

UPPER
SECONDARY
EDUCATION



TEACHING PEACE
AND **BUILDING**
RESILIENCE
CURRICULA MANUALS



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Ministarstvo Obrazovanja Nauke i Tehnologije
Ministry of Education, Science and Technology

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AND BUILDING
RESILIENCE**
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**UPPER SECONDARY
EDUCATION**

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TEACHING PEACE AND BUILDING RESILIENCE

CURRICULA MANUALS

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UPPER SECONDARY

Key Aims

Teaching Peace and Building Resilience Explained

Curriculum Documents: Cross-Cutting Curriculum

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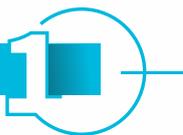
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INTRODUCTION: TEACHING PEACE AND BUILDING RESILIENCE CURRICULA MANUALS

This document aims to provide tools and examples for teachers to incorporate the topics of peace and resilience as part of the cross-cutting curriculum required in Kosovo's Curriculum Framework and Core Curricula (referred to collectively as “curriculum documents”). Teachers will be presented with practical tools to directly link existing materials and resources on pertinent topics to the Core Curricula, to support development of key learning outcomes for areas (LOA) and learning outcomes for competencies (LOC).

Organizations have collaborated with the Ministry of Education, Science and Technology in creating this document by contributing materials they developed to address a wide variety of topics that are also included in the cross-cutting curriculum. Further details regarding the goals of this manual are provided and the concepts of peace and resilience are clarified, followed by an overview of Kosovo's curriculum documents, and finally, the structure of the modules is discussed.

KEY AIMS

The modules provided herein offer examples of how teachers can use materials and resources that are readily available to support their role in nurturing students to achieve the targets set forth in the Core Curricula. The examples used are not exhaustive or prescriptive, instead, they are intended to demonstrate how information and activities already provided in a range of manuals and resources can be linked to the outcomes and goals of Kosovo's curriculum documents.

This curricula manual will help ensure that teachers have the necessary tools to:

- foster student's skills, values, and knowledge to:
- support a culture of peace and build student resilience,
- so that students, schools, families, and communities are more safe, secure, and better able to respond to challenges as they arise.

Promoting a culture of non-violence and enhancing individual student's resilience will be addressed through cross-cutting themes which may have overlapping and related components including: education for democratic citizenship, education for peace, globalization and interdependence, media education, education for sustainable development. In contrast to a deficit-model, the Teaching Peace & Building Resilience curricula manuals focus on building student's assets to foster resilience, democratic values, equality, and peace while promoting a participatory and student-centered approach in harmony with the Curriculum Framework. This positive approach is supported by well-established research in an array of fields which have long sought to prevent students from engaging in risky behavior, such as psychology, social work, and health care.¹ When implemented by teachers in the classroom, the contents of the cross-cutting curriculum on Teaching Peace and Building Resilience can help to provide students with the skills and knowledge to constructively analyze messages they receive and to effectively address conflict. This can contribute to the prevention of social exclusion, bullying, drug and alcohol use, xenophobia, radicalization, and many other negative phenomena.

¹ For instance, see Zimmerman, Marc A. “Resiliency theory: a strengths-based approach to research and practice for adolescent health” Health education & behavior: the official publication of the Society for Public Health Education vol. 40,4 (2013): 381-3.

While positive topics are the focus of these materials, teachers should familiarize themselves with how to address challenging or difficult issues as part of an inclusive discussion with students. Students face a range of contemporary challenges and are likely to have questions regarding such issues, and teachers and school administrators are in an important and unique role in fostering student's development. Individual context and professional judgement will dictate how best to address these topics with

your students. Mention or discussion of “negative” topics should not be avoided, but it should not be the chief focus as this can be counterproductive and encourage students who seek attention or seek a different self-identity to be drawn to such negative and risk-taking behaviors. Suggested resources are included for teachers to investigate these areas further.

TEACHING PEACE & BUILDING RESILIENCE EXPLAINED

Peace and resilience are essential components that serve as a common goal underlying all cross-cutting topics. While it may seem that peace and resilience may be addressed solely through the cross-cutting theme of peace education, a culture of peace requires a set of values,

attitudes, and behaviors that must be addressed across all cross-cutting themes set forth in the curriculum documents. To clarify these concepts, the links between a culture of peace (and risks facing students) and resilience will be explored by addressing the following:



As the term “peace” has a broad meaning that covers a wide range of perspectives, this manual will simply refer to the United Nations Declaration and Program of Action on a Culture of Peace (“UN Declaration”) to provide the framework for

fostering a culture of peace². As further detailed in the Program of Action, peace can be defined not only is the absence of conflict, but also requires:



²“Declaration and Programme of Action on a Culture of Peace.” A/RES/61/295 - F, UN General Assembly, 16 Oct. 1999, undocs.org/A/RES/53/243.

The UN Declaration sets forth the "values, attitudes, traditions and modes of behavior and ways of life that comprise a culture of peace, including:³

- a** Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;
- b** Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;
- c** Full respect for and promotion of all human rights and fundamental freedoms;
- d** Commitment to peaceful settlement of conflicts;
- e** Efforts to meet the developmental and environmental needs of present and future generations;
- f** Respect for and promotion of the right to development;
- g** Respect for and promotion of equal rights and opportunities for women and men;
- h** Respect for and promotion of the right of everyone to freedom of expression, opinion and information;
- i** Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.

Including the above-mentioned concepts as part of classroom learning and discussion will help to strengthen the student competencies required in the Curriculum Framework. Such competencies both channel and foster student's agency, leadership abilities, and self-confidence, and thereby contributes to student's resilience. Resilience can be defined simply as the ability to recover quickly to difficulties and challenges. Resilient individuals possess the capacity to recover and adapt to disasters, conflict, and are better able to "bounce back" from life's

challenges. Schools have a key opportunity to strengthen student's resilience, because resilience can be formed through learning experiences and opportunities. On a practical level, students will be empowered to make healthy decisions regarding risky behaviors and will possess life skills required to effectively communicate and to successfully resolve conflicts.

Peace and resilience are mutually reinforcing concepts. A culture of peace builds resilience and similarly, building resilience contributes to a

³Id. Article I

culture of peace because individuals are less likely to engage in violence to address grievances, individuals are empowered to make safe and healthy choices, and resilient students contribute to community resilience through playing a key role in promoting safety and social cohesion. A culture of peace helps to ensure resilience by providing holistic education,

providing support through inclusive networks and institutions, and also provides individuals with opportunities for civic engagement. To teach what is required to engender a culture of peace and build resilience, the Kosovo cross-cutting curriculum sets forth the necessary themes.

Dimensions of teaching peace and building resilience



CURRICULUM DOCUMENTS: CROSS-CUTTING CURRICULUM

Cross-cutting curriculum subjects consist of significant, current issues that have been identified in national and international educational policy that should be integrated

across all curriculum areas and subjects. The following descriptions are excerpts from the Curriculum Framework.⁴

Education for democratic citizenship

I refer to recognition and respect for human rights including children's rights, gender issues, cultural issues and intercultural, LGBT, prevention and fight trafficking, corruption and other issues related to undermine the integrity of the individual in society, and rule of law.

⁴ Ministry of Education, Science & Technology, "Curriculum of Kosovo, Core Curriculum of the Lower Secondary Education in Kosovo," 2016 August and "Curriculum of Kosovo, Core Curriculum of the Upper Secondary Education in Kosovo," 2016 August.

Education for Peace

I refer to the meaning of diversity social values in society. Content for tolerance education for peace, harmony and coexistence of ethnic, religious, cultural background, race, etc., and living in harmony with the natural environment; the fight against terrorism, humanitarian law, human dignity, the prohibition of violence, conflict prevention and resolution and other issues of interest to contribute to peace and education for democratic citizenship.

Globalization and interdependence

I refer to the transformation of national economies in the global economy - world interactions, combining skills and opportunities to create things in common, combining the efforts of others to achieve greater success, to cooperate and develop civilizations, etc. The theme of globalization and interdependence include contents related to environmental issues, economic issues, education, health, European integration processes, international agreements, international political issues and agendas, information systems and technology networks, etc.

Media education

It refers to the use of media for providing new information and rights, the creation and use of information, communication through traditional media and digital critique of media, language of media and its impact on society, people's expectations from the media and the use of fair and secure them etc. The issue of media education includes content related to traditional and digital media, television, radio, film, newspapers, magazines, internet, pictures, commercials and video games, media ethics, etc.

Education for sustainable development

I refer to topics of general importance which affect the awareness of young people / students for a proactive approach to environmental issues and phenomena, locally and globally. These include issues such as the impact of human activity on the quality of the environment, global warming, biodiversity, renewable energy etc. Issues of sustainable development issues of realization of the right to live in a healthy environment and social welfare based on international conventions. Besides realization of the right to a healthy environment is associated with the philosophy of using environmental resources as the next-generation legacy.

NOTE

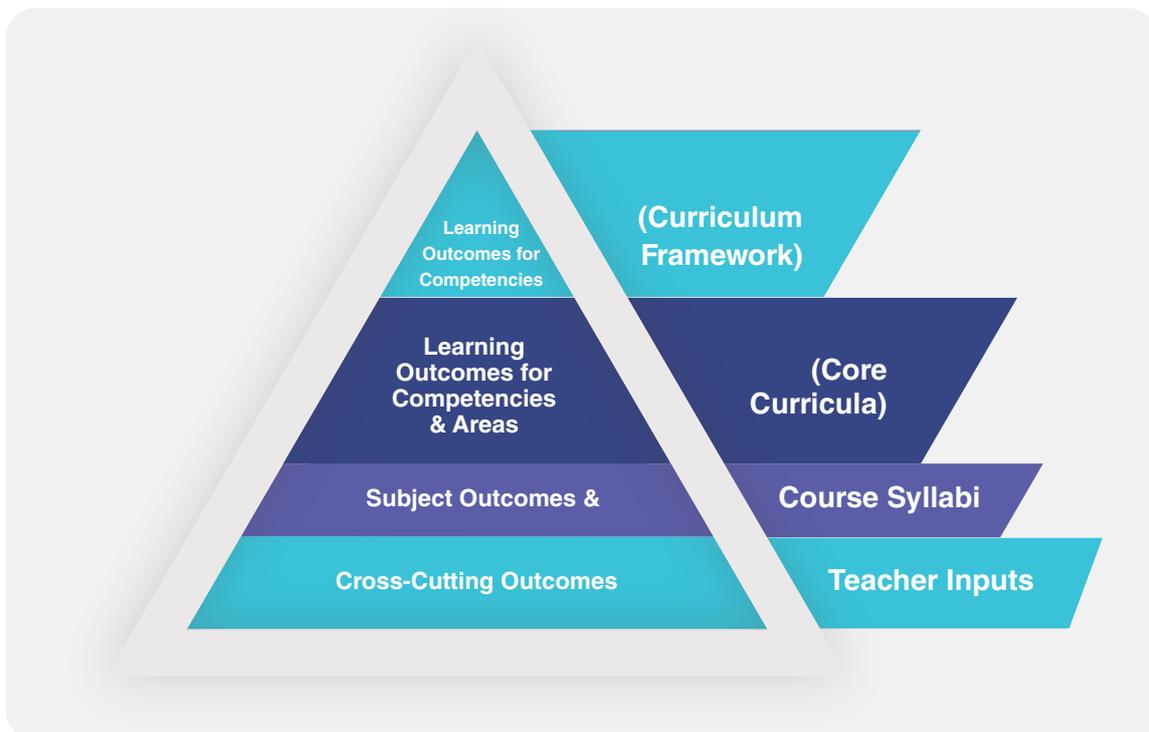
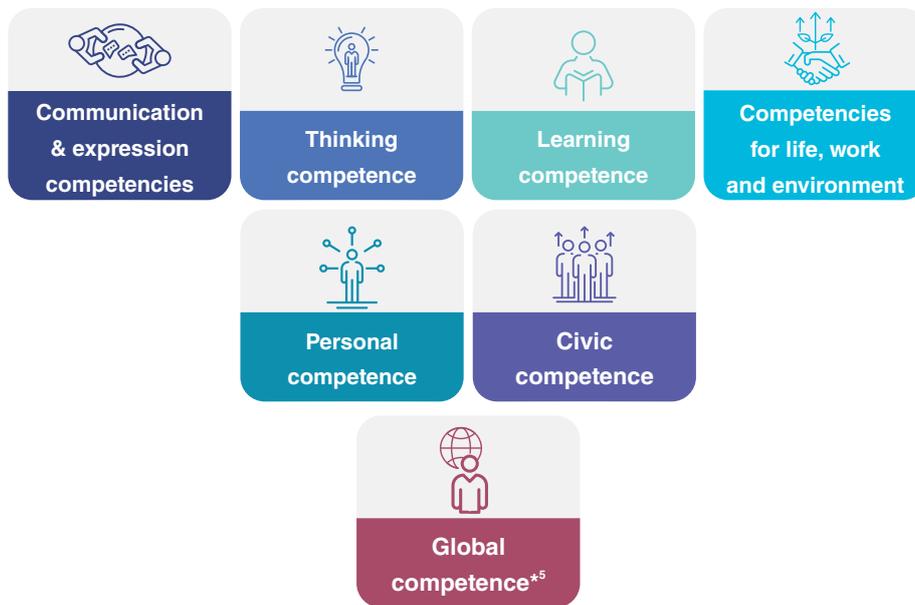
Note: these issues/topics are closely interrelated and mutually supportive. They differ in focus and scope rather than in goals and practices.

CURRICULUM DOCUMENTS: CURRICULUM FRAMEWORK

The Curriculum Framework contains 6 key competencies that students must demonstrate upon completion of compulsory education to

show that they have acquired the knowledge and skills essential for full participation in society. This includes:

Key Competencies:



⁵ In 2018, the OECD modified Programme for International Student Assessment (PISA) testing to include a global competency which OECD describes as the capacity to, “understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.”

Kosovo Education System uses a 4-layered approach to connect specific topics to Subject Outcomes (supported by Cross-Cutting Outcomes) which are derived from the Core Curricula Learning Outcomes for Competencies

(LOA). LOA in turn is based on requirements necessary for the achievement of the 6 overarching main competencies (Learning Outcomes for Competencies/ LOC).

CURRICULUM DOCUMENTS: CORE CURRICULA

Based on the Curriculum Framework, the Core Curricula cover three levels: (pre-primary/primary, lower secondary, and higher secondary education). Each Core Curricula document contains learning outcomes for areas, including specific knowledge, attitudes, values

and skills that teachers must support through the teaching of their particular subject.

This curricula manual contains materials which link to the Core Curricula documents for Level 3 and there is a separate manual for Level 2.

Level 2

Core Curricula for Lower Secondary Education, Key Stages 3&4: **Grades VI, VII, VIII and IX (ages: 11-14)**

Level 3

Core Curricula for Higher Secondary Education, Key Stages 5&6: **Gymnasium grades X, XI, XII** (includes gymnasium for education and vocational schools **(ages: 15-17/18)**)

There are 7 subject areas in Pre-University education:

- ▶ LANGUAGE AND COMMUNICATION
- ▶ ARTS
- ▶ MATHEMATICS
- ▶ NATURAL SCIENCES
- ▶ SOCIETY AND THE ENVIRONMENT
- ▶ PHYSICAL EDUCATION, SPORTS AND HEALTH
- ▶ LIFE AND WORK

CURRICULUM DOCUMENTS: COURSE SYLLABI

Course Syllabi directly support the Core Curricula and the Curriculum Framework. For each of the 7 areas of study, there are multiple subjects. Teachers must develop a course syllabus for each class subject. The syllabus must include subject outcomes to directly

support the development of LOA in the Core Curricula documents, which in turn support LOC set forth in the Curriculum Framework. Cross-cutting outcomes support the achievement, and should be integrated with, Subject Outcomes.

STRUCTURE OF MODULES

Modules are grouped by cross-cutting theme, such as peace education, and contain sample lessons based on the main peace and resilience topic area addressed, such as diversity and inclusion (see Curriculum Guide). Prior to teaching the lesson, consider what prerequisite knowledge or background information is necessary for students to have acquired before proceeding.

Teachers must include Cross-Cutting Outcomes as part of Subject Outcomes. These can be adapted from existing materials and manuals simply by adapting the language of the goals and aims which typically already exist in those materials.

Each lesson contains a reference where additional lessons and information can be found. Teachers should use existing resources in addition to traditional textbooks as part their lesson plans. While sample resources and suggestions are provided, a wealth of materials are available online and can also be requested directly from organizations.

Each module contains a Curriculum Links table:

- ◆ The table provides examples of how a given set of materials and topics may be incorporated as part of the cross-cutting curriculum across multiple curriculum areas. For example, diversity and inclusion could be addressed in the areas of: language and communications, society and environment, and mathematics.
- ◆ Some lessons also include links to particular subjects within a broader subject area to illustrate how teachers can further develop connections to a given subject (see lessons: Acceptance & Inclusion, and Advocacy & Civic Engagement).
- ◆ LOA and LOC should be identified to link each activity in the materials directly to the Core Curricula.

NOTE

Note: all LOA and LOC in the lessons are taken directly from the Core Curricula documents. The numbering, while it may appear out of sequence in the lessons included here, directly reference the numbering according to the Core Curricula. Further, the LOA and LOC wording is taken directly from the Core Curricula to facilitate ease of use of this manual.

Activities are suggested within each lesson. Some activities are taken directly from the lesson material, but teachers should modify, adapt, and add new activities relevant to the lesson content. This way, a wide variety of guidelines, recommendations, and other resources can be incorporated as part of any lesson plan.

NOTE

Note that subject areas may cite additional resource(s) within the lesson to build upon the background information and/or activities provided in the primary resource material.

This table of “Curriculum Links,” demonstrates how to link existing sample materials directly to the Core Curriculum documents. Teachers must determine the Key Stage and adapt activities accordingly.

Curriculum Links

Every material can be linked to more than one area. Each module provides 2-3 examples of how the material could support different subject areas. These are only examples and do not provide every area with which the materials could be linked. Some lessons also include links to particular subjects.

LOC are contained in the curriculum documents. Be sure to use the correct Key Stage.

Curriculum Areas
& Key Stage

Activities

Learning Outcomes
for Areas

Learning Outcomes
for Competencies

Activities are already described in the material, it is for the teacher to determine which activities are relevant to the subject area content

Teachers must determine the key stage and adapt activities accordingly

One lesson material can be adapted to multiple/different key stages

LESSON PLANNING CHECKLIST

Do students have the requisite knowledge for the lesson?



In creating lesson plans in coordination with other teachers in your school, be sure that students have the requisite knowledge prior to covering more complex topics. For instance, prior to discussing diversity and inclusion, students should be familiar with human rights definitions and conventions.

Has the curriculum planning team and professional departments coordinated with regard to the cross-cutting curriculum themes?



The cross-cutting curriculum is integrated across subject areas and lessons. Therefore, there is no prescribed timetable for implementing the cross-cutting themes. However, teachers should work in the professional departments together with curriculum planning teams to ensure that all relevant themes are well addressed as required by the Curriculum Framework.

Have teachers worked together during planning to link the suggested materials with each grade and subject?



Two types of models are included in the manual: one includes links to subject areas, while the other model provides links to specific subjects. Teachers will work together during planning to select the subjects that link best with a given lesson.

CURRICULUM GUIDE

The following table provides the suggested curriculum for Teaching Peace & Building Resilience as part of the cross-cutting curriculum. While the sample lesson plans included in this manual cover many of aspects of

each cross-cutting theme, additional materials and resources are suggested under “Organizations and Additional Resources” on page 115 which can expand upon and further strengthen the following topics:

| Cross-Cutting Themes | Peace and Resilience-Building Topics |
|---------------------------------------|--|
| Globalization and Interdependence | <ul style="list-style-type: none"> Global citizenship World cultures and their contributions Poverty Health and wellbeing |
| Education for Democratic Citizenship | <ul style="list-style-type: none"> Gender (historical, cultural, socioeconomic) Participation Democratic leadership Good governance, accountability, transparency Advocacy and civic engagement International rights and conventions Human rights: civil, social, economic, political, cultural Rights violations Discrimination by sex, religion, ethnicity, economic status Redress of grievances (global, local, school-level) |
| Education for Peace | <ul style="list-style-type: none"> Diversity and Identity Tolerance Radicalization and violent extremism Managing emotions Problem solving Active listening Understanding different opinions Reconciliation Prevention of violence Acceptance and inclusion Mediation Decision making (drugs & alcohol, other risky behavior) Self-assessment Stress management Team work Peer pressure Sincere communication Role of students in peace building Bullying |
| Media Education | <ul style="list-style-type: none"> Advertising and its impact Information and library skills Ethical use of information Role of media in learning, intercultural dialogue, democratic societies Information storage and systems of organization Counter messaging Data collection and presentation Reputation and cyber bullying Social media safety |
| Education for Sustainable Development | <ul style="list-style-type: none"> Introduction to sustainable development Education for sustainable development goals Disaster risk reduction Community development |

UPPER SECONDARY

Globalization and Interdependence
// **Global Citizenship**

Education for Democratic Citizenship
// **Advocacy & Civic Engagement**

Education for Peace
// **Mediation**

Education for Peace
// **Reconciliation**

Media Education
// **Advertising & its Impact**

Education for Sustainable Development
// **Community Development**

2

LESSON MODULE

PAGE 19

GLOBALIZATION AND INTERDEPENDENCE:
GLOBAL CITIZENSHIP

Peace and Resilience Topics

- ◆ World cultures and their contributions
- ◆ Poverty
- ◆ Health and wellbeing

Cross-Cutting Outcomes

Students understand the interconnected and interdependent nature of our world, the global is not 'out there'. Our links to people and places on every continent means the global is part of our everyday lives:

- ◆ Socially and culturally through the media and telecommunications, and through travel and migration.
- ◆ Economically through trade and international finance.
- ◆ Environmentally through sharing one planet.
- ◆ Politically through international relations and systems of regulation.



