



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CITIZENSHIP EDUCATION IN SECONDARY SCHOOLS IN KENYA



**LEARNER'S
ACTIVITY BOOK**



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

국제연합
교육과학문화기구

유네스코 아시아태평양 국제이해교육원



United Nations
Educational, Scientific and
Cultural Organization



Kenya National
Commission for UNESCO
(KNATCOM)



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KENYA**

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The Citizenship Education Learner's Activity Book has been developed with the financial and technical support of Asia Pacific Centre of Education for International Understanding

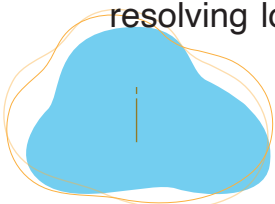
FOREWORD

Kenya Institute of Curriculum Development's core mandate is to develop quality curricula and curriculum support materials responsive to the needs of the society. It is good practice for the curriculum materials to be tried out, in sample schools, feedback obtained and used to revise the curriculum materials. By trying out curriculum it is easy to identify and correct major defects before implementation. The try out must be done using real learners, real teachers in actual schools.

The purpose of developing this Learner's Activity Book is to provide a tool for enabling learners develop citizenship competencies through awareness of the wider world and their own role as world citizens who respect and value diversity. This will enable them have a clear understanding of how the world works and be passionately committed to social justice. As such, they will have a propensity to join hands and work with others to make the world a more equitable and sustainable place as responsible citizens. The activity book shall also ensure a standardized implementation of Citizenship Education (CE).

It is envisaged that a systematic implementation of CE will support the development of citizenship competency in learners for promoting harmonious living through good governance, respect for human rights, and embracing diversity, gender, sustainable development and peace and conflict resolution. This will be realized through mainstreaming the aspects of human rights, good governance, and gender, appreciation of diversity as well as the importance of sustainable development, peace and conflict resolution in the learning experiences. The activity book provides a tool for promoting dialogue among learners. Through its emphasis on transformative pedagogies and establishment of a safe learning environment, the book will provide both the physical and psychological safety for the learner to develop knowledge, skills values and attitudes for an empowered, engaged and ethical citizen.

I am greatly indebted to all those who contributed to the development of this learners' activity book. I hope that this will serve as an important resource for monitoring and evaluation of CE before it is rolled out nationally. Additionally, it is hoped that learners will deepen their knowledge, skills, values and attitudes for realization of the citizenship competency in Kenya. The activity book has provided age-appropriate simple interactive activities, games, case studies, discussions, roleplays and puzzles to prepare learners for active roles in addressing and resolving local and global challenges. It is anticipated that this activity

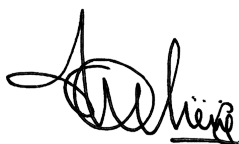


book will come in handy during the pilot implementation of Citizenship Education.

The Learner's Activity Book, which is a product of extensive consultation and inclusive process, was developed by officers drawn from KICD and the Kenya National Commission for UNESCO (KNATCOM). My sincere gratitude goes to this technical team for their commitment to this process. Their effort culminated to generation of experiential and activity oriented material for the targeted category of learners. Peer constructive critique within the team during the writing stage contributed immensely to continuous improvement of the material towards student led learning in CE.

The development of the Citizenship Education (CE) Learner's Activity book has been possible through collaborative effort of Kenya Institute of Curriculum Development (KICD) and key partners. I wish to thank the Asia Pacific Centre of Education for International Understanding (APCEIU) and the Kenya National Commission for UNESCO (KNATCOM) who have supported the process of integration of Citizenship Education into the Curriculum. The organisations provided the much needed financial and technical support towards successful development of the Activity Book.

Special gratitude goes to the leadership of KICD including the Senior Deputy Director - Jackline Onyang'o, Curriculum Directorate for their support and guidance to the Activity Book development process. In addition, I would like to acknowledge the strong leadership provided to the technical team by Jane Nyaga. We remain sincerely grateful to all other contributors who made it possible to produce a practical Citizenship Education Learner's Activity Book. It is our hope that this Activity book will go a long way in eliciting passion and interest in Citizenship Education among learners and provide support in the development of the citizenship core competency.



