make?	

In partners, take turns answering the question, "What is something in your community that you are concerned about?" Practice your active listening skills.

Lesson 9: Assertive Communication
Assertive Communication Activity Sheet

Scenario: Imagine you are part of a team to plan a special event for Thingyan. Your community leader gives you and your team a deadline to select a location for the event, invite 30 people to come, and buy all the supplies. You and your team decided to split up the tasks, so you are responsible for buying all the supplies, and your other team members will be responsible for inviting people and selecting the location. The event is three days away and you find out your colleague has only invited 5 people to the event and has not selected a location. You have purchased all the supplies and are ready for the event. What will you do?

Read the following statements then fill in the blank to identify if it is passive, aggressive, or assertive.

"You're so lazy and irresponsible. You never do you job but you get away with it because the community leader likes you better than me." _____

"I feel frustrated because I worked really hard to get my tasks done for this event, and I feel worried that not enough people are going to show up and we have nowhere to hold the event. I am concerned this will make us both look bad. I would like you to invite 20 people by tomorrow, will you?" _____

You are worried that not enough people will not show up, but you do not say anything to your colleague. You start to invite people yourself and organize the location of the event, doing your team member's work for him. _____

Passive

Aggressive

Assertive

How to be less passive and more assertive
- Notice what feelings you have in different situations. Pay attention to what you need and want.
- If you say, "I don't know" or "it doesn't matter" often, try to change this and start sharing your opinion and preferences.
- Practice asking for what you need. For example: "Will you please help me clean this up?" "I am not sure how to answer this question. Would you explain it to me?
- Practice using "I statements" to express your feelings, opinions, and needs, for example, "I feel frustrated when you interrupt me" or "I disagree with that point of view," or "I need help to do this"
- Remember that you have human dignity, and this means your opinions and ideas are of equal value to others. Be confident and value yourself and others.

How to be less aggressive and more assertive
- When you disagree with someone, express your opinion respectfully, without judging them. For example, instead of saying, "You're wrong, that's a stupid song" say "I don't prefer that song".
- Ask people what their opinion is, and what they are feeling. Take time to really listen to their response and do not interrupt them.
- Pay attention to how much you are speaking and try to let others speak first.

Read the following scenarios. Come up with ideas for how to use assertive communication and practice role playing your responses in pairs.

1. Your boss has asked you to do something that you do not fully understand and you need help.

2. You heard your brother talk about people from another ethnic group in a rude way.

3. Your neighbor is listening to very loud music late into the night, but you need to get up very early to work.

4. You want to participate in a youth club but you are afraid your family might say no because you have to help with the family business.

Lesson 10: Exploring Win-Win Solutions to Disagreement
Illustrations of Outcomes to Disagreement

Competition: Win-Lose
The more aggressive person wins.

Compromise: Lose and Win
Both people get some of what they want, but they also give up something they want.

Collaboration: Win-Win
People work together. They use assertive communication and both get what they want and need.