SOURCE

Oxfam,
“Global Citizenship
in the Classroom:
a guide
for teachers.”
Pages 10-19. 2015.

Curriculum Links

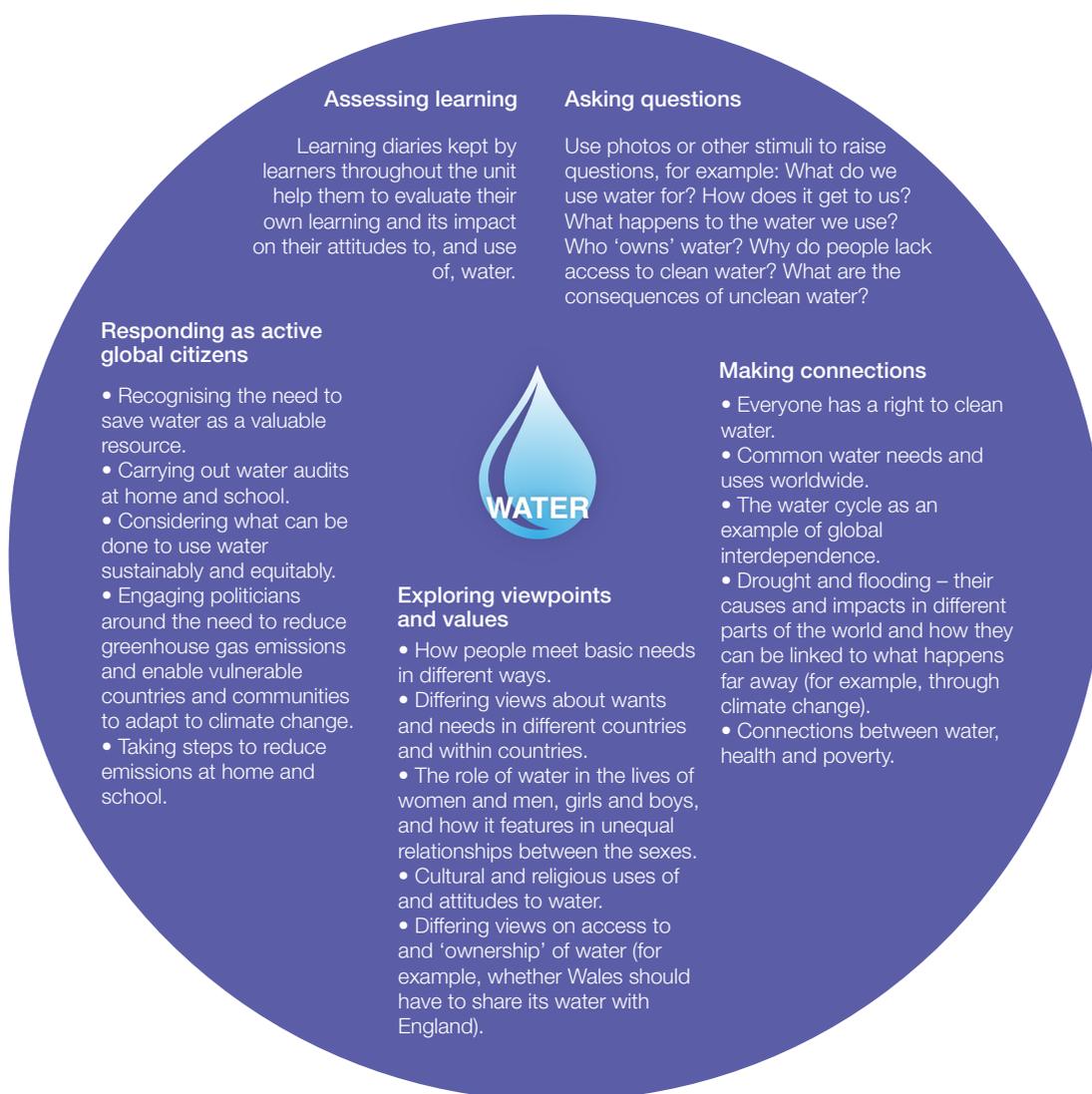
| Curriculum Areas & Key Stage | Activities | Learning Outcomes for Areas | Learning Outcomes for Competencies |
|------------------------------------|---|---|---|
| Mathematics, Key Stage 5 | <p>Students can participate in the “Asking Questions” exercise, examining assumptions and distinguishing from facts and opinions to examine social issues, teachers can incorporate mathematical problems or students can present graphs, diagrams, and other figures to illustrate social issues and solutions.</p> <p>NOTE Note: Math and Global Citizenship, Oxfam provides additional resources p. 115</p> | <p>1. Problem-solving 1. Selects the appropriate strategy from algebra and geometry to solve problems that apply to everyday life situations.</p> <p>3. Performs interpretations of tables and diagrams.</p> <p>3. Communication by Math 1. Uses different types of mathematical discourse ("form of expression") using natural and mathematical language (e.g. graphs, diagrams)</p> | <p>Creative Thinker 2.3 Drafts a task with text, or creates a logical situation from everyday life, which contains a message that requires a mathematical solution or a scientific problem, based on prior knowledge, presents the manner/procedure of solving the problem to the others</p> <p>2.6 Judges the authenticity of a given outcome (e.g. outcome of a task from mathematics, sciences society, environment, etc.) which could have been found with the</p> |

| | | | |
|---|--|---|---|
| | | | <p>application of certain formulas or the use of certain procedures and draws conclusions for authenticity of the given judgment.</p> <p>Successful Learner 3.1 Demonstrates functional skills in literacy, mathematics, everyday life, to fulfil various requirements for carrying out a task or activity during acquisition of new knowledge in a certain learning area.</p> |
| <p>Natural Sciences, Key Stage 5</p> | <p>Students create a problem tree to examine the root cause(s) of a given issue, its effects, and possible solutions.</p> <p>NOTE Oxfam provides additional resources such as a Science and Global Citizenship Guide, which can be accessed at www.oxfam.org.uk/education</p> | <p>I. Research skills in Science 4. Presents data from research by selecting appropriate methods and scientific language</p> <p>2.4 Earth, Environment and the Universe 3. Analyzes the geographical position, natural (landscape, climate, water, soil and flora and fauna) and socio-economic (population, economic activities settlements) features and regions - continents and countries of the world.</p> <p>6. Looks at the peculiarities of geographical position, natural conditions (relief, climate, water, soil and flora and fauna) and socio-economic (population, settlements economic activities), the role of natural resources, environment and economic development of Kosovo surrounding countries.</p> | <p>Creative thinker 2.1 Presents the way of collection, selection and classification of information for different learning areas or for a specific topic, provides arguments for the current developments regarding the respective topic (e.g., the topic from science, culture, art, sport, health, society, environment, etc.).</p> <p>Successful learner 3.3 Asks questions and poses structured thoughts for solving a problem or task of a particular topic, conduct summarizes of at least two used actions which determine the further direction of themselves learning on certain topic or problem.</p> <p>3.6 Independently and effectively uses information technology and other sources of information to gather material for solving a certain problem or task, classifies and presents to the others through ICT and any other form of expression.</p> |

| | | | |
|--|---|--|---|
| <p>Life and Work, Key Stage 6</p> | <p>Students create a consequences wheel to examine significance and connection between local and global issues and actions.</p> | <p>1. Exercise of practical work at home, at school and in the community 1. Effectively researches, organizes and presents information on individual and group practical activities</p> <p>8. Communication in/for life and work 1. Applies different sources of information for personal and professional development.</p> <p>9. Nature and environment protection and preservation 2. Presents creative projects for environmental protection using various applications.</p> | <p>Creative thinker 2.1 Explains the proceedings of solving a problem in the classroom or out of it, by arguing the solution of the problem through the method of analysis and presents it to peers or to the others.</p> <p>2.2 Independently analyzes the information received from various of sources for a given topic or task, assesses their quality and ranks them according to their importance and purpose (topics could be, e.g. career orientation, European integration, climate changes, risks from conventional weapons, nuclear weapons, cultural-artistic development in the country etc.).</p> <p>2.7 In critical manner processes information collected from various sources for whichever sensitive topic in society; takes critical stance and presents it during a debate with peers and the others on the issue raised, 'pro' or 'against' (as, e.g. the introduction of religious education in public schools, marriages between members of similar gender, death penalty, etc.).</p> |
|--|---|--|---|

— DEVELOPING GLOBAL CITIZENSHIP IN YOUR CLASSROOM PRACTICE

- ▶ The idea is not to rewrite every lesson that you teach, but simply to be aware of where you can make global connections.
- ▶ Sometimes you will be able to develop schemes of work which use all parts of the framework, while on other occasions you may use just one or two parts of it.
- ▶ The framework is cyclical rather than linear – any stage can be approached, developed or revisited at any point. Below is an example of how the framework could be applied to the topic of water.



— PARTICIPATION IN LEARNING AND DECISION-MAKING

To be effective global citizens, learners need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups. These skills and attributes are increasingly recognised as being essential to succeed in other areas of 21st

century life too, including many workplaces.

These skills and qualities cannot be developed without the use of active learning methods which involve learning by doing and collaborating with others. But there are other reasons for promoting pupil participation in the learning process and in decision-making:

Everything we do in school sends out messages, so we need to exemplify the values we wish to promote. If we wish to affirm beliefs about the equality of all human beings and the importance of treating everyone fairly and with respect, we need to ensure that learning processes, and relationships between learners and teachers, reflect and reinforce these values.

The UN Convention on the Rights of the Child affirms the right of children to have their opinions taken into account on matters that affect them.

Research shows that in more democratic schools learners feel more in control of their learning, and the quality of teaching, learning and behaviour is better (see Inspiring Schools: Impact and Outcomes: Taking up the Challenge of Pupil Participation, Research Review for Carnegie Trust, 2006).

This does not mean that teachers have to develop new active learning experiences for every lesson. Neither does it mean doing away with clear boundaries – quite the opposite, in

fact. The regular use of ‘circle time’ in many schools is a perfect illustration of both these points.

The role of the teacher

In a participatory classroom environment the role of the teacher is often that of facilitator, supporting learners as they learn to assess evidence, negotiate, make informed decisions, solve problems and work both independently and with others. In creating an active classroom environment, the role of the teacher and the teaching environment shifts:

| From | To |
|---------------------------------------|--------------------------------------|
| Teacher-centred classroom | Learner-centred classroom |
| Product-centred learning | Process-centred learning |
| Teacher as a transmitter of knowledge | Teacher as an organiser of knowledge |
| Teacher as a 'doer' for learners | Teacher as an 'enabler' |
| Subject-specific focus | Holistic learning focus |

Source: Active Learning and Teaching Methods for Key Stage 3 ©2007 The Partnership Management Board

The role of the learners

The active, participatory classroom should result in a shift in the role of learners, too:

| From | To | |
|---------------------------------|--|--|
| Passive recipients of knowledge | Active and participatory learners | <p>You and your learners will be at different stages of experience, confidence and skill development in relation to active methodologies. This needs to be factored into the planning of lessons. Consider the following:</p> <ul style="list-style-type: none"> • What have been the group's experiences of this type of learning before? • Where have you employed learning strategies before in your teaching? What did you learn? • How comfortable do you feel in this type of classroom? • What further skills do you need? • How might you develop them? |
| Answering questions | Asking questions | |
| Being spoon-fed | Taking responsibility for their own learning | |
| Competing with one another | Collaborating in their learning | |
| Wanting to have their own say | Actively listening to the opinions of others | |
| Learning individual subjects | Connecting their learning | |

Source: Active Learning and Teaching Methods for Key Stage 3 ©2007 The Partnership Management Board

Guidelines

- ▶ Learners should be helped to recognise different kinds of question and think about their merits.
- ▶ Learners should be encouraged to examine their own assumptions. You can help them do this by continually asking them 'Why?' and 'What do you mean by that?'
- ▶ You should also help learners to distinguish between factual questions and those whose answers will involve beliefs or opinions, whether ethical, moral, political or spiritual.
- ▶ Images and artifacts are useful for stimulating learners' questions.

A further tool for stimulating questions

The Route Finder is a framework, based on Tide~Global Learning's Development Compass Rose, intended to stimulate questions around resources such as photos, artefacts or stories.

It ensures that an issue is looked at from all angles – economic, social, environmental and political. It can also be used for charting answers and/or further questions that emerge. The Route Finder is on page 94 (Section 2) of Get Global!

www.oxfam.org.uk/get-global

Why-why-why chain

What is it?

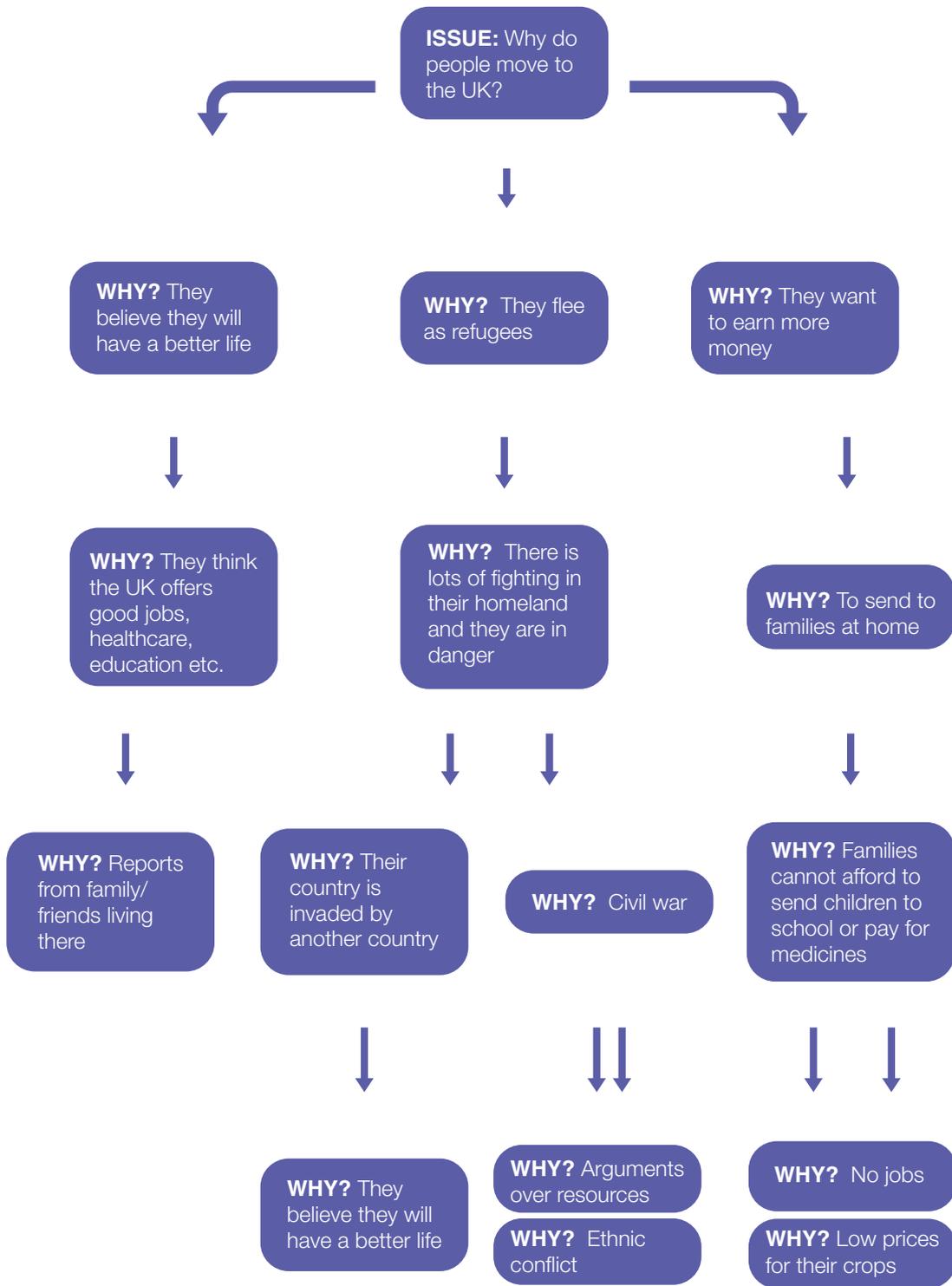
This tool gets learners thinking beyond surface impressions to the underlying causes of any issue. It can be a highly effective way of linking the local to the global with little or no steering by the teacher, other than to keep asking questions beginning with the word 'why'.

Classroom set-up

Best done in pairs or threes, or as a whole-class discussion activity. Flip-chart or sugar paper, and pens or sticky notes are useful.

How is it done?

1. Write the issue in a box at the left-hand side of the page. Then ask learners to think of all the direct reasons for the issue. These should be written (or drawn) in boxes in a neighbouring column, linked to the issue box by arrows.
2. Ask learners to think through the possible reasons behind this first set of reasons. Each reason may have more than one contributing factor. Repeat the process as many times as the issue will allow, each time starting a new column to the right of the previous one. The end result is a flow chart which highlights the complexity of an issue and the different scales of causation. You could then ask learners to distinguish between links that they can support with evidence and those that they cannot.
3. Once the process has gone as far as it can, look at the boxes on the right-hand side, and encourage learners to ask: 'Is it fair that this is happening?' and 'What can be done to change things?'.



— INTERROGATING PHOTOGRAPHS

What is it?

Photographs can be hugely influential in shaping our ideas about ourselves, other people and the wider world. However, the pictures we see do not always tell the whole story. Images in the media can often be one-sided or perpetuate negative stereotypes. So visual literacy is arguably as important to learners as text literacy. The following activity gets learners questioning photographs (or artefacts), as well as their own assumptions about them.

Classroom set-up

Learners work in groups of three or four. Each group will require table space.

How is it done?

Learners look carefully at the photograph or artefact and discuss what they know about it. They then consider what they would like to know, and write down all the questions that they can think of (the photograph or artefact could be placed on a piece of sugar paper and the questions written around it). You can then use the Route Finder tool (see 'A further tool for stimulating questions' on page 26) to categorise the questions and see if there are any lines of questioning that the learners have not addressed.

To encourage learners to question their assumptions about a photograph, you could ask:

Where is this place? Is it in the UK? Why do you think that?

What is happening beyond the frame?

Why do you think that? Learners could lay the photograph in the middle of a sheet of plain paper and draw what they think lies beyond the frame around it. Alternatively, if you want to compare learners' ideas with the reality shown in the photograph, you could reveal just a section of the original image and ask them to extend it.

What happened before the picture was taken and what might have happened afterwards? Why do you think that?

What is it?

This is a way of structuring an enquiry to encourage learners to explore the causes, effects (or symptoms) and solutions of a given issue.

Classroom set-up

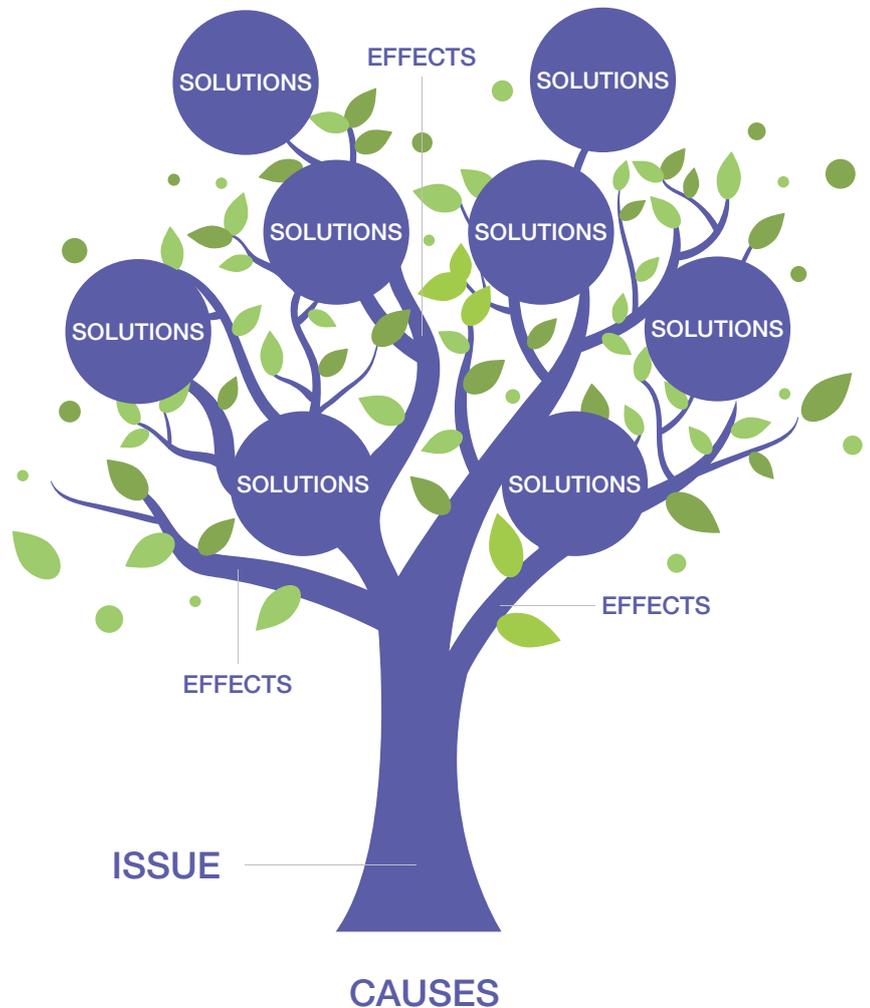
This activity is best done in groups but can be completed individually.