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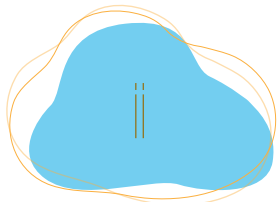


TABLE OF CONTENTS

FOREWORD	i
TABLE OF CONTENTS	iii
ABOUT THE LEARNER'S ACTIVITY BOOK	iv
UNDERSTANDING CITIZENSHIP EDUCATION	1
GOVERNANCE	21
HUMAN RIGHTS.....	32
GENDER	50
SUSTAINABLE DEVELOPMENT.....	58
DIVERSITY.....	67
PEACE AND CONFLICT RESOLUTION.....	73
APPENDICES	79
APPENDIX: 2 AU ANTHEM: KISWAHILI AND ENGLISH	81



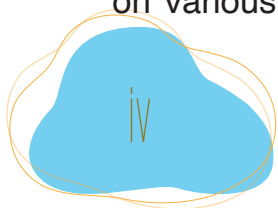
ABOUT THE LEARNER'S ACTIVITY BOOK

The Kenya Institute of Curriculum Development (KICD) was established as a state corporation under the Ministry of Education through the Act of Parliament No. 4 of 2013 (Amended 2019). The mandate conferred upon K.I.C.D is that of developing research-based curricula and curriculum support materials for basic and tertiary education and training. By virtue of this mandate, the Institute plays a central role in conceiving and implementing requisite curricula that is responsive to the dynamic needs of our society. Curriculum determines the future of any society. It is the software that drives the education system, equipping learners with desired competencies, values and attitude. This mandate commits the Institute to be responsive to the demands of the 21st Century skills. Currently, the country is undertaking education reforms meant to enable every Kenyan to become an engaged, empowered and ethical citizen.

One of the main goals of education is to develop responsible citizens who will contribute to the well-being of their communities and nations. Citizenship education, therefore, emphasizes the importance of educating learners to become clear-thinking and enlightened citizens who participate in decisions concerning society. Indeed, citizenship is one of the core competencies in the Competency Based Curriculum.

This Activity provides varied opportunities, in the form of a variety of activities, to forms 1 and 2 learners to interact with concepts, skills and attitudes on citizenship education. The book is organized into six core strands as follows: Governance, Human Rights, Diversity, Gender, Sustainable Development and Peace & Conflict .

Each strand is broken down into sessions around which the various activities are centred. The activities will enable the learner to reflect on various citizenship issues and take the necessary action, with the



ultimate aim of making the world a better place. The teacher will play a facilitative and supportive role as students carry out the activities.

The Learner's Activity Book has been developed to enable the learner acquire the necessary Citizenship Education (CE) knowledge, skills, attitudes and values in order for him/her to fit and make a positive contribution in their community. The language and sentence structure used in the activity book are within the level of the targeted learner. However, certain instances with vocabulary will require the learner to search for their meaning from different sources. The book has been structured into seven (7) Units; these are:

UNIT 1: Understanding Citizenship Education

UNIT 2: Governance

UNIT 3: Human Rights

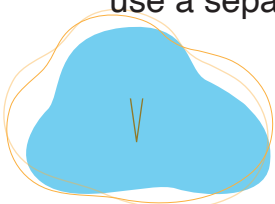
UNIT 4: Gender

UNIT 5: Diversity

UNIT 6: Sustainable Development (SD)

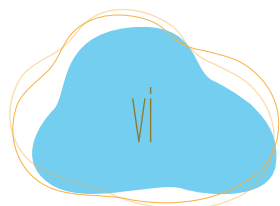
UNIT 7: Peace and Conflict Resolution

In the activity book, the learner either individually or working in groups is expected to read the introductory part to each chapter and then follow through the suggested learning approaches –reading a case study, engaging in games, discussions and reading conversations among others. Experiential learning is highly encouraged as it will assist in learning by doing, engaging and collaborating with others. The learner is free to indicate their responses or views in the spaces provided for the various questions, reflection and activity sections. Alternatively, they can use a separate notebook.