Avoiding: Lose-Lose
Both people are passive. They avoid or ignore the problem and both people lose.
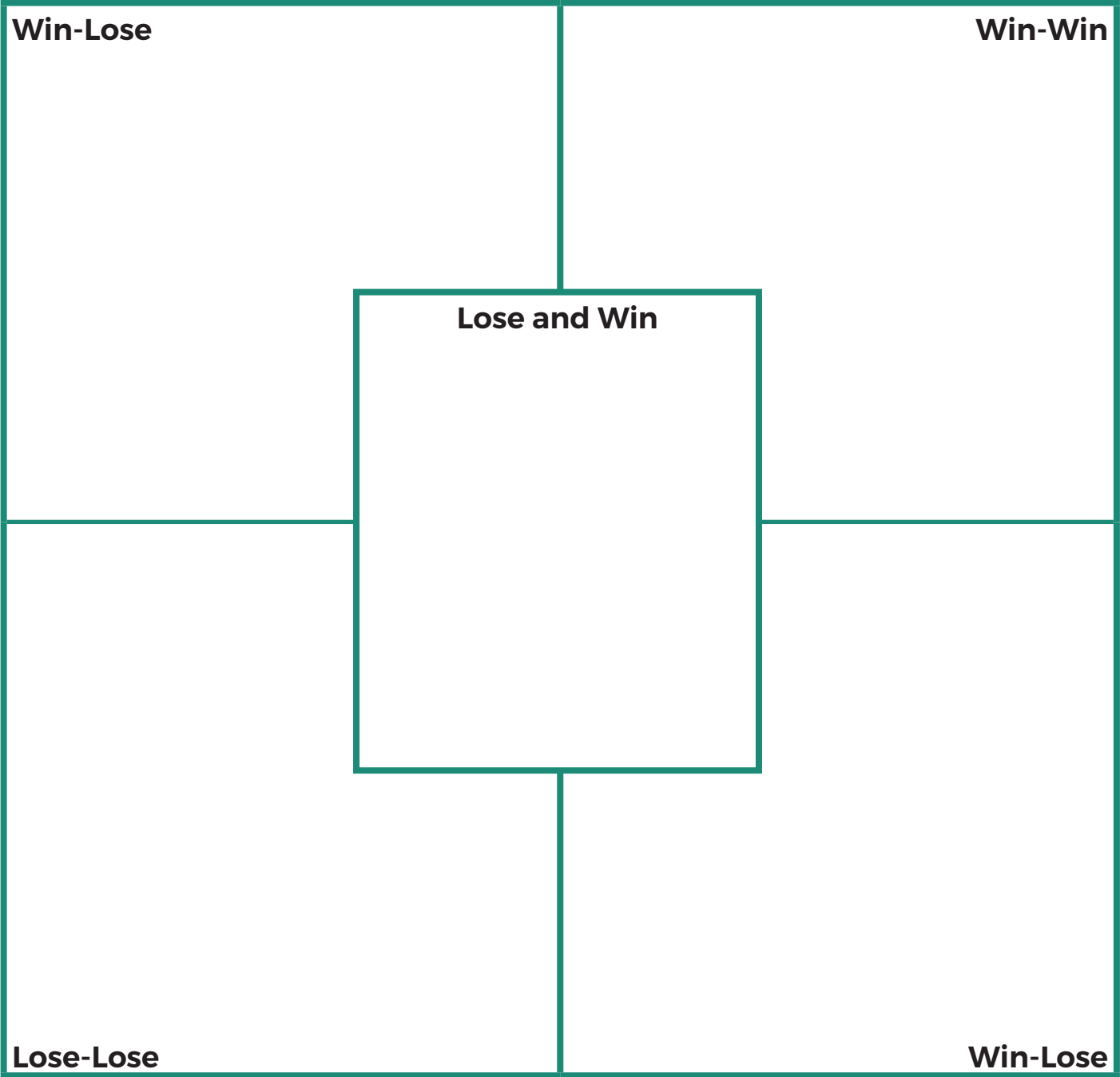

Accommodation: Lose-Win
The more passive person lets the more aggressive person win.

Outcomes Grid

Review the Outcomes Grid below. Think of an example of a disagreement and the different outcomes that could happen:

Win-Lose	Win-Win

Lose and Win

Lose-Lose	Win-Lose

Lesson 11: Community Vision
Project Cycle Activity Template

"Learn and Share Together" Project Cycle Tool		
Steps	**Question**	**Response**
Step 1: Identify a need	What is the need that I want to address in this community-building project?	
Step 2: Define the Goal	What is the goal of this project?	
Step 3: Who can help?	Who can help me with this project?	
Step 4: Importance of the project	Why is this project important to me and to the community? Who will benefit from this project?	
Step 5: What do you need?	What resources are needed for this project to be successful?	
Step 6: Strengths and Assets	What are some existing resources in the community I can use?	

Step 7: Action plan	What steps do I need to take to start this service learning project?	
Step 8: Reflection	What did I learn from this project? Who benefited? What would I do differently next time?	

Bibliography and Suggested Resources

Introduction

Midha, G. (2010). Theatre of the oppressed a manual for educators. University of Massachusetts Amherst. Retrieved from https://scholarworks.umass.edu/cie_capstones

Jaffee, A. (2011). Being a trainer: Basic introduction. Unpublished internal document, Karen Development Network.

Lesson 1, Forming the Village Training Group: Building a Learning Community

---

Lesson 2, Culture and Community

Clifford, A. (2013). Teaching restorative practices with classroom circles. Center for Restorative Process. Retrieved from http://www.ocde.us/HealthyMinds/Documents/RP%20Resources/Teaching%20 Restorative%20Practices%20with%20Classroom%20Cirlces.pdf

UNESCO. (2001). Universal declaration on cultural diversity. Retrieved from http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201._ html

UNICEF. (2005). Useful tools for engaging young people in participatory evaluation. Retrieved from http://www.betterevaluation.org/en/resources/overview/tools_engaging_young_ people_particip_eval

Kretzmann, J. P., & Mcknight, J. L. (2003). Introduction. In Building communities from the inside out: A path toward finding and mobilizing a community's assets (pp. 1–11). Evanston: Institute for Policy Research. Retrieved from https://resources.depaul.edu/abcd-institute/ publications/Documents/GreenBookIntro.pdf

Lesson 3, Cooperation: Working together as active citizens

PeaceFirst. (2012). Lesson 4: What are the community's strengths? Retrieved November 21, 2017, from http://www2.peacefirst.org/digitalactivitycenter/node/212

Wong, K., & McLaughlin, R. (n.d.). Active citizenship: A civic education course for Myanmar: Yangon: Mote Oo Education. Retrieved from http://www.moteoo.org/wp-content/uploads/2015/03/ Active-Citizenship-Eng-SB-for-Web-DL.pdf. p.6

Lesson 4, Our Diverse Identities

Reardon, B. A. (1995). Educating for human dignity: Learning about rights and responsibilities. Philadelphia: University of Pennsylvania Press.