How is it done?

Learners draw a fruit tree in outline.

They then label the trunk with the chosen issue, the roots with the causes of the issue, the branches with the effects (or symptoms) of the issue, and the fruit with possible solutions to the issue.

This activity can be carried out either before learners research the issue, as a way of representing what they already know, or at the end of their research as a way of presenting their findings.



Guidelines

- ▶ Themes common to young people's lives throughout the world – such as water, food, transport, homes, school, waste, conflict and play – make good starting points. They focus learners' minds on the things they share with young people in other countries, before they go on to consider their different experiences of these aspects of life.
- ▶ The concept of a journey is very useful in making local–global connections. The journeys of both people and goods (for example, bananas) demonstrate vividly the meaning of global interdependence.
- ▶ Connections also need to be made between issues. Investigating any issue, such as inequality, of both local and global significance usually reveals a web of connections that involve other important factors.
- ▶ While you should avoid oversimplifying complex global issues, there are still many useful connections to be made between global concerns and everyday classroom life; for example, parallels can be drawn between sharing equipment and social justice.

Further tools for making connections

Commodity/supply chain activities:
There are many activities and resources that illustrate the global commodity chains linking our everyday goods (for example, food, clothing, and smartphones) to people in distant places.

See, for example, the resources on bananas, cocoa and cotton on the Fairtrade Foundation website:

www.schools.fairtrade.org.uk

Consequences wheel

What is it?

A consequences wheel is a type of mind-map which can help learners think through the consequences of an event, action or issue. As well as making connections between cause and effect, consequences wheels can also help learners appreciate the global significance of local actions, and the local significance of global issues or trends.

Classroom set-up

This activity can be done individually, in small groups or as a whole class.

How is it done?

Learners write the main event or action inside a circle in the middle of the page.

Learners write each direct consequence of the event inside another circle, which is linked to the main circle with a single line. Learners try to think of as many direct consequences as possible. These should be arranged in a circle around the main circle.

Learners then consider the consequences of these consequences. These are once again written inside circles, linked to the direct consequences – and so on. Learners can colour each circle depending on whether the consequence is good or bad.

Go through the learners' assumptions with them and ask whether they are justified. Discuss with learners how they can find out more about the facts.

Further discussion could involve looking more deeply at the issues that have arisen, and getting learners to think about what could be done to break chains of negative consequences.



— MYSTERIES

What are they?

Mysteries involve learners piecing together 'clues' written on separate pieces of paper to answer a question. They are an excellent tool for developing thinking and problem-solving skills, as well as literacy, but they are also very good for exploring global interconnectedness.

Classroom set-up

This activity is best undertaken in small groups. Each group will need a large enough surface to move around up to 30 cards.

How is it done?

Ideally, mystery activities are based on real-life scenarios. Newspaper stories can provide all the information you need to devise your own.

Explain to learners that their task is to solve a mystery, and tell them the central question that they have to answer. Explain that they will be given a set of clues, some of which may be more useful than others. Emphasise that it is not enough just to solve the mystery – they will need to be ready to explain how they solved it to the rest of the group (or in writing). You may want to provide them with a structure to clarify their reasoning – perhaps in the form of a writing frame or a why-why-why chain diagram (see page 26).

After the group discussion, groups should present and justify their answers, using the evidence before them. Discuss the causes and effects they have noted and the connections they have made. You could also ask learners how they went about sorting their information, and how they worked in their groups to arrive at a decision.

This activity should ideally be followed by a discussion of how learners themselves could respond to the issue (see pages 36 - 39 for ideas). The example below gets learners engaging with the complex nature of global issues. There were several factors behind the closure of Runa's stall, while there are good reasons why Shafraz is driven to school despite the environmental impact. While the activity presents the issue at a personal level, the point is not to blame a global problem on one person's actions, but to show how the actions of many people, in different places, contribute to both the problem and the solutions. This needs emphasising, to ensure that learners are not left feeling guilty about the world's problems.

Example: Why did Runa's stall close down?

Or, alternatively:

How are the lives of Shafraz and Runa connected?

| | | |
|--|---|---|
| Shafraz is driven to school each day in his parents' car. | Recent stormy weather has made it harder for cars, buses and trucks to come into Cox's Bazaar. | Climate change is believed to increase the risk of extreme weather. |
| Bangladesh is in South Asia. It is one of ten countries most at risk from sea levels rising. | Sea levels are rising as a result of climate change. | Shafraz's parents say Sparkbrook's traffic makes it too dangerous to walk or cycle to school. |
| Runa's stall has had to close down. | Carbon dioxide is a greenhouse gas which contributes to climate change. | Runa sells fruit and vegetables to tourists, commuters and truck drivers travelling in and out of Cox's Bazaar. |
| Shafraz lives two kilometres from his school in Sparkbrook, Birmingham. | Last week, Runa's stall was flooded for the second time. | Birmingham's traffic is mostly made up of cars. |
| Tourists come to Cox's Bazaar for the sandy beaches. | Bad storms and rain have been damaging the road leading into Cox's Bazaar. | Cars produce carbon dioxide from the burning of petrol. |
| Cox's Bazaar is a resort on the south-eastern coast of Bangladesh. | Runa's stall is on a main road leading into Cox's Bazaar. The road is less than 0.5m above sea level. | The morning bus to Shafraz's school is often held up in heavy traffic. |

Guidelines

- ▶ Establish ground rules which create a safe environment for learners to express opinions. Ideally, the class will help draw up these ground rules, as this will encourage learners to take responsibility for their own learning process.
- ▶ Discussions do not have to reach conclusions or consensus.
- ▶ Splitting the class into small groups can help less confident learners express their opinions. Consider having the members of each group assign themselves roles, for example, note-taker, timekeeper, spokesperson.
- ▶ Consider your own role carefully. The box to the right provides some guidance.

Opinion continuum

What is it?

This is a simple way of encouraging learners to think through their position on two opposing views about an issue. It is a helpful means of exploring complex issues and diverse viewpoints.

Classroom set-up

At its most basic, this activity only requires space for a continuous line (real or imagined) from one side of the classroom to the other. An alternative approach is to hang a line of string (at around waist height) between two facing walls, and invite learners to come to the line one at a time and use pegs to mark their opinions.

Totally agree

Totally disagree

Choose your role carefully

When handling controversial issues, the teacher can play any one of a variety of roles:

Committed – the teacher is free to share their own views. Care needs to be taken as this can lead to a biased discussion.

Objective or academic – the teacher gives an explanation of all possible viewpoints without stating their own position.

Devil's advocate – the teacher deliberately adopts an opposite stance to each pupil's, irrespective of their own viewpoint. This approach helps ensure all views are covered and challenges learners' existing beliefs.

Declared interest – the teacher declares their own viewpoint so that learners can judge later bias, then presents all positions as objectively as possible.

Advocate – the teacher presents all available viewpoints and then concludes by stating their own position with reasons.

Impartial chairperson – the teacher ensures that all viewpoints are represented, through learners' statements or published sources. The teacher facilitates but does not state their own position.

Any of these roles may be appropriate at a particular time, and each one has its advantages and disadvantages. Think carefully about which role you will adopt in each situation and why.

How is it done?

These guidelines should enable everyone to take part in a calm way:

Introduce the opinion that you want learners to consider, for example, 'People should have to pay for plastic bags in shops' and outline two opposite positions (strongly agree vs strongly disagree). Explain that everyone's view will fall somewhere along the line, and that there are not necessarily any right or wrong answers.

Explain the rules, such as learners choose whether to participate or not; the person taking their place on the line is the only person talking; no reactions – verbal or otherwise – from the rest of the group.

Any learner may begin by taking a position on the line that represents their view. The volunteer says a few words to the class about why they have taken that position. The process is repeated, with selected learners expressing their opinions one at a time.

If some learners are reluctant to take part, you could suggest that they mark their position on the line without saying anything.

When everyone who wants to has spoken, tell learners they can change their position on the line in the light of the arguments they have heard.

Debrief the learners. How many learners changed their positions? What led them to change their minds? What have they gained from this process? To encourage learners to practice negotiation skills, you could divide them into groups and ask them to come to a group view. Each group can then send one representative to identify the place on the line that best represents the group view.

This is also easier in terms of classroom management, with fewer learners out of their seats at any one time.

— ROLE PLAY

What is it?

Role play needs little introduction. It is a versatile device that can take a variety of forms and can be effective for all ages.

Classroom set-up

This will depend on the form of role play used. But it will often require a classroom arrangement where learners can easily work in small groups.

How is it done?

Role play based on stories is just one way of enabling learners to see the world through other people's eyes. Here are two possible approaches:

Freeze frame and thought-tracking: Learners listen to part of a story and then act it out. They freeze the action at certain points and discuss what they are doing and feeling. They then consider what is going to happen next. They can then act out their predictions and refer to the story to see what really happened. This approach works well with stories of real people from history and the present.

Hot-seating: This is a good way to develop questioning skills as well as to explore values and viewpoints. Learners decide on questions that they would like to ask one of the characters in the story. Then one pupil takes the 'hot seat', playing the part of that character, and the others take turns to ask their questions.

With all forms of role play, the debrief is crucial. This involves learners stepping out of role to explore what they felt when they were in the role, and why.

Further tools for exploring viewpoints and values

Simulation games

These can be highly engaging and provide rich opportunities for deep learning about global issues.

There are many available at:

www.globaldimension.org.uk

Philosophy for Children

An excellent methodology for encouraging learners to explore a wide range of viewpoints, and one that can be used with all ages.

See:

www.sapere.org.uk

Open Spaces for Dialogue and Enquiry

A very useful method for developing 'critical literacy'.

See:

www.osdemethodology.org.uk

for guidance materials and classroom resources.

Further guidance on exploring views and values can be found in the free Oxfam publication, *Teaching Controversial Issues*, which can be downloaded at:

www.oxfam.org.uk/guides

Critical thinking online

What is it?

This is simply an approach to using the internet that encourages learners to look critically at websites. Like any other source of information, websites need handling carefully and critically. Often what is presented as fact actually represents just one viewpoint or set of values.

Classroom set-up

This activity can work with any classroom arrangement but assumes access to an internet connection.

How is it done?

You could provide a simple template for learners to use whenever they visit a website, or you could ask older learners to devise their own list of questions that they can use to evaluate websites. Questions might include:

Who runs the website?

What are their aims?

What impression does the website give of the organisation/person behind it? How does it do this?

What message is the website trying to communicate? How does it use language and images to do this?

Does the website present more fact or opinion?

How do you react to the website? Why?

Who is providing information?

RESPONDING AS ACTIVE GLOBAL CITIZENS

Guidelines

Bear in mind that education for global citizenship does not involve telling people what they should do. Instead, it helps learners to think critically through all the options open to them.

- ▶ Encourage learners to consider the global effects of local actions, perhaps using the consequences wheel described on page 29.
- ▶ Be aware that deciding not to do something is still an action, and will have consequences just like any other course of action.
- ▶ Always encourage learners to think in terms of responsible action that takes account of the law, school policies and ethical considerations. They will need to think through all the possible consequences of their actions. Again, the consequences wheel could be used here.
- ▶ An important part of the learning process is to reflect on what has been learned through action.
- ▶ Active global citizenship is political, in that it involves making decisions about whether something should be changed and how that change should come about. However, it should not follow a party-political line, as that would compromise the critical thinking and questioning which are central to global citizenship.

Ideal futures

What is it?

This is a mind-mapping tool, based on work by Professor David Hicks, that encourages learners to express their ideas – both positive and negative – about the future. It can be used to explore the future generally, at personal, local, national and global levels (remembering that these are all interrelated). It can also be used to look at a specific issue, for example, the development of biofuels, GM crops or global inequalities.

Classroom set-up

This activity is suitable for most classroom arrangements as it is best carried out as a personal reflection activity – although personal responses can be then be charted as a whole class.

How is it done?

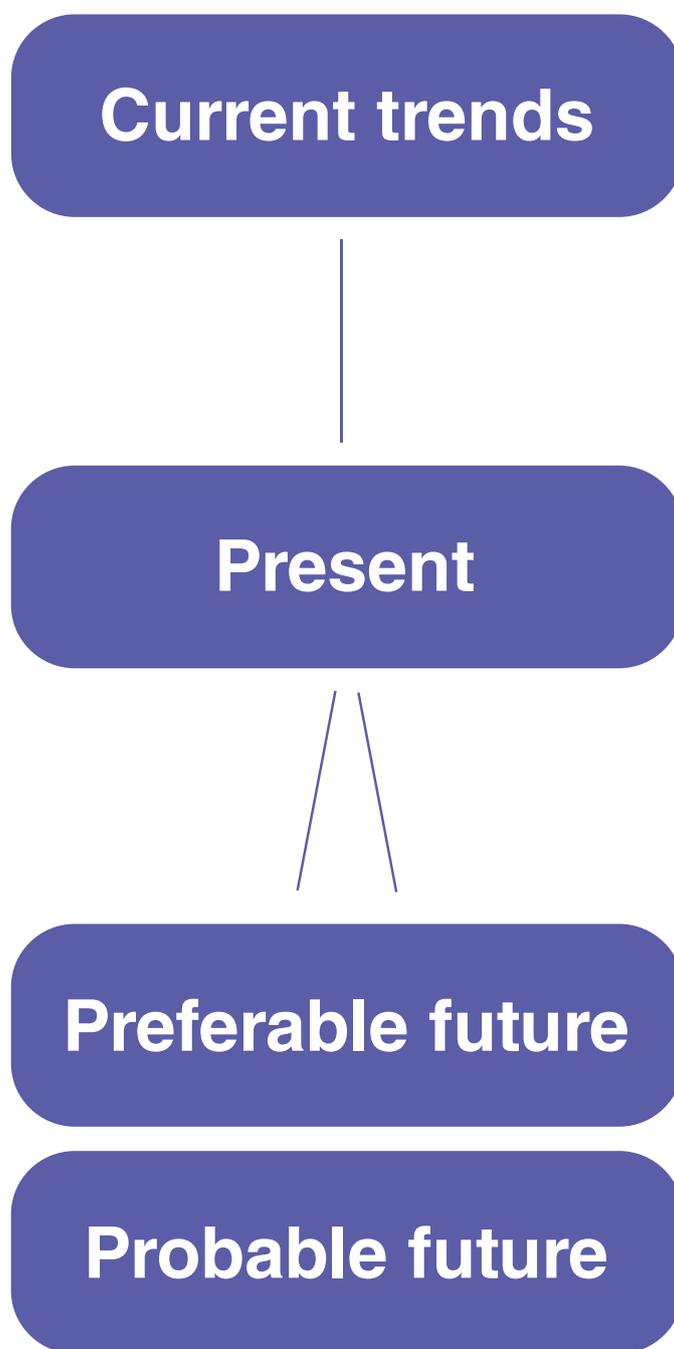
Learners draw a time line, going back as far as necessary for the issue in question. The line forks at the present (see diagram). On the lower time line, learners place the things they think will probably happen in relation to the issue. These can be represented in a variety of ways such as words, drawings or cut-out images. Meanwhile, along the upper time line, learners can add the things they would prefer to happen. In debriefing, discuss the following questions:

What changes are most likely to happen?

What would you personally prefer to see happen?

Who else shares such a vision of the future?

What needs to change if the preferable future is to become a reality, rather than the probable one? Who is actually working to create such a future? How can we contribute to that preferable future?



RIVER TIME LINE

What is it?

This is an action-planning tool to help learners chart progress towards a chosen goal.

Classroom set-up

This activity needs large surfaces for groups to work around.

How is it done?

Learners sketch the shape of a river on a large sheet of paper. This activity can also be done as a whole class, using several pieces of flip-chart or sugar paper stuck together. The river represents the steps towards achieving a particular goal, in chronological order. The source of the river is the situation now and the mouth of the river is the goal. Tributaries joining the river represent the actions that need to be taken, in the appropriate order. Potential obstacles can be shown as boulders, waterfalls and whirlpools. The river can be added to as progress towards the goal continues.

Action card ranking

What is it?

This activity encourages learners to brainstorm various options for taking action, and think through their relative merits. It develops respect for others and skills of co-operation, critical thinking and decision-making.

Classroom set-up

Learners will need to be able to work in groups of three or four, and each group will need table space on which to move around nine action cards.

How is it done?

Groups identify up to nine possible actions that they could take in response to an issue. They write each action on a separate sticky note (or piece of paper). Alternatively, they can work with nine 'ready-made' options – these can be either generic and broadly applicable to most issues (see example), or specific to the issue. When using ready-made cards, include some blank cards so learners can substitute their own ideas for those on the cards.

Emphasise that there is no right or wrong answer – there will be advantages and disadvantages to every option, and learners should rank them as they think best. Explain how groups are expected to feed back their responses – for example, their top three choices with reasons, or their top and bottom choices with reasons.

Groups then rank their options in a diamond formation, as shown below. When most groups have agreed on their formation, stop the class and ask for feedback. Explore the choices they have made and their reasons for them. Finally, discuss the criteria they used to make their decisions, for example, feasibility, appropriateness, effectiveness or cost.

| | | | |
|--|---|--|--|
| <p>DIAMOND NINE RANKING</p> <p>1 2 2 3 3 3 4 4 5</p> <p>The purpose of diamond nine ranking is to provoke discussion or reflection about the relative importance of a range of factors. This method of ranking can be used in many different contexts where there is a need to define, prioritise or make decisions. For example, it could be used to evaluate nine different definitions of 'development', or to select classroom rules.</p> | <p>The best action is to lobby (put our arguments to) someone in a powerful position, for example, write a letter or an email, send a petition or an opinion survey, or visit them.</p> | <p>The best action is to find out which organisations can help us, and join their local, national or global campaigns.</p> | <p>The best action is to perform a play on how the issue affects people, for example, in assembly, or in other schools.</p> |
| | <p>The best action is to use social media to raise awareness and inspire others to take action.</p> | <p>The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.</p> | <p>The best action is to make different choices about your life based on what you have learned, for example, change what you eat, wear and spend money on.</p> |
| | <p>The best action is to make a video, audio or photograph presentation to stimulate discussion about the issue, and get people to debate it.</p> | <p>The best action is to raise money and donate it to a charity working on the issue.</p> | <p>The best action is to work with the media, for example, give a talk on local radio, invite the media to an event.</p> |

Further Reading & Additional Resources

The following Global Citizenship guides are also available on the Oxfam website at:

www.oxfam.org.uk/education/who-we-are/global-citizenship-guides

- Math and Global Citizenship
- Science and Global Citizenship
- English and Global Citizenship
- Building Successful School Partnerships
- Teaching Controversial Issues
- Education for Global Citizenship: A guide for schools

2

Education for Democratic Citizenship
// **Advocacy & Civic Engagement**

2

LESSON MODULE

DEMOCRATIC CITIZENSHIP:
ADVOCACY & CIVIC ENGAGEMENT

PAGE 41

Peace and Resilience Topics

- ◆ Participation
- ◆ Democratic leadership
- ◆ Good governance, accountability, transparency
- ◆ Advocacy

Cross-Cutting Outcomes

- ◆ Student identifies social issues and advocates for them with relevant actors (module 3).
- ◆ Student uses SMART technique to give shape to his/her request for advocacy (module 3).
- ◆ Student maps and categorizes relevant actors, responsible for social issues (module 4).
- ◆ Student uses and adapts advocacy and lobbying techniques to achieve the set goal (module 5).