In order to realize the intended learning outcomes, the teacher's guidance is highly recommended – for clarifying certain concepts and issues that may be beyond the immediate scope of the learner. Some learning experiences may be difficult and therefore will call for the teacher's support. Whenever learners are engaged in unpleasant learning experiences, it is equally important for the teacher to talk to them and explain the importance of those activities as well as justify the messages being conveyed. As such, all the information in the activity book is basically for learning purposes.

It is worth noting that, some activities may require more time than others. Consequently, appropriate arrangements should be made in advance in order to ensure the smooth flow of the learning process. Still, some activities may be undertaken away from the school environment – this will work well where there's ample guidance from members of one's immediate family and/or community – thus going hand-in-hand with the principle of Parental Empowerment and Engagement (PE&E). Effectively, the learners' immediate community is expected to reinforce what is being learnt in school and mould a positive character leading to the realization of an ethical citizenry.



UNIT ONE

UNDERSTANDING CITIZENSHIP EDUCATION

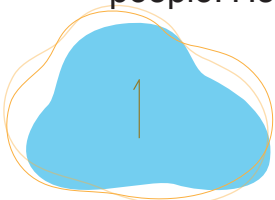
Introduction

This unit is an introduction to Citizenship Education. In the unit, you will share ideas on who you are (self identity) and how similar or different you are from other learners, peers or people. You will also discuss the meaning of the terms citizenship and global citizen. By the end of this unit, you will be expected to reflect about your individual responsibility to act as a responsible citizen towards self and at the family, local, national, regional and global levels.



Session 1: Self-Identity

Human beings have qualities which make them different from other people. However, they may be similar to other persons in one way or the



other. This session will enable you to explore how we are either similar or different and how this can be advantageous to us.

Activity: Role Play on Self-Identity

- a) Let two students role play a situation where two strangers meet and introduce themselves to each other. The rest of the group should observe how this is done.
- b) Discuss how they introduced themselves, for example, by giving their names, age and religion.

- c) Follow the steps below to introduce yourselves again in a different manner.
 - i. On a piece of paper draw an identity of yourself in the middle.
 - ii. Think of yourself as a star sharing your light to members of your community.
 - iii. Using arrows, write eight (8) qualities that make you unique and which you can use for the benefit of the community e.g., singer, patience
 - iv. Stick your work on the classroom wall and go round finding out what things you have in common with other people and which ones are different.

From this activity, share your ideas on the following questions.

- a) How similar and how different are people in the group?



b) Do people have more in common with each other than they have differences?

c) How can we use our differences and similarities to build ourselves?

Reflection



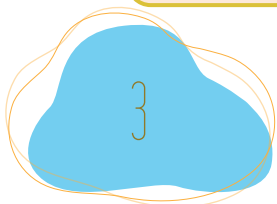
- a) Have a moment of appreciation for the others in the group.
- b) In which ways does this exercise show that we are connected as human beings?

Action

Pick one thing/area you are good at. How can you use it to assist members of your class?

Points to note

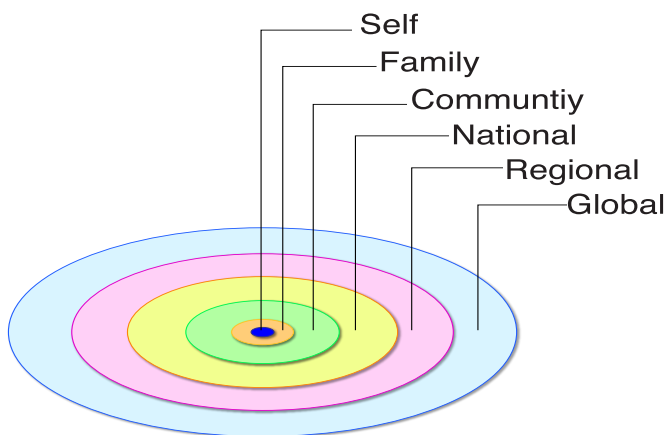
If you really have your own identity you'll keep on doing what you think is right. You will also respect other people even though they may be different from you.