Lesson 5, Creating Inclusive Communities

Equitas. (2009). Activity 24: Inclusion...Exclusion. In Play it fair: Human rights education toolkit for children. Montreal: Equitas - International Centre for Human Rights Education. Retrieved from https://equitas.org/wp-content/uploads/2011/03/Equitas_Pocket-Toolkit_ENG_2011.pdf

UNESCO. (2009). Policy guidelines on inclusion in education. France: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0017/001778/177849e.pdf

United Nations. (2016). Leaving no one behind: the imperative of inclusive development: Report on the world social situation 2016. New York. Retrieved from http://www.un.org/esa/socdev/rwss/2016/full-report.pdf

World Bank, (2013). Inclusion matters: The foundation for shared prosperity (Advance Ed). Washington, DC: World Bank. Retrieved from http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1265299949041/6766328-1329943729735/8460924-1381272444276/InclusionMatters_AdvanceEdition.pdf

World Bank. (n.d.). Social inclusion. Retrieved February 1, 2018, from http://www.worldbank.org/en/topic/social-inclusion

Lesson 6, Identifying Needs

Friedrich Naumann Foundation for Freedom. (2015). Human rights training manual. Yangon. Retrieved from http://myanmar-en.fnst.org/sites/default/files/uploads/2017/05/16/hreng-thefinal_0.pdf

Reardon, B. A. (1995). Educating for human dignity: Learning about rights and responsibilities. Philadelphia: University of Pennsylvania Press.

UNICEF Canada. (n.d.). Teaching for children's rights: Rights, wants & needs. UNICEF Canada Global Classroom. Retrieved from https://www.unicef.ca/sites/default/files/legacy/imce_uploads/rights_wants_and_needs.pdf

UNICEF. (n.d.). UN convention on the rights of the child in child friendly language. Retrieved from https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

Marker, S. (2003). Unmet Human Needs. Beyond Intractability. Retrieved from https://www.beyondintractability.org/essay/human_needs

Lesson 7, Designing a "Learn and Share Together" Project

Lederach, J. P., Neufeldt, R., & Culbertson, H. (2007). Reflective peacebuilding toolkit: A planning, monitoring, and learning toolkit. Mindanao: The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame. Retrieved from https://ndigd.nd.edu/assets/172927/reflective_peacebuilding_a_planning_monitoring_and_learning_toolkit.pdf

UNESCO. (2001). Universal declaration on cultural diversity. Retrieved from http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

Lesson 8, Communication and Active Listening

Jaffee, A. (2011). What is communication. Unpublished internal document, Karen Development Network.

Milofsky, A. (2011). Peacebuilding toolkit for educators: High school edition. Washington, DC: Endowment of the United States Institute of Peace. Retrieved from https://www.usip.org/sites/default/files/GPC_EducatorToolkit-(HighSchool)_combined.pdf

Peace Corps. (n.d.). Life skills and leadership manual. Washington, DC. Retrieved from http://files.peacecorps.gov/library/M0098.pdf

Pullen, D. L., Baguley, M., & Marsden, A. (2009). Back to basics: Collaboration in the education sector. In J. Salmons & L. Wilson (Eds.), Handbook of research on electronic collaboration and organizational synergy (pp. 205–222). Hershey: Information Science Reference.

University of Colorado. (n.d.). Active listening. Retrieved February 16, 2018, from https://www.colorado.edu/conflict/peace/treatment/activel.htm

Lesson 9, Assertive Communication

Hasson, G. (2015). Brilliant communication skills. Harlow: Pearson Education Limited.

Marquez, V. (2014). Being Assertive. Story Jumper, Inc. Retrieved from https://www.storyjumper.com/book/index/14639622/Being-Assertive#

Lesson 10, Exploring Win-Win Solutions to Disagreement

Arigatou Foundation. (2008). Learning to live together: An intercultural and interfaith programme for ethics education. Geneva. Retrieved from http://unesdoc.unesco.org/images/0016/001610/161059E.pdf

Gorsevski, E. (2004). Peaceful Persuasion. Albany: State University of New York Press.

Lambert, K. (2012). Tools for formative assessment. Retrieved November 7, 2017, from http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf

Lesson 11, Community Vision

Ledesma, A. J. (1998). Panagtagbo Sa Kalinaw: A basic orientation manual towards a culture of peace for Mindanao communities. UNICEF.

Susskind, L., McKearnan, S., & Thomas-Larmer, J. (1999). The consensus building handbook: a comprehensive guide to reaching agreement. Thousand Oaks: Sage Publications.