SOURCE

UNICEF,
"Podium."
Pages 5-15.

www.kosovoinnovations.org

Curriculum Links

| Curriculum Areas & Key Stage | Activities | Learning Outcomes for Areas | Learning Outcomes for Competencies |
|---|--|---|---|
| Society and environment, (civic education) Key Stage 5 | Students are divided into groups and they are asked to identify problems which concern them. | Explores objects/monuments, phenomena, historical, social and environmental processes as well as links between them 2.1 Analyzes the differences of causes of various events, phenomena and processes in society and expresses personal opinions of their effects on individuals, social systems and global developments. | Effective communicator 1.3 Discusses constructively (in the native language and/or in a foreign language) with peers and adults on topics of interest to educational, social or daily life, asking questions, providing answers and highlighting key information. |

| | | | |
|---|---|---|---|
| | | <p>Analyses and explores in a critical manner and adheres to social norms and rules for a mutual life in diversity 3.2 Analyzes and assesses the causes and circumstances of the change of norms, laws and customs for the regulation of social life in different times and places.</p> <p>Effective use of ICT and other contemporary technologies 6.1 Uses various written and electronic sources to conduct analyses (cause- effect) of significant social events in the environment where he/she lives, both in national and international level.</p> | <p>Creative and critical thinker 2.1 Presents the way of collection, selection and classification of information for different learning areas or for a specific topic, provides arguments for the current developments regarding the respective topic (e.g., the topic from science, culture, art, sport, health, society, environment, etc.).</p> <p>2.10 Simulates a situation on making a decision about his/her life or solving a problem of social interest, connecting decision with consequences responsibly, presents it during a debate with peers in a certain duration of time, based on this experience makes decisions and initiatives beneficial to itself, for school and beyond.</p> |
| <p>Languages and communication, (Mother tongue, English language, second foreign language) Key Stage 5</p> | <p>Students are given explanations and examples on the technique of developing the request for advocacy- SMART (S-specific, M-measurable, A-attainable, R-realistic, T-time-bound).</p> | <p>Communication skills Listening and speaking 1. Reflects on ideas, texts, authors of various subjects</p> <p>4. Cultivates a sense of linguistic culture</p> <p>Writing Writes and organizes and presents certain topics through various media.</p> | <p>Successful learner 3.2 Effectively uses previous experiences during solving different situations in daily life or during the carrying out of a task, activity in a certain learning area, discusses and shares experiences with others for more practical ways on using previous experiences in achieving new knowledge.</p> <p>3.3 Asks questions and poses structured thoughts for solving a problem or task of a particular topic, conduct</p> |

| | | | |
|--|---|---|--|
| | | | <p>summarizes of at least two used actions which determine the further direction of themselves learning on certain topic or problem.</p> <p>3.8 Represents personal ideas before the others the development way on a certain activity giving reasoned opinions on the expected results (in a form of sketch, graph, drawing, writing, work of art, etc.).</p> |
| <p>Mathematics, (mathematics) Key Stage 5</p> | <p>Students are encouraged through discussions to identify one of the social issues which needs to be addressed, and analyzes issue applying mathematical concepts to create visual representations</p> | <p>Communication by math</p> <p>3.1 Uses different types of mathematical discourse ("form of expression") using natural and mathematical language (e.g. graphs, diagrams),</p> <p>3.2 formulate hypotheses, define, justifies, draws relevant conclusions.</p> <p>Math representations</p> <p>5.1 Builds equivalent forms of representation of models and concepts to interpret social, natural and mathematical phenomena.</p> | <p>Productive contributor</p> <p>4.6 Drafts a project (individually or in group) for organization of activity with education character inside or outside the school, in which are identified and evaluated necessary human resources, both human and material, that enable the achievement of certain objectives.</p> <p>4.7 Drafts a plan (individually or in group) for development of business in the district where he/she lives, relying on analysis of chances/opportunities, risks, and presents before the others, giving arguments of the impact of the implemented plan in economic development and citizens welfare.</p> |

Responsible citizen

6.6 Demonstrates various actions that express tolerance, respect and open attitude towards differences in community where he/she lives (in the classroom, at school, in the neighborhood and wider) and explains these in a debate with the others.

MODULE 3: FRAMING THE ADVOCACY DEMAND

Learning objectives:

Pods (Podium participants) will be able to learn more about specific, measurable, attainable, realistic, and timely advocacy demands.

Anticipatory set

- ◆ Once Pods have decided on the general topic of the challenge they want to address, they will start developing an advocacy demand using the S.M.A.R.T. methodology.
- ◆ The usage of S.M.A.R.T. as a technique is needed to construct the challenge that is most important for the team.

Introduction to new material

- ◆ As a trainer, explain that a very useful guide to follow in order to develop a strong advocacy demand is S.M.A.R.T. (Specific, Measureable, Attainable, Realistic, and Timely)

Specific: It is important that the team's demand is as specific as possible so that the team is in control of defining success. For example, if the demand is that the school gets cleaned, the school staff could meet the demands by organizing one cleaning day per school year. A more specific demand could be that the school gets cleaned collectively twice a month.

Measurable: It is important that the team establishes concrete criteria for measuring progress to attaining their demand. Setting measurable benchmarks will help the team stay on track and be able to clearly articulate how the team is moving toward achieving its demands.

Attainable: Is the team's demand something someone can actually agree to? For example, demanding an end to littering in the community is an important vision but not a concrete demand. No one can be held accountable for taking action. Instead a more attainable and specific demand would be to demand your school principal take action by implementing and enforcing a specific environmental policy, or mandating all students and staff go through keeping-the-school-clean training. While it is true that neither of those demands alone will end all littering in the community, they are attainable and measurable actions for which someone can be held accountable.

Realistic: A demand must be something the team is both willing and able to work toward. This does not mean the team should think small. In fact, more people are often willing to work towards demands that are harder but will have a greater impact on the community.

Timely: The team's demands should be grounded within a timeframe. One of the best tactics of decision makers to avoid such demands is to delay them. Instead of rejecting demands,

most decision makers will attempt to calm constituents by saying they need time to consider, ideally long enough that people stop caring and move on. Therefore, it is extremely important that the team states its demands with a certain date and timeline in mind, always having a realistic timeframe in mind. This creates a sense of urgency that is crucial for succeeding.

- ◆ Creating S.M.A.R.T demands forces the team to cut the issue in a way that they can design a tangible and winnable campaign. Sometimes this might feel for the team as if they are minimizing the problem and not addressing the entire issue. While this is true in some respects, because one campaign cannot erase the deep rooted historical wrongs and problems demonstrated throughout the analysis, creating S.M.A.R.T. demands will set the team's campaign up for a tangible success that can win real change in people's lives and move the community one step closer to addressing the underlying injustices.
- ◆ An example of SMART objective:
"By 2021 (starting from 1st of Jan. 2017), the number of car accidents in the city of Prishtinë/Priština must be lowered by 50% by enabling the respective institutions to take pre-emptive measures in regards to disciplining the car drivers, bikers and pedestrians"

Note: this paragraph contains all the S.M.A.R.T. elements. It contains specific elements (car accidents), measurable elements (relevant institutions – in this case police can take evidence of the numbers of car accidents each year), achievable elements (by taking the appropriate measures the number of car accidents can be lowered to 50% by 2020), realistic elements (starting from January 1st 2017, each year, with appropriate measures, there can be a decline of 10% per year of car accidents) and timely elements (in five years, the number of car accidents to be lowered by 50%, which means in each consecutive year the number of car accidents will be lowered by 10%.)

Guided practice

- ◆ Give other bad and good examples of goals and explain why one is better than the other. One example you can give is the following:
BAD EXAMPLE "We will try to keep the school clean."
GOOD EXAMPLE "We will organize a voluntary school cleaning action every last Friday of the month, starting this month."

Independent practice

- ◆ After you gave a good and bad example to the team, divide the team in two groups.
- ◆ Give them 15 minutes to write a good example in groups and have team present in front of each other.
- ◆ Encourage them to comment each other examples, and discuss what could they add and/or remove from their statements.
- ◆ Have the team decide on one jointly agreeable advocacy demand to move forward with.

Closing

- ◆ Once the team decides on the advocacy demand, wrap things up and explain that this advocacy demand will be used throughout the implementation of the campaign, and that the next module will focus on some of the most successful campaigning tactics.



MODULE 4: STAKEHOLDER MAPPING

Learning objectives:

Pods will be able to identify stakeholders and assess the nature of their relationship for their new challenge identified after the 3 why's exercise.

Resources needed:

Results of the Community Needs Assessment, laptops, pens, markers, pencils, flipchart paper, tape, sticky notes

Anticipatory set

- ◆ Now that the team has come up with the advocacy demand, Pods will start thinking again about their target group, and other relevant stakeholders, which can be different from the one they initially came up with.
- ◆ Ask the team to repeat the exercise that they have done in the Zero Phase (Stakeholder mapping) but this time for their final advocacy demand in mind.
- ◆ Prompt them with questions like: “Who do you think are the people that are mostly affected?” or “Who do you think are the people who can make the necessary changes?”
- ◆ Ask Pods to review the purpose of the exercise (to identify groups of stakeholders who are linked to, are familiar with and have a certain kind of institutional relationship for the stakeholders).
- ◆ Remind Pods that now that our challenge has changed, we have to revisit the stakeholder mapping and see whether we have different stakeholders for our challenge.

Introduction to new material

- ◆ Reinforce the value of stakeholder mapping (to identify who is impacted by, associated with, or contributes to the problem, so that we can create demands that address their needs and conditions, or enlist them as partners, or address their contribution to the problem through our intervention.)
- ◆ Remind Pods of the exercise steps - remind them that Stakeholder Mapping can be broken down into four phases:

Identifying: listing relevant groups, organizations (NGOs), and people (civil activists).

Analyzing: understanding stakeholders perspectives and interests.

Mapping: visualizing relationships to objectives and other stakeholders (identifying the stakeholders' specific roles vis a vis their professional capacities to commit to tackling the issues at stake).

Prioritizing: ranking stakeholders relevance and identifying issue.

Guided practice

- ◆ Have Pods take out flip charts papers.
- ◆ Have groups define their target groups/direct beneficiaries, indirect beneficiaries, and stakeholders by their relevant characteristics (could be age, gender, location, ethnicity, language etc.)

Independent practice

- ◆ Provide assistance to the team if it is needed to complete the exercise.
- ◆ Give the team half an hour to get visual and lay out all the groups of people who are affected by the advocacy demand.
- ◆ Support the groups in laying out the stakeholders as they might have difficulty identifying the various characteristics at first.

Closing

- ◆ Check for understanding with the team by asking them to summarize and/or review the importance of stakeholder mapping and reasons why we do it. Ask the team about how they feel about their stakeholder maps.

MODULE 5: ADVOCACY TACTICS

Learning objectives:

Pods will be able to identify and compellingly employ in conjunction or separately some of the most popular techniques of advocacy in conveying key information about an advocacy demand to the target population.

Resources needed:

Analysis of the Community Needs Assessment, Advocacy demand, projector, template surveys, laptops, pens, markers, pencils, flipchart paper, tape, sticky notes.

Introduction to new material

- ◆ Let them know that encouraging supporters for a certain issue to change is by involving their friends and families.
- ◆ In the course of this module, Pods will learn about the various tactics and techniques that are most often used to organize and implement an advocacy campaign.
- ◆ It is important to convey to Pods that for a successful campaign, most often, more than one technique is utilized simultaneously. Mobilizing on more than one front as a team ensures a much larger reach and more powerful impact.

Tactic 1: Lobbying Decision-Makers

Anticipatory set

- ◆ Have the team reflect on how the team came to the chosen advocacy demand and the experience with the decision-maker present in the last module.
- ◆ Trigger a conversation about their individual experiences during the “Framing the advocacy demand” day.

- ◆ Question Pods about what they think the next step of the process should be now that we have an advocacy demand.
- ◆ Prompt Pods with questions like who do you think can help us achieve our goals or How do you think we can have decision-makers help us reach our goal?

Introduction to new material

- ◆ Explain to the team that lobbying means persuading people who have more decision making power than us, in a particular situation, to take a course of action that we support. Thus, in essence, lobbying focuses on gaining access to and influencing duty-bearers who can help bring about change.
- ◆ Clarify to the team that for Podium, that means decision-makers of a local level, for instance members of the municipal assembly, or the director of a school, or the director of the public library.
- ◆ Highlight that one thing they need to keep in mind is that the decision makers need not be in politics. They could be the journalists of a local newspapers, the director of the local clinic, the CEO's of a business, or the officers of a volunteer organization. These people make decisions, too. And if they want to persuade them, in a real sense, they will have to lobby.
- ◆ Start a discussion about when does the team think they need to lobby.
- ◆ Once the team gives some examples, introduce the following:
 - When a decision maker, and not us, has the power to turn our point of view into a policy, and make it a reality
 - When we believe that if we advise the decision maker effectively, it will increase the chances that he or she will decide in our favor
 - And when we believe that if the right decision is made, both us and the entire community will benefit
- ◆ Tell the team that there are many ways to gain the attention of decision makers. One way of building seriousness and power behind the advocacy demand is including the results of the Community Needs Assessment. Other ways to keep in mind are possible petitions with many names of supporters (if the team can obtain a significant number of supporters behind the cause) or even statements of support from opinion leaders of the community (journalists, public figures, businesspeople etc.).

- ◆ Explain that such focused efforts are essential to building sources of influence that strengthen the advocate – decision-maker relationship because good relationships are the foundation of lobbying.
- ◆ Hand out the Lobbying Decision-Makers Explanatory Card. Give them 10 minutes to read it and once all team members have read it, give a quick summary of what the explanatory card says.

Guided practice

- ◆ Have one of the group member be the decision-makers in the municipality.
- ◆ Give the other two teams a subject each on which to lobby with decision-makers.
 - Ideally, the subject on which the groups lobby would be the different angles of the actual subject of the team's advocacy demand. However, if you find that the team has difficulties approaching that subject at the time, offer them other examples to utilize.
 - As an example, you could make one team be (1) members of a community who live in the mountain close to a river, and throw their garbage in the river because they don't have any sewage installed, and (2) members of a community who live down the river, who have a sewage installed but who are victims of the garbage in the river that the other community throws.
 - The other example would be to separate two groups (1) representing the Police institution whose aim is to take measures that the number of accidents is as low as possible and the other group (2) who is an every-day subject of a car accidents being as a car drivers, pedestrians or bikers on the city streets.
 - Or, as seen fit, you can pick two sides of the scenario and advocacy demand that the team has already chosen, and simulate that instead.

Based on what they learned on lobbying decision-makers, give them half an hour to prepare their lobbying strategy. Have the two teams lobby with the third team (the decision-makers).

Have the third team deliberate together with the trainer(s) and give their opinions on what the most convincing points were from each side.

When done with the exercise, have the team sit in a circle and discuss all together the best practices and what they felt they could do better next time.

Closing

- ◆ Check for understanding with the team by asking them to summarize and/or review the tactic.
- ◆ Ask the team about how they feel about this tactic.
- ◆ Prompt questions like Do you feel this is a helpful tactic in advocacy?

Tactic 2: Social Media Advocacy

Anticipatory set

- ◆ Have the team reflect on what else they could do to gather momentum around their cause.
- ◆ Trigger a conversation about what else could they do to inform young people about their campaign.

Introduction to new material

- ◆ Explain that digital advocacy or social media advocacy is the use of digital technology to contact, inform, and mobilize a group of concerned people around an issue or cause. The ultimate purpose of digital advocacy is to stimulate supporters to take action on the case that is important to us.
- ◆ Clarify that with people having access to the internet now more than ever, digital tools can be a central component of their advocacy campaigns.
- ◆ Describe that some of the most-used digital advocacy tools include websites, blogs, Facebook, Twitter, email, and text messages. Literally hundreds of social media applications exist that could be used for digital advocacy, but to get started, they should spend their time and resources where their supporters are most likely to be. There are different examples that youth can use in order to get attention from the public, and also their support. Such examples could also be applications such as Instagram, Snapchat, or the usage of "#", to spread the

message. Some other examples are also Animations, TV or Radio Advertisements, or Documentaries.

- ◆ Hashtags are making great impact in the world today when it conveys an important message to the public. An example of that is #podumedita where all citizens of Kosovo have rights to know about the issues they have in different fields. Through this hashtag they want the public institutions to be hold accountable for their actions.
- ◆ It is important to mention that for the hashtag it is crucial for it to be easily understood, short and simple, in order to connect to that sort of cultural moment or happening in the specific community, but not only.
- ◆ Ask the team what social media platforms do they think their target group mostly uses.
- ◆ Explain that some of the key advantages of using social media include: low (or no) hard costs for set-up; potentially wide reach (if used well); quick/instantaneous sharing of messages; and new opportunities to listen, engage, and monitor our progress.
- ◆ Prompt questions like: When do you think we should use social media advocacy?

Once we get some answers, jump in with the following:

When we know that our target population uses social media a lot, it is a good idea to want a social media presence to amplify our ability to reach our potential supporters quickly. Social media is a powerful trend that represents new methods for advocating without much costs.

At any point during our campaign, it is advisable to start using social media. However, it is best that digital advocacy is used throughout the entire process as it helps support our cause.

- ◆ Explain to the team that a good thing about social media is that we can join them and use them at any time, practically, 24/7. Nevertheless, if we want to increase our chances that people see our messages conveyed through social media and react to them, we should know some rules of thumb. For example,
- ◆ E-mail: is typically better read on Tuesday, Wednesday, and Thursday mid-mornings and mid-afternoons.
- ◆ Facebook: some of the peak times are early morning (7:00-9:00), lunch time (11:30-13:30), and right after working hours (17:00-20:00).
- ◆ Provide them with video documentary examples of how social media has achieved considerable progress that have changes society's history, local community having better

access to public services (Arab Spring Revolution, Për Prishtinën initiative that made Municipal Assembly and the Ministry of Finance unblock the process of the city getting access to international fund to finance the new local buses in Prishtinë/Priština; and the recent failed coup attempt in Turkey which many observers pointed out to the social media effect that enabled the government officials calls to the people to get out to the street and resist the military takeover of the country.

- ◆ As a trainer, you can play these examples which are exemplified of campaigns in Albanian:
<https://www.youtube.com/watch?v=6ormwrdAidg&feature=youtu.be>

https://www.youtube.com/watch?time_continue=54&v=MsbPAs3U4Hk

<https://www.youtube.com/watch?v=WVTfKlyCaok>

<https://www.youtube.com/watch?v=UhbwrwUTmpk>
- ◆ Clarify to the team that another thing to consider carefully, is their goals and what they are trying to accomplish with using social media. For example, they might be hoping to: recruit volunteers; disseminate information about their cause; increase awareness about a problem; promote an event they might be organizing; solicit donations; get people to take particular action. Depending on what they want to accomplish, the messages in social media are going to take different forms.
- ◆ Hand out the Social Media Advocacy Explanatory Card. Give them 10 minutes to read it and once all team members have read it, give a quick summary of what the explanatory card says.

Guided practice

- ◆ Have the group separated in two groups.
- ◆ Have Facebook open various pages, i.e., UNICEF, Save the Children, Advocates for Youth, PEN etc.
- ◆ Pick certain messages and start discussing them with the team.
 - Examples of things to discuss are: what time of the day they were posted; how the messages were phrased; whether the messages were accompanied by pictures or by videos; you can do a comparison of messages of different nature (i.e., compare the number of “likes” between a written message and a photo message of the same NGO).
- ◆ Give the teams of each laptop 15 minutes to pick a social media message, discuss all the features of that message (the time it was posted, whether it has a picture attached to it, whether it is prompting some sort of response from users etc.)
- ◆ Have the teams write all their ideas about the message on sticky notes and attach them to a board
- ◆ After the 15 minutes, each team has 5 minutes to tell the others how they deconstructed the social media message they picked.
- ◆ As a trainer, do a summary of the best practices and good features that a social media message should have.
- ◆ Now, ask each team to think about their advocacy demand and in 15 minutes come up with an ideal message they would put on Facebook that highlights/promotes/or advocates for the advocacy demand the team has chosen.
- ◆ Have each team briefly present to the others what they have chosen.
- ◆ Discuss all together why were those particular messages chosen and what we could do to improve upon them when the campaign starts.

Closing

- ◆ Check for understanding with the team by asking them to summarize and/or review the tactic.
- ◆ Ask the team about how they feel about this tactic.
- ◆ Prompt questions like: Do you feel you would know how to use this tactic on your own for the purposes of your advocacy demand?

Peace and Resilience Topics

- ◆ Prevention of violence
- ◆ Problem solving
- ◆ Active listening
- ◆ Understanding different opinions
- ◆ Reconciliation

Cross-Cutting Outcomes

- ◆ Distinguishes facts from opinions.
- ◆ Creates/brings arguments by using different sources.
- ◆ Communicates effectively and constructively his/her needs and opinions.
- ◆ Respects others' opinions, taking into account different personal situations and cultural backgrounds.



SOURCE

forumZFD & KEC,
"Training
Materials on
School Mediation",
Pristina, 2019.

Key Resources

The complete manual on School Mediation can be found in Albanian, English, and Serbian:

ALB: http://www.dwp-balkan.org/cms_dwp/userfiles/file/TRAINING%20MATERIALS_alb.pdf

ENG: http://www.dwp-balkan.org/cms_dwp/userfiles/file/TRAINING%20MATERIALS_eng.pdf

SRB: http://www.dwp-balkan.org/cms_dwp/userfiles/file/TRAINING%20MATERIALS_bhs.pdf

Curriculum Links

| Curriculum Areas & Key Stage | Activities | Learning Outcomes for Areas | Learning Outcomes for Competencies |
|--|---|---|---|
| Society and Environment, Key Stage 5 | Students are assigned a different perspective of a fictional situation and they work with a third party to resolve a disagreement | Explores the structure of social groups, past and present, and ways of participation or involvement 1.1 Analyzes and draws conclusions about the impact of well known historical, social, political, cultural, educational, national and international personalities, during different historical periods | Sound individual 5.5 Initiates activities to avoid prejudices, stereotypes in school and society and to promote sustainable social values, illustrating them with positive examples from a well-known events or individuals. 5.6 Judges manner of communication, behaviors and attitudes that instigate interpersonal conflicts in the classroom, at school or in society, putting the emphasis on the factors that have |

| | | | |
|--|---|--|---|
| | | <p>Explores objects/monuments, phenomena, historical, social and environmental processes as well as links between them</p> <p>2.1 Analyzes the differences of causes of various events, phenomena and processes in society and expresses personal opinions of their effects on individuals, social systems and global developments</p> <p>2.2 Compares developments in social groups, institutions, structures and ways of organizing them, in the past and now</p> | <p>influenced to its appearance and provides examples of managing and resolution of interpersonal conflict in constructive way</p> <p>5.7 Analyses its own and peers' actions during a conflict/emotional situation, proposing alternatives to avoid or overcome them in similar situations</p> |
| <p>Life and work, Key Stage 5</p> | <p>Students act out or “role play” these conflict scenarios to practice mediation and communication skills.</p> <p>Teachers /students may supplement this material by conducting research to provide examples of multimedia (video clips, news stories, etc.) that show different perspectives on the same topic.</p> | <p>Enhancing of personal qualities for life and work</p> <p>2.1 Demonstrates the skills needed to provide the basis for personal and professional development, and various learning possibilities.</p> | <p>Responsible citizen</p> <p>6.6 Demonstrates various actions that express tolerance, respect and open attitude towards differences in community where he/she lives (in the classroom, at school, in the neighborhood and wider) and explains these in a debate with the others</p> <p>6.7 Discusses with others or in another form of expression presents personal interest in public, social, historical, natural, etc. issues, and provide suggestions for solving any problem in the community and wider, in a particular area.</p> <p>6.8 Manages and resolves a conflict in a constructive manner within certain time level by using various of</p> |

| | | | |
|---|---|--|--|
| | | <p>Promoting safe conditions for living 6.1 Identifies and prevents various risks that may occur in different life situations</p> <p>Communication in/for life and work 8.1 Uses multimedia to get information on the implementation of tasks and projects.</p> | instruments and techniques, e.g. checklist for conflict resolution etc. |
| <p>Language and communication, Key Stage 5</p> | <p>Students discuss and debate concepts related to mediation, while reading and reflecting upon the case studies provided and other similar situations.</p> | <p>Listening and speaking 1.1 Reflects on ideas, texts, authors of various subjects</p> <p>Reading 2.1 Understands and analyzes literary characteristics of sort and types. 2.2 Analyzes and evaluates discourses, style, language and purpose of the texts.</p> | <p>Effective communicator 1.3 Discusses constructively (in the native language and/or in a foreign language) with peers and adults on topics of interest to educational, social or daily life, asking questions, providing answers and highlighting key information</p> <p>1.5 Gives and receives information in a constructive and creative fashion over data collected for a particular topic in textual, numerical, verbal, electronic or any other form of expression.</p> <p>Creative thinker 2.4 Shapes solving of a problem (in the classroom, or outside) for a given topic from a teaching field, by breaking down into smaller steps and gives necessary explanations for pursued steps to resolve the problem by using different forms of expression.</p> <p>1.5 Gives and receives information in a constructive</p> |

and creative fashion over data collected for a particular topic in textual, numerical, verbal, electronic or any other form of expression.