Session 2: Understanding Citizenship

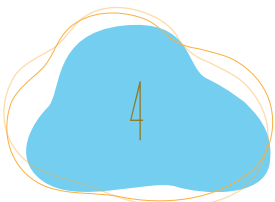
Citizenship refers to a state of being a member of a particular social, political community. As a citizen, one enjoys privileges, freedoms and owes allegiance to the community, state and nation. Citizens have the responsibility of participating in governance roles, such as community leadership, voting, reporting acts of social disturbance among others. This session will enable you to share ideas on the meaning of the term 'citizen' and examine ways through which you can become a responsible citizen at individual, family, local, national, regional and global level. The diagram below illustrates the levels of citizenship.



Activity 1: Group Discussion

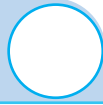
In groups, share ideas on the following:

- What does it mean to say one is a citizen of a nation?



b) What are the qualities of a responsible citizen?

Reflection



What is my role as a citizen of Kenya? What can I do to make a difference?

Select and carry out one chore either at home or in school with the intention of demonstrating the value of responsibility. Share with peers, parent or guardian your experiences as you carried out the activity.

Activity 2: Case study

Loreta is a form two learner at Kwangu Day Secondary School. She normally walks 2 kilometres every day to school. The County Government has worked very hard to ensure that their road is tarmacked. Loreta enjoys learning in her school. The school is surrounded by beautiful hills and green scenery. High standards of cleanliness have been maintained in the school. Due to the Corona Virus pandemic, the school administration has ensured that water is available at various points in the compound where learners can wash their hands regularly.

Last term, Loreta was awarded a medal by the Governor of Kwangu County for her exemplary behaviour. As she was walking to school early in the morning one day, she witnessed an incident which prompted her to act bravely and very fast. She saw her 3-year-old neighbour's son, Kelvin, being led towards a nearby bush by a tall muscular woman. Kelvin looked behind in fear as if asking for help. Loreta knew that if she confronted the woman, she would be overpowered. She waved at

Kelvin then quickly ducked into a nearby bush to avoid being spotted by the woman. She then made a decision there and then to run all the way to school to ask for help. Luckily, she could see the school gate from a distance.

When Loreta got to school, she quickly explained to the school principal what she had witnessed and some learners and teachers were quickly dispatched to the scene of crime. They surrounded the area within no time and waited for the woman to reappear at the other end of the bushy field. Kelvin was rescued and taken back to his parents. This was definitely a case of child trafficking which Loreta arrested.

In groups discuss the following:

- a) As a citizen of a community, one enjoys certain benefits. Identify the benefits Loreta enjoys by belonging to Kwangu County?

- b) What other benefits do we enjoy by belonging to our local community and country?

- c) What actions show that Loreta is a responsible citizen?

- d) Indicate in the table below the benefits of being a citizen and responsibilities of a citizen. Your teacher will assist you as you do the activity.

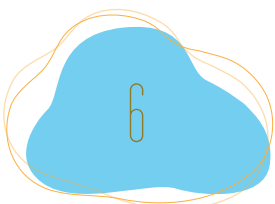
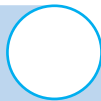


Table 1: *Benefits and Responsibilities of a Citizen*

Benefits of being a citizen	Responsibilities of a citizen.

Reflection



What can I do to be a more responsible citizen in my community?



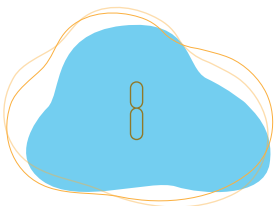
Action

At school club level, come up with an activity that can be conducted within the school to demonstrate responsible citizenship.

Point to note

The price of greatness is responsibility – Winston Churchill

Note: In the next session, you will be required to do some research. Prepare in advance by researching on the meaning of the term Ubuntu and make notes.