Resources

Handout entitled “Simulation roles”

Optional handouts: “Simulation checklist: Mediation process”; “Simulation checklist: Role of a mediator”; “Simulation checklist: Values of mediation”

Background

School mediation is the practice of mediation between peers within the school context (for this reason, it can also be referred to as “peer mediation”). The goal of school mediation is to non-violently and sustainably resolve conflicts. It is a voluntary process, with defined steps and practices, that guide an impartial third party, the mediator, in his or her conduct. In the school context, students and teachers can act as mediators to resolve conflicts among students, but also between themselves and teachers, principals and parents. Moreover, beyond being a technical process, mediation also promotes a positive spirit based on its core values. As a result, the effect of mediation is often further reaching than merely the resolution of conflicts. Within the school context, it is regularly reported that a school's atmosphere changes positively once mediation is introduced: towards a more cooperative and optimistic spirit, empowering students, teachers and parents to feel responsibility for the school as a whole.

Besides guiding the introduction of mediation within the school context, the Manual on School Mediation can be relevant to address issues

related to conflict and conflict transformation and introduce alternative dispute resolution methods during regular school classes, linking them to the framework curricula. The provided content can be split it across different lessons, facing specific topics in each lesson (such as, for example: understanding different kinds of communication, understanding mediation values, distinguishing facts from opinions, etc.)

More specifically, through the activities proposed below, students learn that, independently from the nature and cause of the conflict, involved parties always have different interpretations of what happens (or happened), and that all parts deserve to be heard, considered, and respected. Moreover, while strengthening their capacity to actively listen and communicate their own needs and opinions, students reinforce their critical observation and self-evaluation skills. Finally, students understand the role of a mediator, why to address a third party in case of conflict, and which steps need to be followed and which values respected throughout a mediation process.

Simulation roles

ROLE-PLAY 1: THE STOLEN SCHOOLBAG

Student A: Edon (or Edona)

- ◆ My father came home from the night shift and woke me up by accident. It was hard for me to fall asleep again. In the morning, I left without any breakfast as I slept in. I rushed out forgetting to put my schoolbooks and notebooks into my school bag.

Of course, I got an earful during the first lesson, when the teacher saw that I didn't have my homework, and she was astonished when I didn't even bring my textbook. Even if she had asked me why I didn't have them, I wouldn't have told her as I was too embarrassed. The same repeated during the second lesson. By now, I got two bad marks already for not bringing my homework.

During the break, I felt as if everybody was staring at me. I was so embarrassed, I had to do something. So, I picked up one of the school bags that was lying on a heap in the school corridor. The boys and girls from the class next door had a brief meeting with one of their teachers, so I used the opportunity and snatched the school bag when nobody was looking. I took out the books and notebooks and put them into my bag. The other school bag I hid under a table nobody was using. Next class was biology and I couldn't afford to get a bad mark there. I took out the textbook and notebook I had snatched and pretended I had the homework. Luckily, the teacher did not ask me to present it. Then I noticed, that the books belonged to Ilir (or: Ilire). I was shocked, because Ilir (or: Ilire) was my best friend and everybody knew it. I didn't say a thing, but after school, I came up to Ilir (or: Ilire) and said right away: "Listen, do you know it was me who snatched your school bag?!" I was going to explain everything, but he got very angry and hit me right in the face. I hissed back: "I was just kidding!"

I had to explain it to him somehow, but he doesn't want to talk to me anymore.

Teacher: Cut the paper here and hand each student only his/her role

ROLE-PLAY 1: THE STOLEN SCHOOLBAG

Student B: Ilir (or: Ilire)

- ◆ Yesterday in school after the second lesson, my school bag disappeared without a trace. I left it on a heap of things in the corridor while we were having a short meeting with our history teacher. I really don't understand who would want to steal a SCHOOL BAG! It really looks shabby. My parents bought it for me against my will. That day, I had some prescriptions in one of the notebooks my mother had given to me to get some things from the pharmacy on my way home from school. Since my mother really needed those medicines, as she was feeling very sick, I was horrified when I realized that both my things and the prescriptions were gone: I feared my mother's health would get worse and father would punish me for not doing what I was told. Then Edon (or: Edona) came to me after

school and said he had snatched my bag. I didn't find it funny at all, as I had worried sick the whole day. So, I hit him right on his nose. I was so angry at him. Otherwise, we hang out together in and outside school.

Today, a guy from the eighth grade approached Edon (or: Edona) and me. He said he heard about our trouble and that he was a mediator and could help us, if we agreed.



ROLE PALY 2: THE SCHOOL TRIP

Student B: Lir (or: Lirije)

- ◆ I am a seventh-grade student. At the end of the school year, my class is going on a school trip. We have been discussing the possible destinations for quite some time, but we could not reach an agreement. There had been many suggestions, but after a while, we narrowed them down to two options: visiting Gadime Cave or Mirusha waterfalls. Now, the class is split between the two options.

I prefer Gadime Cave. That is way more interesting than Mirusha waterfalls. To climb down into the cave and all the different shapes of the stones. It is largely unexplored, so who knows what we will find! Naturally, it can also be a bit dangerous and creepy in the dark, but this makes it an adventure! You can always go to Mirusha, but for Gadime Cave you need a guided tour. So, it makes much more sense to go there!

The others are just scared cowards who don't care where to hang out as long as they have cell phone reception. They are not really interested in anything, so why should we do what they say?

But the teacher won't help us convincing the others. He says, we have to find a solution ourselves. So, we are stuck and the deadline to book the trip is closing in. If we won't agree, we won't be able to go at all!

Now, my group has chosen me to represent them at the mediation meeting.

Teacher: Cut the paper here and hand each student only his/her role

ROLE PLAY 2: THE SCHOOL TRIP

Student B: Adrian (or: Adriana)

- ◆ I am a seventh-grade student. At the end of the school year, my class is going on a school trip. We have been discussing the possible destinations for quite some time, but we could not reach an agreement. There had been many suggestions, but after a while, we narrowed them down to two options: visiting Mirusha waterfalls or Gadime Cave. Now, the class is split between the two options.

I want to go to Mirusha waterfalls. I have never been there but heard many great things about it. It is supposed to be very beautiful – everybody says so! I like trees and the sound of water. What better place to visit! The waterfalls are fascinating to look at. And if we are lucky, the teacher may let us swim! No comparison to climbing down into a dark hole, hardly seeing anything and looking at some boring rocks!

The others are just pretentious and want to make a good impression on the teacher as the idea to go to Gadime Cave originally came from him. They are also too lazy to bring their swim wear and towels.

But the teacher won't help us convincing the others. He says, we have to find a solution ourselves. So, we are stuck and the deadline to book the trip is closing in. If we won't agree, we won't be able to go at all!

Now, my group has chosen me to represent them at the mediation meeting.



ROLE PLAY 3: THE FOOTBALL GAME

Student A: Artan (or: Arta)

- ◆ I'm not particularly good at sports, but I like playing football. Most of the time, I get picked last for the team and my friends tease me that I am not good at sports. Fatmir (or: Fatmire) is a good friend of mine; he plays football much better than me.

I got a new pair of sneakers, which are really cool and I like them a lot. Yesterday, while we were playing football, this jerk Drini stepped on my foot and the shoe got dirty. He said, he hadn't done it on purpose, but I didn't believe him. Drini plays very well and knows what he does. So, I wanted to get money from him to give the shoes to a professional cleaner. Instead of being rational, he insulted me, I didn't need sneakers anyway since I don't play that well. Then Drini laughed at me. He said: "We let you play with us only because Fatmir (or: Fatmire) drags you here with him!" Drini said that Fatmir (or: Fatmire) does so, because I help him (or: her) with math and that behind my back Fatmir (or: Fatmire) makes fun of how bad I play football. That got to me. I snapped and hit Drini – although he is much taller than me. He hit me back and I fell. When I was getting up on my feet, I saw Fatmir (or: Fatmire) laughing... So, it was true: Fatmir (or: Fatmire) was not a true friend, but laughing about me behind my back! I ran into the class room and ripped apart one of Fatmir's (or:

Fatmire's) notebooks – it was the one we used to practice math together. When Fatmir (or: Fatmire) came in and saw what I had done, s/he didn't say a word. Since then we haven't talked and he has been avoiding me.

Fatmir's (or: Fatmire's) parents and mine are good friends they often talk and sometimes come over to visit. I don't know what will happen if my parents learn about what I did. They might become embarrassed about me. They might become mad at me. I'd better settle this myself, before they find out. So I got in touch with one of the mediators at our school – maybe they can help.

Teacher: Cut the paper here and hand each student only his/her role



ROLE PLAY 3: THE FOOTBALL GAME

Student B: Fatmir (or: Fatmire)

- ◆ Artan (or: Arta) and I have been good friends. We help each other in many ways, depending who of us is better in that particular area. The other day, when we were playing football, Drini stepped on Artan's (or: Arta's) new sneakers and they had a little fight. I was rather far away and couldn't hear what they were talking about. But it was really funny to see Artan (or: Arta) taking a swing at Drini, who is much taller than him. I could not help it and started laughing and Artan (or: Arta) gave me a furious look. When I came to the classroom afterwards, I saw that Artan (or: Arta) had torn my notebook apart. It had the math homework in it! When the teacher saw that, I would get a 1. But why would Artan (or: Arta) do that? I couldn't understand and became very angry at him. I decided, I wouldn't be friends with him ever again! I still cannot understand how he could do this to me after all that I have done for him in the past. I even got him on the football team so that he could play with us! We spend a lot of time together and even our parents are friends with each other. I have told my mom what happened, but she doesn't believe me. She thinks, I have done it myself because of my grades. Artan (or: Arta) is much better at school than me and mom doesn't believe that Artan (or: Arta) would do such a mean thing. She told me I had to make up with him.

Now, the mediators told me that Artan (or: Arta) approached them and wants to talk with me. I will get them to proof to my mom that he really did this!

STEP 1

The teacher creates groups of 3 students: in each group, two members will perform the conflict-parties, while the third student will be the mediator. In case needed, the role of the mediator can be performed by more than one student (up to three, therefore creating groups of max 5 students).

Each group receives one of the case-studies included in Handout “Simulation roles”, which provide the description of fictional conflict scenarios. The conflicts are presented in two versions, representing the different perspectives the parties involved.

Students are given around 15-20 minutes to read the scenario and enter their role; the mediator(s) should also prepare his/her way of facilitating the mediation session. After this, students act-out the conflict: the two parties get to the third party, the mediator(s), who will lead the process. Parties present their own interpretation of what happened, while the mediator(s) tries to support them in finding an agreement.

Each simulation should take around 15-20 minutes. Three conflict-scenarios are provided in the handout; more groups can act-out the same scenario. It is recommended to create an appropriate space for the simulations: it is important that the two parties to sit around a table/desk opposite to each other, divided by the mediator(s), at equal distance.

Students who are not involved in the role-play act as Observers: during the simulation, they have the responsibility to take notes about how the mediation process goes, which steps are followed by the mediator(s), which kind of agreement is reached (or not) at the end of the session and why. Teachers may refer to the Handouts named “Simulation checklist” (“Mediation process”, “Role of a mediator” and “Values of mediation”) as models to prepare an “Observation sheet” for students.

After each simulation, Observers provide their feedback and, with the guidance of the teacher, the group discusses the mediation process identifying leads for improvement.

STEP 2

After the simulations are concluded, the teacher leads a debate with the whole group of students on concepts related to mediation, based on the feedback provided by Observers and his/her own. These include communication, non-violent conflict-resolution, civic values including respect of others' opinions and diversity.

Teachers may supplement this material by asking students, divided in groups, to conduct a small research to provide examples of multimedia (video clips, news stories, etc.) that show different perspectives on the same topic or event.



LESSON MODULE

EDUCATION FOR PEACE: RECONCILIATION

PAGE 66

Peace and Resilience Topics

- ◆ Tolerance
- ◆ Prevention of violence
- ◆ Problem solving
- ◆ Active listening
- ◆ Understanding different opinions
- ◆ Role of students in peace building

Cross-Cutting Outcomes

- ◆ Critically analyzes monuments, their historical legacy and related interpretations, based on different sources of information.
- ◆ Understands and valorizes the existence of multiple perspectives on past and current events.
- ◆ Respects others' opinions, taking into account different personal situations and cultural background.
- ◆ Contributes to group work in a constructive way, communicating clearly and openly.



SOURCE

forumZFD,
“MemorInmotion -
Pedagogical Tool
on Culture
of Remembrance”,
Sarajevo, 2016.

Key Resources

The complete pedagogical tool on Dealing with the Past and Culture of Remembrance can be found in Albanian, English, and Serbian:

ALB: http://www.dwp-balkan.org/ko/library.php?cat_id=5&text_id=27

ENG: http://www.dwp-balkan.org/en/library.php?cat_id=5&text_id=27

SRB: http://www.dwp-balkan.org/bh/library.php?cat_id=5&text_id=27

Curriculum Links

| Curriculum Areas & Key Stage | Activities | Learning Outcomes for Areas | Learning Outcomes for Competencies |
|--|--|--|---|
| Society and Environment, Key Stage 5 | Students research historical facts related to the monuments in the photo, and explain their meaning (in the past and present). | Explores the structure of social groups, past and present, and ways of participation or involvement 1.1 Analyzes and draws conclusions about the impact of well known historical, social, political, cultural, educational, national and international personalities, during different historical periods. | Effective communicator 1.3 Discusses constructively (in the native language and/or in a foreign language) with peers and adults on topics of interest to educational, social or daily life, asking questions, providing answers and highlighting key information. |

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| | | <p>Explores objects/monuments, phenomena, historical, social and environmental processes as well as links between them</p> <p>2.1 Analyzes the differences of causes of various events, phenomena and processes in society and expresses personal opinions of their effects on individuals, social systems and global developments.</p> <p>Effective use of ICT and other contemporary technologies</p> <p>6.1 Uses various written and electronic sources to conduct analyses (cause- effect) of significant social events in the environment where he/she lives, both in national and international level.</p> | <p>Creative thinker</p> <p>2.2 Compares at least three different sources of information on the treatment of the same topic, argues accuracy, circumstances, finds the similarities and differences, based on previously defined criteria, presents the main findings before the others in various forms of expression, by using information technology.</p> <p>2.6 Judges the authenticity of a given outcome (e.g. outcome of a task from mathematics, sciences, society, environment, etc.) which could have been found with the application of certain formulas or the use of certain procedures and draws conclusions for authenticity of the given judgment.</p> |
| <p>Arts, Key Stage 5</p> | <p>Students research historical facts related to monuments and explain their meaning (in the past and present)</p> | <p>Students understand and influence the development of art in society and vice versa in the historical, social and cultural.</p> <p>3.1 Identify and elaborate written, oral or other forms of presentation, the role of art and artistic developments in the cultural and historical context in different</p> | <p>Responsible citizen</p> <p>6.6 Demonstrates various actions that express tolerance, respect and open attitude towards differences in community where he/she lives (in the classroom, at school, in the neighborhood and wider) and explains these in a debate with the others.</p> <p>6.7 Discusses with others or in another form of</p> |

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| | | <p>periods of social development.</p> <p>3.3 Describe and categorize different works of art and objects of cultural heritage according to the historical period, culture, style and artist.</p> <p>Students apply critical judgment and appreciation of art in music, visual arts, dramatic arts and dance, based on understanding of the philosophy of art and aesthetic principles</p> <p>4.1 Demonstrate comprehension as how the arts communicate ideas through personal and social values inspired by individual imagination and historical, cultural and social context of the creator.</p> | <p>expression presents personal interest in public, social, historical, natural, etc. issues, and provide suggestions for solving any problem in the community and wider, in a particular area.</p> <p>6.8 Manages and resolves a conflict in a constructive manner within certain time level by using various of instruments and techniques, e.g. checklist for conflict resolution etc.</p> |
| <p>Arts, Key Stage 6</p> | <p>Students watch a short animation film about monuments in the region and discuss/debate the content and what they learned.</p> | <p>Students understand and influence the development of art in society and vice versa in the historical, social and cultural.</p> <p>3.2 Compare various historical developments, cultural and technological developments and their impact on arts and vice versa.</p> | <p>Effective communicator</p> <p>1.1 Through at least one form of communication (language, symbols, signs, codes, artistic performance, etc.) before a certain audience expresses the core issues raised in a heard speech, interpretation or expose reading a certain topic from different learning areas.</p> <p>1.2 Discusses constructively in a dialog with a group and for a planned duration, a</p> |

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| | | <p>3.4 Compare and present different artistic traditions in different historical periods.</p> <p>Students apply critical judgment and appreciation of art in music, visual arts, dramatic arts and dance, based on understanding of the philosophy of art and aesthetic principles</p> <p>6.3 Analyze and evaluate their own and others artistic creations, analyzing elements, principles and techniques of artistic language.</p> | <p>given topic, providing information, arguments and asking questions in native language or in English (or other languages).</p> <p>1.7 Express free thought, opinion and attitude on a particular topic from life, science, profession, society and environment, using various forms of communication such as: verbal, written, visual arts, musical, theatrical, literary creation etc.</p> |
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Resources

The following materials can be found at the link provided in the “Key Resource” section of this lesson:

Lesson Plan n.9
Didactical cards
MOmuMENTImotion – short animation movie

Background

Monuments can become a symbol of how concepts of identity have developed in the countries of the Western Balkans during the 20th century. Given their role, monuments constitute the ideal means to present these processes in an interesting manner: indeed, the same monument can sometimes even conjure up different concepts of identity for specific geographic and temporal spaces. The transformation,

destruction and neglect of the existing monuments and the development of new monuments constantly “update” political concepts and perceptions of identity. These processes of identity formation in public space can divide people and foment violence, but they can also have a reconciliatory effect. In this way, monuments allow to deal with difficult wartime pasts, to confront dominant historical narratives

and to question the established concepts of identities, while providing space for a more critical debate and reflection on the topic.

The “MemorInmotion” (Memory In Motion) educational toolkit aims at encouraging young people to get actively engaged with history, supporting them in reflecting critically about the process of memorialization, while promoting multi-perspectivity and inclusive discussion on the past, present and future.

More specifically, through the activities proposed below, students will develop their critical thinking regarding the monuments surrounding them and

their meaning, the reasons behind erecting and destroying monuments as well as the grounds on which different social contexts affect different interpretations of historical events. Through this, participants will enlarge their knowledge about their country's and region's past and present. Moreover, students will strengthen their analytical skills, while reflecting on how arts can raise interest in current social developments and explain certain social phenomena and historical events. Finally, students will develop their communication and teamwork skills, and reinforce mutual respect.

— Activities

Narrative about Boro Vukmirovi/Vukmirović and Ramiz Sadiku

- ◆ Boro and Ramiz were killed by Italian soldiers in April 1943 after being caught while travelling from Gjakovë/Djakovica to Prizren. A legend about their death says that Italian soldiers and Albanian brigade who captured them offered Ramiz Sadiku to run away and save his life, but he refused to abandon and separate from his war comrade and friend Boro. Martyrdom of an Albanian and a Slav (Boro Vukmirovic was a son of a Montenegrin from Pejë/Peć) became the symbol of “brotherhood and unity” of the Albanian and Serbo-Montenegrin population.

In 1999, during the era of Milošević, in a rush of destruction and removal of monuments from the Communist time, Bora's bust was removed. Thus, Ramiz remained alone and “preserved” in a way completely contrary to the original story of camaraderie that exceeds ethnic boundaries. The political message behind the destruction of the monument was supported by the fact that until today no official authority has ordered the repair of the monument and some schools in Kosovo that were initially named after these two 'heroes' retained only Ramiz's name.

MOuMENTImotion film:

BACKGROUND INFORMATION ABOUT THE FILM:

- ◆ The animation movie, directed by Muhamed Kafedžić Muha, is the product of the project “MOuMENTImotion”, implemented by ForumZFD in 2014. The project involved 18 young participants from Bosnia-Herzegovina, Germany, Kosovo, North Macedonia and Serbia. The movie depicts monuments of WWII in the Western Balkans: by bringing the petrified and isolated monuments into a fictional interaction, it creates a metaphor for the awakened, living memories which still have a strong impact on the region's current situation. Through this, the

movie aims at opening a critical discussion regarding the role of monuments in our societies and in the process of dealing with the past.

All monuments appearing in the movie can be found in the “Memory In Motion” toolkit, together with a short description as well as an explanation of the artists' choices.

◆ **SCRIPT:**

Opening

Two Ivo Andric heads, opening story:

- IVO: Andric, Andric, do you have a story to tell me?
- ANDRIC: Ivo, one story is happening right now. It is a nice and sunny day in Kumrovec.

Tito starts to tick and moves. It was a nice sunny day when suddenly something started to tick. Tito wakes up. He looks depressed and he walks out.

◆ **Conflict**

Tito is visiting Ramiz and Boro, finding out Boro is missing:

- TITO: Ramiz, wake up, where is comrade Boro?
- RAMIZ (wakes up): Boro, Boro, where is Boro? What happened?
- TITO: I will look for him. Let all the others know he is missing! (and leaves the scene)

Ramiz (antenna out of his head, inner voice): Calling all statues, calling all statues...

Radio signal (circular lines) goes out of the antenna and it reflects out of the Petrova Gora monument (each panel has a reflection of a different monument).

◆ **Responding statues**

Pigeon flies away, Mother Teresa hovers off, Heads of National Heroes jump and role – like heads in Spirited Away, Mining Heroes movies but it crumbles like Star Wars walker, and Rocky wakes up and yells ADRIAN!

◆ **The Search**

Skenderbeg and the story of Boro and Ramiz.

Jumping Heads of National Heroes scared the horse of Skenderbeg causing him to wake up.

- SKENDERBERG: Easy, what is going on here?
- HEADS: Skenderbeg, Skenderbeg can you help us?
- SKENDERBEG: Why?
- HEADS: Can you help us find our friend Boro?
- SKENDERBEG: Boro who?
- HEADS: The best friend of Ramiz.
- SKENDERBEG: Jump on and tell me more.
- HEADS: Boro and Ramiz are two Partisan friends who were captured by fascist occupants. They offered Ramiz to escape and save himself, but he refused to part with his comrade-in-arms.

Heads than start singing the poem of Ramiz and Boro:

*“We are one sky
two leaves on the same branch*

*two pebbles from the same river
clean Bistrica" (river's name, meaning Clear Water)*

In the next scenes we show Tito searching for Boro by visiting monuments dedicated to the National Liberation War.

In the next few scenes, the Pigeon flies over all other /newly made monuments, carrying the Jasenovac flower as it is an international symbol of peace.

ANDRIĆ: Ivo stop! That is not what happened. But wait, we are going ahead with the story. It looks like Ivo took over the storytelling and made a joke. Andrić corrects him, but it looks like there is something else going on and needs to be told...

Climax

We see an open plain and mountains in the background, there are some barely visible, circular shapes on the ground. We see a black lightning and a thunder, and out of the blackness there appears the central sculpture of Makedonium. Steam is coming out of it as if it was releasing the pressure. The door slides open and we can Rocky and Mother Theresa.

- ROCKY: Boro! (we can hear a reverberating echo – Boro, Boro...)

Rocky and Mother Theresa are walking down the steps, talking.

- MOTHER TERESA: So this is the Sutjeska scanner.

- ROCKY: Yes, it is Mother T.

- MOTHER TERESA: But where are the wings. You know birds are God's messengers.

- ROCKY: We need to activate the wings. You see, people stopped visiting this place, so they have been shut down, to conserve energy; think green!

They approached what appears to be a small command table with a single red button.

- ROCKY: Would you do the honors. Some prayers, perhaps?

- MOTHER TERESA: Oh, please stop and punch the button.

We see boxing glove punching the button. Wings start to develop out of the ground like in the Transformers movies. In the background, we see one of the wings; we can hear humming of an electrical machine, and out of it white dashed lines are shooting off to the sky.

- MOTHER TERESA: Praise the Lord, what a marvellous sculpture, to ascend fallen suffering soldiers up to Heaven!

- ROCKY: Mother T, you know they were communists, and when I say communists, I mean atheists.

- MOTHER TERESA: Isn't everyone a believer in the final hour!?

Suddenly the Sutjeska machine shuts down.

- ROCKY: Holly Eye of the Tiger, what happened?

The Sutjeska sculpture has a monitor with a message followed by a blinking cursor - Makljen relay is not responding.

- ROCKY: How come, my book of facts stated that Makljen has survived the war?

- MOTHER TERESA: You mean CIA book of facts? Makljen did survive the war but it did not survive the peace.

- ROCKY (angrily): Damn you peace. What do we do now? We got peanuts.

- MOTHER TERESA: Move heaven and earth.

Antigravity machine is moved in motion by commanding words of Mother Teresa; we see 3 memorials to 3 ethnic groups of soldiers fallen in Bosnian War, merging into one and starting to spin.

Antigravity machine causes “weight loss” in all monuments and they start floating in space. All these blocks of marble and copper are free of their gravity, as if they were released from heavy chains of the violent past of Western Balkan.

In space we are able to see all statues, sculptures and monuments, especially those not used in the movie so far. But we don't see Boro's bust statue. When the gravity is re-established, they fall down to the Earth.

Ending

Prishtinë/Priština

We now see statues falling around the base for Boro and Ramiz bust statues in Prishtinë/Priština Kosovo. We are not able to see Ramiz anymore and his bust statue doesn't fall back into its position. It doesn't fall back at all! As we watch an empty space, we see the Pigeon leaving the flower in their place. And, what happened to Ramiz, we don't know.

Ending titles

Closure

INSTRUCTIONS

STEP 1

The teacher places the two photos on the blackboard, the first one turned face up – a photo of the current monument of Ramiz Sadiku (with Boro Vukmirović missing) – and one face down – a photo of Ramiz Sadiku and Boro Vukmirović together –. The teacher asks students a set of questions, raising their interest and facilitating the discussion.

Possible questions:

What do you see?

Do you know this monument? Where is it today?

Is there anything missing? What? Why?

How aware are you of the monuments around you?

How familiar are you with the monuments in Kosovo and the Western Balkan region?

What does a monument symbolize?

What role can art play in the how the past is remembered (Culture of Remembrance)?

Students can also be asked to research facts related to the monument and its historical background, individually or divided in small groups.

STEP 2

Teacher and students set up the classroom to watch the short animation movie “MONuMENTImotion”.

The teacher divides students into small groups (3 to 6 students). During the screening of the short movie, students are asked to take notes of their impressions and questions relating to symbolism, cultural and historical background of what they see. The topics they can consider while watching the film, which will help them to focus, include symbols, celebrities and public figures, cultural and historical background, messages conveyed through the film, etc.

Possible guiding questions:

Does the film help us to understand the past? If so, which aspect of it? And how?

Can an artistic film help us to explain the current and political situation in society?

Can we recognize the messages conveyed by this type of films?

Can an artistic film serve as motivation for active participation in society?

Following the screening, students should be given around 15-20 minutes to organize the information and impressions and discuss them in their group.

After the work in small groups, the teacher leads and facilitates the discussion with the whole class.

At the end of the debate regarding the movie, the teacher turns the photo which was turned facedown until that moment (Boro and Ramiz together) and reveals the missing part:

What could we learn through these pictures?

What do Ramiz Sadiku and Boro Vukmirović symbolize today?

Can we answer the question: Why do Boro and Ramiz no longer stand “shoulder to shoulder” today?

2

Media Education
// **Advertising & its Impact**



LESSON MODULE

PAGE 76

MEDIA EDUCATION ADVERTISING & ITS IMPACT

Peace and Resilience Topics

- ◆ Ethical use of information
- ◆ Role of media in learning, intercultural dialogue, democratic societies
- ◆ Information storage and systems of organization
- ◆ Data collection and presentation
- ◆ Social media: reputation and cyber bullying

Cross-Cutting Outcomes

- ◆ Students become competent critical thinkers, literate in all media forms they encounter, empowering young people to exercise agency over the interpretation of what they see, hear, and read.
- ◆ Students build potential to think critically and to analyze relationships between media, audiences, and information.
- ◆ Students examine society's "blind" dependency on media and how it negatively affects students to surrender active participation and civic duties to question, challenge and correct social injustices.
- ◆ Students explore the problems with media culture and its advancement of prejudices, and its contribution to the proliferation of misinformation, problematic ideologies, and questionable values.



SOURCE

UNICEF, "Ponder."
Ponder
Modules I-IV.



Key Resource

Modules are available online in English, Albanian and Serbian at:

<http://www.ponder-ks.org/about/module-i-critical-media->

Curriculum Links

| Curriculum Areas & Key Stage | Activities | Learning Outcomes for Areas | Learning Outcomes for Competencies |
|--|---|---|--|
| Languages and Communication, Key Stage 5 | <p>Students read and analyze advertisements.</p> <p>Students present data and classify information based on relevance.</p> <p>Students debate inter-cultural and democratic issues.</p> | Communication Skills Listening and speaking 1. Reflects on ideas, texts, authors of various subjects Writing 2. Organizes ideas and uses the information to create forms of written expression 7. Uses ICT to read, write, design and present certain topics. | Effective communicator 1.5 Gives and receives information in a constructive and creative fashion over data collected for a particular topic in textual, numerical, verbal, electronic or any other form of expression 1.9 Use ICT effectively during communicating and interacting with others in everyday life, including learning the new information and performing school assignments Creative thinker 2.1 Presents the way of collection, selection and classification of information for different learning areas or for a specific topic, provides arguments for the current developments regarding the respective topic (e.g., the topic from science, culture, art, sport, health, society, environment, etc.). |
| Natural Sciences, Key Stage 5 | <p>Students compare information obtained from various sources to extract accurate data (e.g. surface, boundaries, settlements, etc.).</p> | Research skills in science 1.1 Use scientific theories to develop hypotheses | Successful learning 3.1 Demonstrates functional skills in literacy, mathematics, everyday life, to fulfil various requirements for carrying out a task or activity during acquisition of new knowledge in a certain learning area. |

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| | <p>Students are introduced to different societies, their culture and population migration trends.</p> | <p>Earth, environment and the universe 2.4.3 Analyzes the geographical position, natural (landscape, climate, water, soil and flora and fauna) and socio-economic (population, economic activities settlements) features and regions - continents and countries of the world</p> <p>2.4.6 Looks at the peculiarities of geographical position, natural conditions (relief, climate, water, soil and flora and fauna) and socio-economic (population, settlements economic activities), the role of natural resources, environment and economic development of Kosovo surrounding countries.</p> | <p>3.6 Independently and effectively uses information technology and other sources of information to gather material for solving a certain problem or task, classifies and presents to the others through ICT and any other form of expression</p> <p>Sound individual 5.4 With examples before the others, illustrates models/practices of behaviors that reflect the manner of protection and cultivation of its own culture, values, beliefs and cultures of the others in the environment where they live or wider.</p> |
| <p>Physical Education, Sports, and Health, Key Stage 5</p> | <p>Students engage in physical exercises, and compare and contrast the advertisement regarding the contribution it brings to a active and healthy life.</p> | <p>Participates in physical strenuous activities and demonstrates skills in individual and collective sports 2. Participates in strenuous physical and sports activities and shows positive attitude to their impact in maintaining health.</p> | <p>Responsible citizen 6.2 In various forms of expression presents the way of functioning of his own social environment locally and wider, while providing concrete examples of how its functioning could be improved e.g. in the organizational structure, operating rules, publication of expectations in cooperation with citizens, etc.</p> |

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| | <p>During physical exercises, learners demonstrate skills and sports culture and are aware on the relevance of healthy diet.</p> <p>During physical exercises, learners show respect for one another and understand the positive role of social media.</p> | <p>Contributes to creating habits for an active and healthy life style</p> <p>1. Demonstrates skills for selecting and preparing foods and analyzes the impact of advertising and media on healthy nutrition.</p> <p>Contributes to awareness raising of the community on the impact of use of addictive substances in the life of individuals and society</p> <p>1. Uses strategy to make choices based on the right information to apply in challenging situations, including peer pressure.</p> | <p>6.7 Discusses with others or in another form of expression presents personal interest in public, social, historical, natural, etc. issues, and provide suggestions for solving any problem in the community and wider, in a particular area.</p> <p>6.9 Describes (verbally or in written) the possibility of using, for certain topics, the Internet and the information in a responsible manner and argues necessity of right use.</p> |
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I. 1. What and How

- ◆ In the 21st century, adolescents aged 14-18 are bombarded by information of a volume and frequency unthinkable just a few years ago. What they absorb shapes their opinions and beliefs, their knowledge, and ultimately their behavior; influencing, in turn, the way they operate within—and contribute to—their communities and society at large.

As media exposure has never been higher, it is important that adolescents are conscious and aware of the information they encounter and are able to understand it and evaluate it from a critical perspective.

In the 21st century, critical media literacy is an imperative not only for the wellbeing of individuals themselves—imagine the young person unable to discern between valid and fallacious health advice—but for peacebuilding, public safety, and participatory democracy. Media literacy can empower youth to be positive contributors to society, to challenge indoctrination and anti-social messages, and to serve as agents of social change.

The aim is to help adolescents become competent critical thinkers, literate in all media forms they encounter, empowering young people to exercise agency over the interpretation of what they see, hear, and read.

The critical media literacy curriculum, presented here, is a non-formal educational response that expands the notion of literacy to include different forms of mass communication and new technologies, such as TV, social media and online portals. It deepens the potential of critical thinking to analyze relationships between media, audiences, and information.

A problem with media culture is that it can advance sexism, radicalism, ethnocentrism, homophobia, and other forms of prejudice, and contribute to the proliferation of misinformation, problematic ideologies, and questionable values, accordingly promoting a dialectical approach.

“Blind” dependency on media surrenders youth's active participation and civic duties to question, challenge, and correct social injustices. This is why it is crucial that adolescents are empowered to recognize this dynamic, to approach information critically, to identify and examine bias, and to judge the value, authenticity, and authority of the information they encounter.

Fundamentally, critical media literacy encourages participatory culture. Participatory culture in turn increases peer learning, shifts attitudes about intellectual property, diversifies cultural expressions, develops workplace skills, and empowers conceptions of citizenship.

I. 2. Getting started

- ◆ The CML curriculum provides resources for those interested in exploring, questioning, thinking, and writing critically. The aim is for you to become critical and independent thinkers, as well as agents of the social change you wish to see.

In addition to some working definitions, the curriculum provides an opportunity to inquire and practically apply lessons. Here you will find 'games' and exercises you can engage with individually and in groups.

The exercises include:

- Word and image association games,
- Simulation and reading exercises,
- Photo-shooting,
- Online research,
- Interpretation of textual, visual and quantitative sources and information

I. 3. Critical Thinking- How to define it

- ◆ Critical thinking is a way of thinking that requires the identification of commonly held truths and beliefs, as well as stereotypes and prejudices. Critical thinking is a process; it requires one to rethink assumptions and to generate new perspectives, definitions, and understandings.

Through critical thinking we recognize that there are different approaches to making assertions, claims and arguments, and that different meanings can be attributed to the same events, issues, data, information.

As stated by John Dewey, American philosopher and educational reformer, this process leads to what is called reflective thought, whereby “the ground or basis for a belief is deliberately sought and its adequacy to support the belief [is] examined. It alone is truly educative in value...” (How We Think, 1910: 2)

MODULE II

TYPES OF MEDIA

PAGE 82

Introduction

The aim of this section is to briefly map out the different kinds of media available (traditional and new media). Through exercises that you can conduct, this section addresses changing relationships between media and audiences while emphasizing the diversity and complexity of sources and positions in traditional and new media.

The relationship between information sharing, media and technology, whether in the form of papyrus, printing press, TV, or the Internet, has always been significant in shaping content, the roles of audiences and producers (journalists, editors, companies). On-line learning is just one example of the broad use of the Internet today. Through the use of new applications users can learn and develop all kinds of skills (language, math, design, etc.) and even attain higher education degrees online.

Some definitions: Traditional media (referred to as old media or legacy media) are means

of communication, and expression, including TV, newspapers, radio, magazines, movies, music studios, books and other forms of printed publications (forms that existed before the advent of the Internet). Formalized distribution, content and interaction characterizes this form of media.

New media (referred to as social media) are means of communication, and expression, which use digital communication technologies. Relying on the internet these include websites, blogs, wikis, online newspapers and magazines, video games and social media. A defining characteristic is interactivity. As part of new media, social media refers to a group of communication means dedicated to interaction, information sharing, and collaboration. Social media are characterized by users' ability to create and share content.

Flash exercise:

- ◆ Do a quick search online and identify at least three new media: microblogs, wikis, social curation. See this link on how microblogs can be used in education: <https://net.educause.edu/ir/library/pdf/ELI7051.pdf>

Exercise 1:

Together with one or more friends write down and compare answers to the following questions.

What are the different kinds of new media available?

Which ones do you use? Why?

How do you get access to these media? (At school, at work, at home, mobile)

How often?

Think of a media story that recently left an impression upon you.

Who told you about the media/story?

Who did you discuss with and how?

Did you read on the story, watch a video, comment or make a post (online, with friends, family?)

Do you feel your opinion matters? How? Why/not?

Did you feel well informed?

When do you feel well informed?

What similarities and differences did you notice between the different media?

II. 1. Roles and audiences

- ◆ The roles and relationships of traditional and new media appear to be constantly changing. This is particularly true of their approach towards audiences. The following is an exercise you can conduct in order to flesh out the similarities and differences between old and new media by focusing one role played, people media talk about, and the audiences.

For this exercise you may want to form three groups (at least two people per group). Each group answers one of the question sets below (Group 1 – Media; Group 2 – Persons; Group 3 – Roles) and writes down the answers in the boxes provided. Take 25 minutes to discuss the questions and write down your answers. After all the groups have completed their boxes you can discuss together. Do you agree or disagree with the answers? What would you add? Would you phrase differently? How? Why?

Media:

1. How are old and new media similar and different? Explain by example.
2. What are the roles of media (new and old) - to provide information, to think critically about information, to share information, to create community, to advertise, to lobby, to raise awareness, to educate, etc.? Reflect on at least three of these by referring to specific examples.

Persons:

1. Who are the people media talk about (politicians, celebrities, ordinary people, etc.)?
2. Give examples on different kinds of people represented in media. Give as much detail as possible – What they do? What they look like? Where they're from? What is their gender? Ethnicity? Socio-economic background? Are they important and why? Who is more important? Who do you identify with and why?

Roles:

1. What are the roles played by audiences (to receive information, to create information, to think critically about information, to share information, to advertise, to lobby, to raise awareness, to educate, etc.)? Reflect on at least three of these by referring to specific examples.

Media 1:

Media 2:

Media 3:

Person 1:

Person 2:

Person 3:

Role 1:

Role 2:

Role 3:

II. 2. Investigation, Comparison and Reflection: Bullying in Schools

- ◆ This section looks at how investigative and awareness-raising reporting and stories are made. In addition, it offers exercises on the use of various sources (online research, video, reporting) towards gaining a fuller understanding, and more complete information, of particular issues. In short, it aims to provide an example of how we can become better informed, by also pointing to ethical issues in media.

Mapping Exercise: Critical reading

For this exercise you will engage in the critical reading of information and the interpretation provided in two articles focused on bullying in schools. Bullying in schools is a problem that worries many parents, school administrators, and teachers. Most of all it endangers the physical and emotional wellbeing of those bullied, but also raises concern of causes, i.e. the physical and emotional wellbeing of bullies themselves. The media have also been engaged in pointing to the problem and raising awareness about the many aspects of bullying, including physical and psychological violence, mental health, educational performance, institutional responses, etc. For this exercise you can split into two groups, but two people can also conduct the exercise. One person/group reads Article 1 and the other Article 2.

Article 1:

<http://www.kosovotwopointzero.com/article/1445/ngacmimi-ne-shkollat-kosovare-dhe-pergjegjesia-jone>

Article 2:

<http://www.telegrafi.com/dhuna-ne-shkolla-alarm-per-institucionet-shkollore/>

Once you have read the article answer each of the questions below. Write down your answers.

What is bullying?

Who is the bully?

Who is bullied?

What is the story about? What is it saying?

Who is “speaking” in the story?”

Are the sources reliable? Why?

What information is new to you?

What else would you like to know?

What does it make you think?

What does it make you feel?

Did the story change the way you think about bullying?

Once you have written your answers the two groups/persons conduct a comparison. Go through each question/answer and discuss ways in which the articles are the same or different.

For the end, discuss what you have learned from the exercise. Perhaps, you can write a blog about the exercise and your learning experience.

Mapping Exercise: Critical viewing

Watch Behind the Lines (link) an Innovations Lab Kosovo production on bullying.

Following the same steps outlined for the exercise about compare the articles and the video.

Answer the same questions:

What is bullying?

Who is the bully?

Who is bullied?

What is the story about? What is it saying?

Who is "speaking" in the story"?

Are the sources reliable? Why?

What information is new to you?

What else would you like to know?

What does it make you think?

What does it make you feel?

Did the story change the way you think about bullying?

Conduct comparison:

- ◆ What forms and types of media are used by the two sources (the article and the video), e.g. the article is from both a printed and online e media outlet, it uses social media, but relies on traditional media production?
- ◆ How is the right to receiving and imparting information, bias and independence, part of the information provided and the format in which it is provided (e.g. the role of informing the public and raising awareness, creating sharable content, commenting by the audience, availability in social media)?
- ◆ The role of traditional media and new media in informing and raising awareness - how are these different or the same, while referring to the article and video?
- ◆ What is gained by looking at multiple sources? Do we gain a better understanding? Who benefits? How? Who is speaking?
- ◆ Are new media changing the relationship between media and audiences? Discuss through examples.

— MODULE III READING IMAGES

Realist and Constructivist Model

- ◆ In this section you will find material – discussion, examples, and exercises – that address issues of representation. Specifically the material proposes ways in which images can be analyzed and interpreted. The material also addresses ways in which images in media can be used to express social norms and values, as well as contest those.

Discussion: There are many theoretical models through which images might be read and interpreted. Generally, two dominant models are discussed: the realist and the constructivist

model. For the following section you may wish to read individually or with other people and develop your discussion. Going through this section is important for being able to conduct the upcoming exercises.

Realist model: according to this model an image could be universal – it can have the same meaning at different times and places – and therefore is a trace of something real.

For example:

Think of a cow. One can argue that the image shows (represents) a cow as it naturally appears. Therefore, there is a universal understanding of what is a cow; that anywhere and anytime, the viewer can identify the image as an image of a cow. In other words, whatever the image intends to show is what the viewer sees. By looking at the picture ask yourself: what do you see when you look at this image? What is being depicted? Where is the picture taken? Is there any room for interpretation and difference in perception? The picture does not seem to provide any social context. However, we might read the image as depicting serenity and pristine nature in an alpine background. This could be interpreted as the meaning of the image. Do you find the realist model (see definition above) satisfactory or unsatisfactory? Why?



Conventionalist/constructivist model:

According to this model, with an image we express social norms and values. Therefore, images show things in particular ways and are a way of transmitting our cultural and social norms (even in the image above). One might say that images convey different things to different people (cultures), and that what the photographer, in this case, aimed to show can be interpreted differently. Therefore, viewers/audience, people represented, artists, marketing agencies, corporations, editors, etc., all take part in giving meaning to images.

In this image we see a cow, again. However, this time additional context is provided. The context also is different and therefore affects our readings. Again, ask yourself, what do you see in the picture? What is depicted? Where is the picture taken? One might comment by referring to Hindu religion, which considers cows as sacred, a symbol of the Earth and life, and therefore people show respect and veneration towards them.



Again, ask yourself, what do you see in the picture? What is depicted? Where is the picture taken? The image shows cows in an industrial setting. For some the image refers to the fact that we use cows as food, but for others it expresses animal cruelty and abuse. For example, vegetarians value the lives of animals equally to those of humans and are against the mass production of animal products.



Another analysis might refer to the technological, medical, and economic developments that have driven the rapid growth of populations and have created the demand and possibility for the mass production of meat. However, animal rights activist and environmentalists criticize these developments. They have pointed to damages caused on the environment (CO2 released by cattle and need for grazing, transportation, storage, etc.), the inhumane treatment of animals, as well the health risks (overuse of antibiotics in cattle, overfeeding, etc.).

This example illustrates how changes in social values and norms shape our readings of images and that they are not uniform (one groups may see it as part of advancement and development while the other sees degradation of environment and a health risk). Also, the ways we “see” is specific to our culture, history, geography, as well as our political beliefs.

If we think of culture as shared meanings, and society as shared relationships, images reflect those meanings and relationships. In other words, we read and “see” through our shared understandings. For example, one might think of culture as a pair of glasses we wear, through which we see the world around us in particular ways. The position we are looking from is important.

III. 1. Image Link

- ◆ Images carry reference to things we recognize, for example an envelope icon for most means email. However, disagreements can also exist around the meaning of images. For an older generation that remembers handwritten letters an envelope can reference a love letter. Differences in meaning can therefore be generational, as the envelope example shows, but such differences are always results of changes in social, cultural, economic and political settings. The latter is what the rest of this module focuses on. Split into groups of two people or more. As a group look at the following pictures (7 objects):



Groups discuss and agree amongst themselves what each image represents. After this, come up with a story by arranging the images according to your preference. By referring to each picture make up a story that connects all the pictures into one narrative. You may want to write down your narrative. You can name the images (e.g. chair, door, etc.), repeat them in your narrative, and/or provide a description or meaning. There are no strict rules on naming, description, or interpretation. Taking turns narrating to the other groups the story you came up with. Once you have all shared your stories discuss the differences and similarities in your narratives, the way you named and described the images. Where do you think these similarities and differences come from?

III. 2. Chair Exercise

- ◆ You can do this exercise as a game. You might even wish to suggest it to a teacher and do the exercise at school, or with a group of friends in another setting. Sit in a circle and place one chair in the middle of the circle. Each one of you takes turns describing what you see. Relying on the responses it might become evident that differences in physical positions (where one is standing/sitting) provides us with a particular viewpoint. These views are similar to the views we have depending on our social, historical, and economical positions. For example, freedom of movement is generally conditioned by political and economic limits and possibilities. If we consider the case of visa liberalization in Kosovo, we see that political developments have created a situation where Kosovar citizens are not able to move from one country to another in the EU as their neighbors can. However, some groups of Kosovars have more mobility than others (the more affluent, for example). Therefore, our social, economic and political positions shape the way we interpret what we see.

3. What is beauty?

- ◆ This section provides a discussion and exercise. As an exercise take a look at the following images. You can do this alone or with others. Write down what you see in each picture and note any differences and similarities you notice. Discuss among yourselves what you wrote.



¹ "A Woman at Her Toilet" by Titian. Photograph. Britannica Online for Kids. Web. 19 Aug. 2016.

<<http://kids.britannica.com/elementary/art-88772>>.

² http://www.pintattoos.com/800/marilyn-monroe-body-photo-shared-by-alejoa-tattoo-share-images/ORdGF0dG9vcy5mYW5zc2hhcmUuY29tL3Bob3Rvcy9tYXJpbHlubW9ucm9lL21hcmIseW4tbW9ucm9lLWJvZHktMTY5NzQ0MTQyMi5qcGc/19_Aug_2016

³ <http://www.vogue.com/9171253/workout-video-fitness-evolution-jane-fonda-cindy-crawford-tracy-anderson/> 19 Aug. 2016

⁴ https://en.wikipedia.org/wiki/Cara_Delevingne 19 Aug. 2016

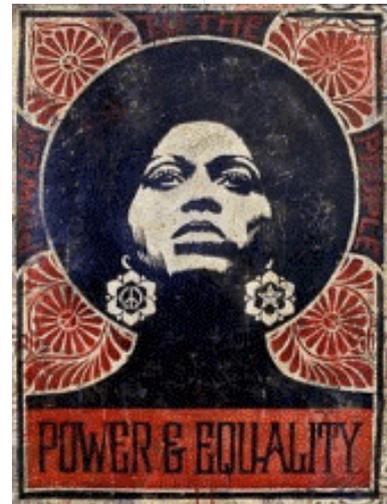
⁵ <https://www.youtube.com/watch?v=EJpnLzYsDko>

Discussion: The images show how ideas of beauty are not fixed and universal. They rely on particular cultural, and other, influences and therefore reflect social values of a particular time and place. The images show how during different historical periods, dominant representations of female beauty have changed. In the first image, the woman appears passive, serene, and innocent. During the Renaissance (in the West) paintings were the medium through which these ideas were disseminated. In the second image, Marilyn Monroe, whose image is more globally disseminated (movies, posters, etc.), became an icon of beauty in the 1960s.

Similarly to the woman in the first image, her image reinforced ideas of beauty and femininity as passive, romantic, sensual, naïve. In a way, the social expectation on women was to be beautiful in a particular way, reflecting her position and role in society. As images three and four show, contemporary notions of female beauty also rely on trends set by the fashion industry, as well as movies and advertising. In the third image, Cindy Crawford, a super-model during 1990s appears more active and powerful. Beauty icons that are younger and thinner have more recently replaced this model of beauty. In the fourth image, Cara Delevingne, model and actress, especially popular among teens is an example.

The images above show how notions of gender - in this case womanhood - have been tied to physical appearance, and how those have reflected the changing positions of women society. They also document changing roles held by women and assigned to them. Therefore, images have meaning that depends on context and can hold valuable information about a particular society and time.

Also, within a particular society different groups can have different ideas about what is considered beautiful. Another example to consider is how the phrase “Black is Beautiful” during the 1960s in the U.S.A., reflected the strife for empowerment of African-Americans and aspirations towards changing social values of the time. Even today, as the images above show, dominant notions of beauty are connected to whiteness. Therefore, images matter. They matter because they shape and are shaped by social, political and economic relationships.



— MODULE IV

EMPOWERMENT THROUGH MEDIA LITERACY

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— Introduction

This final section engages with one of the most fundamental aspects of critical media literacy – audience participation. In addition to unpacking ways in which audiences increasingly participate in the production and dissemination of media content, as well as their continued role in interpretation and reinterpretation, the discussion and exercises here address diversity and empowerment of audiences and

perspectives. In asking questions about the role of audience in interpreting media messages the section focuses on topics of diversity (gender, race, ethnicity, sexuality, ability). At the end, following a word association game, examples of online platforms for citizen activism, a critical reading exercise, you will learn how to produce an article outline on your own. Overall, this section aims for you to:

- ◆ Understand the role of audiences in media production and dissemination
- ◆ Discuss how events are shaped in media – events shaping media and media shaping events
- ◆ Become aware of the relevance of inclusion and diversity in media
- ◆ Voice of different social groups represented
- ◆ Media audiences not as just passive recipients
- ◆ Participation of diverse audiences and presence of varied voices and experiences, and issues of empowerment
- ◆ Understand how meaning is created/coded and how it is decoded and/or changed
- ◆ Debate the democratizing potential and polarization of digital media

— Discussion

Media rely on particular understandings held by their audiences in shaping and narrating news, for example, places and events they refer to, people they talk about, etc. For example, when media reports on a religious holiday they assume shared meanings attached to the festivities (baklava for Bayram, a tree for Christmas). An important issue however pertains to the voices and experiences that might be left out. There is a noticeable tendency for media to assume who holds the authority to speak on behalf a larger group. For example, you may have noticed that when reporting on a waste or water problem in a village in Kosovo almost exclusively media speak to older men in the village.

On the other hand, increased interaction and participation of audiences has had immense effect in shaping and altering media reporting and narration. Audiences do not just passively accept what is provided to them. Although audiences

always could remake the meaning of news and events, in today's media landscape there is increased opportunity to shape the reporting itself.

For example, www.kallxo.com is a national platform where citizens can report on issues relevant to them, ranging from corruption to illegal dumping. These kinds of platforms investigate stories while relying on citizens' reports on offences and transgressions committed by institutions and citizens. As such they also are a means of empowerment for citizens. Examples such as this point to what is considered the democratizing potential of digital media.

On the other hand, in digital and especially social media we can end up consuming news and participating through platforms that reinforce our existing opinions. This way, audiences (the public) become split and polarized without communicating and exchanging perspectives.

IV. 1. Creating categories and mapping meanings

- ◆ This exercise is meant to help us understand how meaning is created/coded and how it is decoded and/or changed. It points to ways in which through language and communication we come to hold shared and preconceived categories and meanings. You are asked to think of yourselves as one audience sharing some of the same understandings and meanings, but also to consider what it might mean when we leave out certain categories and meanings.

You can turn this exercise into a game. You will need at least three people to play the game. Begin by splitting into three groups. Provide each group/person the word list below. In total there are 42 words. Each group/person has to create three categories using 12 words for each category (do not repeat the words). You may wish to write each word down on a separate piece of paper, or sticky note, and then move them around to create your categories. Name each category and then list the words you have chosen.

| | | |
|------------|-----------|----------|
| Dog | Weak | Far |
| Woman | Emotion | House |
| Man | Intellect | Book |
| White | Car | Water |
| Red | Horse | Money |
| Notebook | Diaper | Building |
| Leaf | Cooking | Liar |
| Telephone | Hands | Trust |
| Newspaper | Feet | Protest |
| Message | Clothes | Nature |
| Dictionary | Green | Politics |
| Beautiful | Cold | Dirty |
| Strong | Near | Lazy |
| Food | School | Rich |

Once you have named and created your categories, with the words you have chosen, take turns sharing your choices with the other groups. Explain why you choose the particular words and why you think they fit together. Discuss what might be the reasons you have created these categories - what experiences, definitions, values, meanings, people, affected your choices. Also, discuss if (how and why) by putting certain words together in one category we might be leaving others. Do you think that leaving certain words out (by defining categories in one particular way) we also exclude certain audiences? Once you have done this, remain in the same groups and now come up with an additional category (one new category for each group/person) by using only six words (any words) from the list. Use words you do not automatically think go together. As before take turns explaining your choices. As part of the discussion ask each other what the categories you created say about you as an audience? Do they reveal shared understandings of one age group, of ethnicity, of gender, etc.? Do they confirm and/or challenge particular meanings and categories? Which ones? Why?

IV. 2. Conceptual Maps- discussion and example

- ◆ The categorization and mapping exercise was an opportunity for you to identify the conceptual maps you hold and perhaps take for granted. Just like the image exercise in Module 3.

Just to review and reiterate some of the ideas we have engaged so far. Conceptual maps are made of shared assumptions, cultural values and norms. Certain categories make sense to us because we share the meaning underlying them. Think of the categories you put together in the previous exercise and the discussion you had. The categories you put together are in a way part of your conceptual maps. However, as we have seen so far, belonging in particular categories is not fixed, nor are the categories themselves. For example, historically men have been identified with work outside the home, and women with home making and childcare.

“Who's Your Daddy,” refers to a trend, in the US, for more men to become stay at home dads. Here the magazine is reporting on an emerging social reality in the US. At the same time, by showing these images and writing about the topic the story contributes to discussions about new trends in parenthood and meaning of manhood. The example shows changing associations with parenthood. Media also draws similar connections, that is, media rely on our shared and assumed conceptual maps in order to convey a message. In addition, media in powerful ways shapes our conceptual maps. By making only particular kinds of connections (categories, meanings) media, and we as audiences, reinforce particular meanings.



This photo is taken from The Economist.

Below is a link to an article that parodies the many travelogue pieces that have been written by foreign visitors and journalists in Kosovo. As Hana Marku's piece shows, much of this writing relies on stereotypes, generalizations, and little contextualization. The meanings attributed to Kosovo, in the articles Marku parodies, continue to reference conflict and war, inter-ethnic tensions, a working class guide, generalizations about peoples' beliefs and cultural values, and an emphasis on rural-urban differences. The photographs, also, almost always contain one picture of a cultural heritage site, one picture of a local culinary specialty, and one of a group of people. Quite often these kinds of articles provide superficial accounts of a much more complex social reality. <http://prishtinainsight.com/small-kosovo-shakes-off-ghosts-past-one-macchiato-time-mag/>
However, as the example from The Economist shows, media can make new kinds of

connections and affect our norms and values, thus being a powerful force in social change. The article shows how larger changes (mainly economic) make a previously rare practice (men being primary care givers) possible, and how these larger changes interact with social norms.

Media can also be used to promote certain issue, raise awareness and empower citizens. The following video is an example of a Prizren (Kosovo) based NGO, Ec Ma Ndryshe, providing an online platform (mahalla.info) for citizens to improve the living environment in their neighborhoods. This is an example of how social media are used to engage the audience:

https://www.youtube.com/watch?v=cIUmSeMUH_Y.

Think of audience, conceptual maps, and media as part of a process that is not linear, rather as a process where one shapes the other.

2

Education for Sustainable Development
// **Community Development**



LESSON MODULE

EDUCATION FOR SUSTAINABLE DEVELOPMENT COMMUNITY DEVELOPMENT

PAGE 95

Peace and Resilience Topics

- ◆ Introduction to sustainable development
- ◆ Education for sustainable development goals

Cross-Cutting Outcomes

- ◆ Students refine definition of social problems they have identified, analyze its causes, and identify consequences.
- ◆ Students assess the ecology of the problem that their solution addresses, enabling them to build more relevant solutions.
- ◆ Stakeholders are defined and students assess the nature of their relationship to the situation.
- ◆ Target beneficiaries of student's intervention is identified.
- ◆ Students create and rank a map of stakeholders and their needs.
- ◆ Express empathy regarding stakeholders needs and characteristics.



SOURCE

UNICEF,
"Upshift."
Phase 1,
Modules 1-3.

Curriculum Links

| Curriculum Areas & Key Stage | Activities | Learning Outcomes for Areas | Learning Outcomes for Competencies |
|--|--|---|---|
| <p>Society and Environment, Key Stage 6</p> | <p>Students analyze the problems they have identified by taking into consideration causes and consequences of that problem through drawing a tree through application of the 5 whys.</p> | <p>Explores the structure of social groups, past and present, and ways of participation or involvement 1.1 Analyzes the structure and functioning of social groups, then and now, and draws conclusions about ways to engage in a concrete manner in the interest of the community and society.</p> <p>Explores objects/monuments, phenomena, historical, social and environmental processes as well as links between them 2.1 Assesses and links effects of social, historical and environmental processes in the lives of individuals and society.</p> <p>Contributes to the preservation and protection of environment and sustainable development 5.1 Analyzes the socio-economic characteristics of the environment and economic, social, political, cultural processes and presents the changes in society as a result of interaction at local, regional, international level.</p> | <p>Effective communicator 1.7 Express free thought, opinion and attitude on a particular topic from life, science, profession, society and environment, using various forms of communication such as: verbal, written, visual arts, musical, theatrical, literary creation etc.</p> <p>Creative thinker 2.1 Explains the proceedings of solving a problem in the classroom or out of it, by arguing the solution of the problem through the method of analysis and presents it to peers or to the others.</p> <p>2.2 Independently analyzes the information received from various of sources for a given topic or task, assesses their quality and ranks them according to their importance and purpose (topics could be, e.g. career orientation, European integration, climate changes, risks from conventional weapons, nuclear weapons, cultural-artistic development in the country etc.).</p> |

| | | | |
|---|---|---|--|
| <p>Natural Sciences, Key Stage 6</p> | <p>Using the problem tree technique, students can analyze the causes and consequences of natural and human-created phenomena.</p> | <p>Wildlife 2.2.1 Assesses (judges) functional interconnections of cellular structures during human living processes; human biology and modern forms of protection of human health.</p> <p>Physical processes 2.3.2 Explains the connection of energy resources with environmental pollution and assesses trends of detection of clean energy.</p> <p>Earth, environment and the universe 2.4.2 Analyzes the cause-effect relationships in a challenging situation in Kosovo, highlighting the features of human interaction in the environment and discusses measures to be taken to protect the environment from pollution</p> | <p>Creative thinker 2.3 Judges obtained results from data analysis of an implemented project or program and interpret them with the language of mathematics and language of respective area, presents graphically, in tabular form, drawing certified conclusions (e.g. school orientated project, green project drafted by community, concert, thematic exhibition, literature class, laboratory work etc.).</p> <p>2.8 Argues obtained results during experimentation at school or elsewhere, describing the purpose, hypotheses and manner of observation of manifested phenomenon; presents the results in tabular and graphical mode.</p> <p>Successful learner 3.3 In proper way, uses received advice and information as a support in solving a certain task or problem, and then presents the results and successes to the others.</p> |
|---|---|---|--|

Life and Work,
Key Stage 6

Students identify and map stakeholders according to their relationship to the problem.

Exercise of practical work at home, at school and in the community

1.2 Effectively researches, organizes and presents information on individual and group practical activities.

Enhancing of personal qualities for life and work

2.1 Assesses personal and professional abilities and identified achievements based on different fields of interest and according to objectives set for self-improvement, taking into consideration the impacts on future career choices.

Nature and environment protection and preservation

9.1 Assesses the factors that influence the global warming impact of ICT and justify these changes.

Creative thinker

2.7 In critical manner processes information collected from various sources for whichever sensitive topic in society; takes critical stance and presents it during a debate with peers and the others on the issue raised, 'pro' or 'against' (as, e.g. the introduction of religious education in public schools, marriages between members of similar gender, death penalty, etc.).

2.9 Applies knowledge and experience in the context of solving a problem through appropriate actions, e.g. involves young people in a debate on the topics of interest such as: scientific, social, historical, national, etc., only after an appropriate preparation has been made and after all have been informed.

Successful learner

3.4 Conduct independently and effectively processing of information for a certain training topic; presents in written or verbally the results of work before the others by giving explanation for the manner of selection and utilization of information resources.



UNDERSTAND PROBLEM TREE AND 5 WHY'S

Objective

UPSHIFTers will be able to apply the Problem Tree to refine the definition of the social problem they've identified, analyse its causes, and identify consequences.

Connection to design goal

The Problem Tree and 5 Why's will enable UPSHIFTers to assess the ecology of the problem to which their solution responds, enabling them to build more relevant, thorough, and sophisticated solutions.

Prior Connections

◆ Connection to Prior Learning

The exercise utilizes preliminary user research and elementary causal analysis to introduce research and analysis as the foundation for a thorough, useful understanding of the problem.

◆ Uses Outputs From

- 0.1 Application
- 0.2 Workshop Prep I: Stakeholder Mapping
- 0.3 Workshop Prep II: Field Research

Future Connections

◆ Connection to Future Learning

The Problem Tree will be revisited time and again to ensure designs are grounded in the authentic needs of users, and connected to the problem ecology.



Resources

Outputs from earlier exercises

- 0.1.A Completed Application
- 0.3.A Completed User Research

Supporting doc&templates

Project Plan: Problem Statement and Situation Analysis

Other resources

- Pens/Markers/Pencils
- Flipchart Paper
- Tape/Tack
- Sticky Notes
- Laptop
- Wall space or cardboard cartons

Preparation

- ◆ Hang or otherwise place the flipchart paper in a location that can be easily accessed by all team members.
- ◆ Distribute sticky notes and writing utensils.

— PROBLEM TREE AND 5 WHY'S

DELIVERING THE MODULE PART 1

Anticipatory Set

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Ask teams to think back to their application and pre-work. 2. Ask them to recall that much of their work was to help them define and understand the problem, its causes, and consequences. 3. Explain that a thorough understanding of the problem, causes, and consequences is key to helping us meet a need and build successful solutions. <ol style="list-style-type: none"> a. Gauge your teams' understanding by asking "What do you think I mean?" and/or "Can you give me an example?" b. You might use a hypothetical to explain: imagine you're a chef in a restaurant, and the waiter brings back an order for "food" with no further details. You make a cheeseburger with a side of fries, only to have the order returned to you because the diner is a toothless vegetarian who is allergic to potatoes! | |

Introduction to new material

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Explain that there are simple tools and techniques we can use to access a more complete understanding of the cause of a problem (where we might intervene to prevent the problematic situation from arising or occurring) and its consequences (which we might seek to mitigate if we are unable to impact the root causes). 2. Introduce the idea of a “problem tree”, and begin to recreate the diagram on the flipchart paper. 3. Review the problem statement. Encourage the team to phrase the problem concretely and specifically, then place the problem the team has identified in the “trunk”. 4. Explain to the team that the first task is to think about the consequences of the problem. Propose one consequence of the problem, writing it on a sticky note, and adding it to the diagram as a branch. <ol style="list-style-type: none"> a. E.g. If the problem is early marriage, consequences might be early pregnancy and health problems, unfinished education, domestic violence, economic disempowerment, etc. 5. Explain that the next task is to identify causes of the problem. Have teams review the causes they identified on their application. 6. Think aloud: after conducting my user research, do the causes I initially identified still feel valid and correct? Choose one cause and write it on a sticky note, explain the relationship between the cause and the problem. <ol style="list-style-type: none"> a. E.g. With early marriage, one cause might be parents forcing girls to marry; another might be girls feeling they don't have alternatives, etc. | |

Guided Practice

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none">1. Help the team think of additional consequences, writing each on a sticky note, and group related consequences. Create a new “branch” for each group of consequences. Shoot for 3-5 consequences.2. Have teams review the causes they identified on their application asking if the causes they identified are supported by the research, and remain valid and correct. Have them write additional causes on sticky notes, and place them at the top of the “roots”, nearest the trunk. Each cause becomes one root.3. Ask teams to look at their user research and identify any other causes that emerged through their interviews. Have them write these down, and add them as roots. Shoot for 3-5 causes. | |

Independent Practice

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <ol style="list-style-type: none">1. Explain to teams that their design process is iterative; they can always come back and add new causes or consequences, or even remove them, as their understanding of the problem progresses. | |

DELIVERING THE MODULE PART 2

Anticipatory Set

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Highlight that many of the questions the teams asked in the preparatory period had to do with “why” the problematic situation existed or occurred. 2. Ask them to recall, during the application or pre-work, whether they ever asked a “why” question and got a superficial answer “e.g. because of the government”. (If they didn’t, use a hypothetical.) Ask UPSHIFTers whether they asked additional questions to get a more complete answer. 3. Explain that superficial answers may be true, but often they are only part of the story, and aren’t helpful to those that are attempting to create solutions. | |

Introduction to new material

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <ol style="list-style-type: none"> 1. Explain that there is a technique that, despite being incredibly simple, is used by top companies in the private sector (like Toyota and GE) to access root causes. The technique is called the “Five Whys”, and it helps us assess causes of even big problems so that we can identify where in the chain of causation we can intervene. 1. Choose one root/cause, and formulate a “Why” question. For each root/cause, formulate a “Why” question. <ol style="list-style-type: none"> a. E.g. With parents forcing girls to marry, we might ask “Why did parents force them to marry?”; they might response that parents lack information on the hazards of early marriage, and lack economic alternatives. With a lack of alternatives, we might ask “Why did girls feel this way?” | |

| | | |
|--|--|--|
| | <p>2. Place the responses on sticky notes lower on that root.</p> <p>3. Repeat steps 5 and 6, placing contributing causes lower and lower on the roots.</p> <p>a. E.g. for the lack of information on the hazards of early marriage, we might ask “Why do they lack information?”; teams might respond that there is a general lack of information provided on the issue, and/or that parents aren't able to access existing information, and/or they disregard information they receive because economic issues and social norms are more pressing.</p> | |
|--|--|--|

Guided Practice

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <p>1. Have the team apply the technique to other causes.</p> <p>2. Instruct the team to try to ask “Why” questions 5 times to go 5 levels deep. Explain that there will likely be times that they can't go any further; don't push it if they feel like they've identified a root cause.</p> | |

Independent Practice

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <p>1. Have the team continue the 5 Whys exercise until time.</p> | |

Closing

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <ol style="list-style-type: none"><li data-bbox="507 555 1090 611">1. Check for understanding with the team by asking them to review the two methods.<li data-bbox="507 651 1090 1081">3. Have the team restate their results in narrative form in the Project Plan: Problem Statement and Situation Analysis section. This will be their first interaction with the Project Plan template; use this opportunity explain to them that a Project Plan or Project Proposal is a document that communicates the problematic situation, the components of proposed intervention/solution, the stakeholders and beneficiaries, and other information—such as the budget, management and coordination arrangements, etc. about a project. At major milestones during UPSHIFT, the team will complete sections of the Project Plan; every team will leave with the core of a Project Plan. | |



UNDERSTAND TARGET GROUP AND STAKEHOLDERS

Objective

UPSHIFTErs will be able to identify stakeholders and assess the nature of their relationship to the problematic situation using the Stakeholder Mapping method.

Connection to design goal

The module will enable UPSHIFTErs to further define the problem ecology, and to identify the target beneficiaries of their intervention.

Prior Conections

◆ Connection to Prior Learning

The exercise is an extension of the stakeholder mapping exercise conducted during the preparatory period.

◆ Uses Outputs From

- 0.1 Application
- 0.2 Workshop Prep I: Stakeholder Mapping
- 0.3 Workshop Prep II: Field Research

Future Conections

◆ Connection to Future Learning

The Stakeholder Map will be used to identify and characterize beneficiaries, create personas and user stories, select user research UPSHIFTErs, identify partners, and identify markets when developing revenue models.

Resources

| Outputs from earlier exercises | Supporting doc&templates | Other resources |
|--|--|---|
| 0.1.A Completed Application 0.3.A Completed User Research | Project Plan: Target Group and Stakeholders A copy of 0.2.A Stakeholder Map is provided if teams prefer to recreate the map | Pens/Markers/Pencils Flipchart Paper Tape/Tack Sticky Notes Laptop Wall space or cardboard cartons |

Preparation

- ◆ Hang the flipchart paper in a location that can be easily accessed by all team members.
- ◆ Distribute sticky notes and writing utensils.

— TARGET GROUP AND STAKEHOLDERS

DELIVERING THE MODULE PART 1

Anticipatory Set

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <ol style="list-style-type: none">1. Remind UPSHIFTers of the stakeholder mapping exercise they completed2. Use questioning to have UPSHIFTers review the purpose of the exercise (to identify groups of stakeholder and the nature of their relationship to the problem).3. Reinforce the value of stakeholder mapping (to identify who is impacted by, associated with, or contributes to the problem, so that we can create solutions that address their needs and conditions, or enlist them as partners, or address their contribution to the problem through our intervention.)4. If necessary, revisit the distinction between target group (those directly impacted by the problematic situation) and other stakeholders. | |

Introduction to new material

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Explain that our process is iterative, and you can always go back and validate or change things; this is an opportunity to validate our stakeholder map. 2. Have the team review the team's Stakeholder Map. 3. Have the team compare their Stakeholder Map with the findings from their User Research. 4. Think aloud: Is the target still who they thought it was? Did they uncover any additional indirectly impacted groups? New stakeholders? 5. If you note an opportunity to revise or refine the map, do so, and explain your thinking. 6. Explain that one of the additional benefits of stakeholder mapping is that we can start to make generalizations about groups of stakeholders. Think aloud as you define the target group with one or two properties (e.g. age and gender). | |

Guided Practice

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <ol style="list-style-type: none"> 1. Have them update the Stakeholder Map to reflect their research. 2. When they've finished updating their map, have teams continue to define their target group/direct beneficiaries, indirect beneficiaries, and stakeholders by their relevant characteristics (might be age, gender, location, ethnicity, language, economic status, job/position, etc. You'll likely need to support teams in selecting relevant properties. Use sticky notes to add stakeholder characteristics to the Map. | |

3. Use questioning to highlight where and when definitions may be incorrect, irrelevant, misleading, or even stereotypical (e.g. if a characteristic was present in a specific case, but might not be relevant in all or most cases).

Independent Practice

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Explain to teams that their design process is iterative; they can always come back and add new causes or consequences, or even remove them, as their understanding of their stakeholders progresses. 2. Have the teams complete the definition of their target group. | |

Closing

| RESOURCES | STEPS | NOTES |
|-----------|--|-------|
| | <ol style="list-style-type: none"> 1. Check for understanding with the team by asking them to review the purpose of stakeholder mapping and characterizing beneficiaries. 2. Have the team review their results; ask them to think about their target group characteristics. Ask them if they can start to see a person emerge from the characteristics they've developed. Ask them also to reflect on whether some stakeholders seem more significant and/or closely related to the problem than others. 3. Have the team restate their results in narrative form in the Project Plan: Target Group and Stakeholders | |

UNDERSTAND PERSONAS

Objective

UPSHIFTers will be able to utilize the Personas method to represent stakeholders and their needs and characteristics throughout the development process.

Connection to design goal

Personas are a tool to ensure that stakeholders' needs, motivations, behaviours, and capacities—particularly those of the target group—are reflected in the design of the product or service.

Prior Conections

◆ Connection to Prior Learning

The exercise is an extension of the identification of user characteristics conducted during the stakeholder mapping exercise.

◆ Uses Outputs From

0.1 Application
0.2 Workshop Prep I: Stakeholder Mapping
0.3 Workshop Prep II: Field Research

Future Conections

◆ Connection to Future Learning

Personas are used in the Impact Statement, User Story, Brainstorming, and Prototyping stages to represent the users of our solution, helping UPSHIFTers ensure their solutions are appropriate for and address the needs, behaviours, motivations, and conditions of their users.

Resources

| Outputs from earlier exercises | Supporting documents & templates | Other resources |
|----------------------------------|----------------------------------|---|
| User Research Stakeholder Map | Persona Template | Pens/Markers/Pencils Flipchart Paper Tape/Tack Sticky Notes Laptop Wall space or cardboard cartons |

Preparation

- ◆ Distribute writing utensils.
- ◆ Make Persona templates available.

— PERSONAS

DELIVERING THE MODULE

Anticipatory Set

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Ask UPSHIFTers to reflect on their personal experience – what do they feel they and others respond to more: a news item about a situation impacting one thousand people, that includes no names, pictures, or personal stories, or a news article about one named children, that includes her picture, and tells her personal story. 2. Explain that we have a much easier time relating to, understanding, and designing a solution for one specific, well-defined person than we do a large, nebulous group. 3. Ask the team where they might see large groups in their work so far. | |

Introduction To New Material

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none">1. Explain that professionals in fields from advertising to software design agree that it's easier to build for one person than a group, and have developed a method to help us do just that—called personas.2. Explain that a persona is a fictional “characters” we create to represent a group of stakeholders—we ascribe to that persona the characteristics, needs, and behaviours of that group. We use personas when designing our solution to make sure that our solution meets the needs and satisfies the conditions of stakeholder groups. Personas become the “people” we build our solutions for.3. Review the Persona template with team members. | |

Guided Practice

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none">1. Have teams look at their stakeholder map, and determine which stakeholders should be prioritized in their solutions. The Target Group must be one of them!2. Starting with the Target, review the criteria that define the group.3. Using the Persona template, imagine a fictitious character that would fit in the Target group. Start with demographic information. a. E.g. Are your stakeholders girls? Make her a girl. Are they between 14 and 22 years old? Make her 18. Are they students? Make her a student at a specific local school. Where do they live? Do they have brothers and sisters? The goal is for this person to be as real as possible—if you told me about them, I wouldn't know they're imaginary! Make sure to give your Persona a name (we'll use Nita in the example); we often even use a picture. | |

4. Have the teams review their User Research. Ask teams to reflect on what stakeholders from that group had to say in terms of their experience and connection to the problem and the way it impacts them (and specific consequences for them), their motivations, goals, and frustrations/pain points.
5. Have teams synthesize these findings and add them to their Personas.
6. Have teams imagine a quote that their Persona would say that sums up their position on the problem.
 - a. E.g. with early marriage, Nita from Gjakovë/Djakovica says, "I know my parents really want this, but I can't convince them that I'm not ready; I'll never get to University if I marry now!"
7. You should end up with a Persona for the target group.

Independent Practice

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Have the team complete one or two additional personas for other key stakeholders. 2. If you have time, assign your Personas an appropriate photo. | |

Closing

| RESOURCES | STEPS | NOTES |
|-----------|---|-------|
| | <ol style="list-style-type: none"> 1. Use questioning to review the purpose of the Personas. 2. Post your Personas and Stakeholder Map in a visible and accessible space. | |

3 Organizations & Additional Resources

Several organizations participated in this process by contributing and developing materials, while others participated as observers to further promote coordination and cooperation. Here, a list is provided of all organizations in alphabetical order, as well as additional materials or programs recommended in support of Teaching Peace and Building Resilience efforts:

— Advocacy Training Resource Center

Profile: “ATRC hosts a library with publications on social, political, and economic issues related to Kosovo and the Balkans. It organizes public debates and legislative briefings on pressing issues in Kosovo. It also provides training for all Kosovo NGOs.”

Website:
www.advocacy-center.org

Contact:
+383 38 244 810
info@advocacy-center.org

— British Council

Profile: “The British Council is the UK’s international organization for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries.”

Materials: The British Council supports a wide range of social and education programs including promotion of active citizenship and supporting student development of digital, problem solving and critical thinking skills. Free webinars for English teachers are also available online.

Website:
<https://kosovo.britishcouncil.org>

Contact:
+383 38 243 292

— Cities of Peace

Profile: “Cities of Peace exists to continue, capture and echo the outcry of many: to stop war, conflict and violence against humanity, against nations, against cities.”

Materials: Cities of Peace has created an art-based curriculum for peace education.

Website:
www.citiesofpeace.org

Contact:
+1 631 329 0530
info@efiaf.org

 **Democracy Plus**

Profile: “Our organization's principal goal is to support democratic values and practices in the scope of good governance, rule of law, elections and political parties, social issues, and human rights.”

Materials: An online toolkit for parents, teachers, and community members about prevention of radicalization leading to violent extremism is forthcoming.

Website:
www.dplus-ks.org

Contact:
+383 38 749 288
info@dplus-ks.org

 **The Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ) GmbH**

Profile: “As a service provider in the field of international cooperation for sustainable development and international education work, we are dedicated to shaping a future worth living around the world.”

Website:
giz-kosovo-buero@giz.de

Contact:
+383 38 233 002 100
+383 38 233 002 172

 **forumZFD**

Profile: “forumZFD is an International Non-Governmental Organization (INGO), established in Germany in 1996. We are working in the field of conflict transformation in Europe, the Middle East and South East Asia. As a part of the Western Balkans program and supported by the German Federal Ministry for Economic Cooperation and Development (BMZ), forumZFD Kosovo's work focuses on the topics of dealing with the past (DWP) as well as peace education (PE).”

Website:
www.forumzfd.de/en/western-balkans

Contact:
+383 38 749065
kosovo@forumZFD.de

 **Humanitarian Law Center Kosovo**

Profile: “To support the implementation of a holistic, inclusive and victim-centered transitional justice (TJ) framework in Kosovo in order to restore the dignity of victims and contribute peace building and state building in Kosovo.”

Materials: HLCK, “Manual on Transitional Justice- Concepts, Mechanisms and Challenges.” Pristina, Dec. 2015. Available online.

Website:
www.hlc-kosovo.org

Contact:
+383 38 243 488
+383 44 944 755
office@hlc-kosovo.org

 **Kosovo Advocacy Development Center**

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Profile: “Improving lives by informing, involving and empowering public voice in health and environmental policies and decision-making processes.” With regard to education, KADC focuses on public health, sports in schools, and peace education.

Website:
www.kadc-ks.org

Contact:
+383 44 188 366
+383 44 207 215

 **Kosovo Center for Security Studies**

Profile: “KCSS is dedicated to security sector development and reform in Kosovo and Western Balkans. It proactively promotes principle of good governance, integrity and resilience.”

Materials: Several reports and publications are available on the website, including: Perteshi, Skender. “Journalists’ Guide- Violent Extremism: Definition and Terminology,” Kosovo Center for Security Studies, supported by the US Embassy in Prishtina. 23 May 2018.

Perteshi, Skender. “Beyond the triggers: new threats of violent extremism in Kosovo” Kosovo Center for Security Studies, supported by Embassy of the Kingdom of the Netherlands. 16 October 2018.

Website:
www.qkss.org

Contact:
+383 38 221 420
info@qkss.org

 **Kosovo Education Center**

Profile: “KEC is mainly focused in training of school staff in relation to the new teaching methodologies and leadership. Additionally, KEC is active in other areas that support the advancement of the quality of education in Kosovo.”

Materials: KEC has a wide variety of materials available on their website including reports and assessments as well as guides and manuals for teachers, parents, and students on topics such as internet safety, human rights, and social justice.

Website:
kec-ks.org

Contact:
+383 38 244 257
+383 38 258 203
office@kec-ks.org

 **Oxfam**

Profile: “Oxfam is a global voice on poverty & inequality, women's rights, humanitarian issues and climate change.”

Materials: “Oxfam Education offers a huge range of ideas, resources and support for developing global learning in the classroom and the whole school.” Resources can be found at their website, below.

Website:
www.oxfam.org.uk/educationv

Contact:
education@oxfam.org.uk

 **Peace Corps**

Profile: “Volunteers in Kosovo work with their communities on education and community economic development projects. During their service in Kosovo, Volunteers learn to speak local languages, including Albanian and Serbian.

Website:
www.peacecorps.gov/kosovo

Contact:
+ 383 38 712 770
kosovo@peacecorps.gov

 **Play International**

Profile: “PLAY International intervenes since 2002 in Kosovo in order to promote interethnic reconciliation and youth social inclusion, in particular the most vulnerable ones (rural areas, minorities, etc.). Social-sport activities proposed by PLAY International are designed to include all groups in society no matter the ethnic origin, gender or individual aptitudes.”

Website:
www.pl4y.international/en/impact/in_the_field/kosovo.html

Contact:
+383 44 946 091
Andrew Piner, Head of Mission:
cdm@pl4y.international

 **United Nations Development Programme**

Profile: “On the ground in Kosovo since 1999, the United Nations Development Programme has earned a reputation as an independent and experienced partner in the collective effort to build and strengthen Kosovo institutions and achieve sustainable development.”

Materials: “Prevention of Violent Extremism Teacher's Manual,” May 2018. Ministry of Education, Science and Technology Kosovo. Supported by the Embassy of Italy in Kosovo.

Website:
www.ks.undp.org

Contact:
+383 38 249 066
registry.ks@undp.org

— United Nations International Children's Fund - UNICEF

Profile: “UNICEF in Kosovo aims to ensure that all children, irrespective of their socio-economic or ethnic background, have access to quality and friendly services and opportunities to help them survive, develop, enrich their potential and become active and responsible citizens of their communities.”

Website:
www.unicef.org/kosovoprogramme

Contact:
+383 38 249 230
+383 38 249 231
+383 38 249 232
prishtina@unicef.org

— U.S. Agency for International Development

Profile: “On behalf of the American people, we promote and demonstrate democratic values abroad, and advance a free, peaceful, and prosperous world. In support of America's foreign policy, the U.S. Agency for International Development leads the U.S. Government's international development and disaster assistance through partnerships and investments that save lives, reduce poverty, strengthen democratic governance, and help people emerge from humanitarian crises and progress beyond assistance.”

Website:
www.usaid.gov/kosovo

Contact:
www.usaid.gov/contact-us

TEACHING PEACE AND BUILDING RESILIENCE

CURRICULA MANUALS

Translation

LBG Communications

Design

Milky Way Creative



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria e Kosovës-Vlada Kosova-Government of Kosova
Ministria e Arsimit, Shkencës dhe Teknologjisë
Ministarstvo Obrazovanja Nauke i Tehnologije
Ministry of Education, Science and Technology

**TEACHING PEACE
AND BUILDING
RESILIENCE**
CURRICULA MANUALS
**UPPER SECONDARY
EDUCATION**