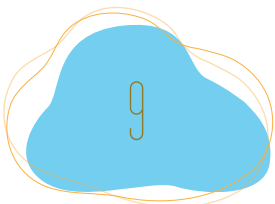
Session 3: Inter-Dependence

Inter dependence is how living things and beings rely on each other. Objects or **people** are **interdependent**; they rely on each other for survival. The world is increasingly becoming interdependent, with countries needing each other's help to survive. *Interdependent* comes from the Latin word *inter* meaning "among, between," and *dependere* which means "to hang from, be dependent on." When two people are interdependent, they have a sense of dependency between them. For example, Married couples are often interdependent. Even children and parents are interdependent. They rely on one another

There are many different ways that people relate to one another in relationships. Some people in intimate relationships maintain a lot of independence, while others may become co-dependent, meaning one person puts the other person's needs consistently ahead of his own. Having interdependence in a relationship is often recognized as the healthiest form of an intimate relationship. Dictionary.com defines interdependence as "the quality or condition of being interdependent or mutually reliant on each other." As the definition implies, people in interdependent relationships tend to have equality and balance in how each individual's needs are met. Interdependence is relationship between two or more people where each one benefits from the other

An interdependency relationship will exist between two individuals if:

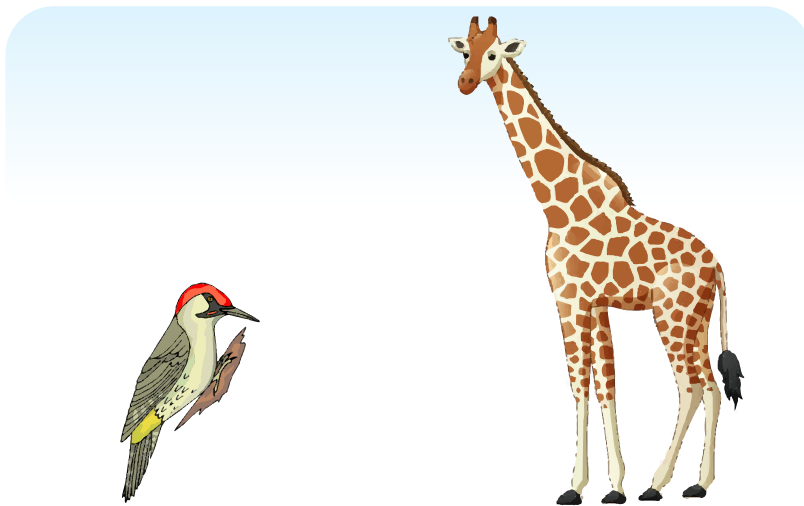
- They have a close personal relationship;
- They live together;



- One or each of them provides the other with financial support; and.
- One or each of them provides the other with domestic support and personal care.

Activity 1: Picture reading

What do you think this woodpecker and giraffe have to do with one another?



These two animals **depend**, or rely on, each other. A giraffe can be a host for many unwanted parasites, like ticks and flies that cause the giraffe trouble. Thankfully, the giraffe's pal, the woodpecker, likes to eat these ticks, flies, and other intruders off of the giraffe.

The animals help one another - the giraffe gets cleaned, and the woodpecker gets fed. This is an example of interdependence, a big word! **Interdependence** is simply how living and non-living things depend on one another.

Think about how you go through a day. At some point, you probably depend on your parents for things like food, clothing, and shelter. You

may also go to school and depend on your teacher to help you learn.

Many living and non-living things depend on one another. Let's take a look at two categories of relationships between organisms.

Interdependence among Living and Non-Living Things

Can you think of any non-living things that you need every single day? What about water for drinking? How about air for breathing? Certain non-living things are necessary for living things to survive.

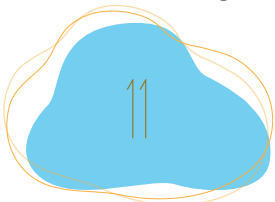
Take a look some non-living things and think about how you depend on them:

- Water
- Air (oxygen)
- Soil
- Sun
- Food
- Shelter (home, buildings, schools)

Now, think about how other animals rely on non-living things. All animals need water and air. Plants need nutrient-rich soil and water to grow well. The sun provides energy for plants. Each living thing has its own way of getting food for energy. Living things also need shelter - animals in the forest need to have trees, bushes, rocks, caves, or other ways to protect them.

Interdependence among Living Things

All living things count on some other living thing for help. At the beginning



of this lesson you saw how the giraffe and woodpecker rely on one another. You can also probably think of interdependence in your own home. Take a look at the following pictures and reflect how living things depend on each other.

Food Chains and Interdependence

Herbivores

Animals which only eat plants eg rabbits, cows, sheep, camels, elephants, deer

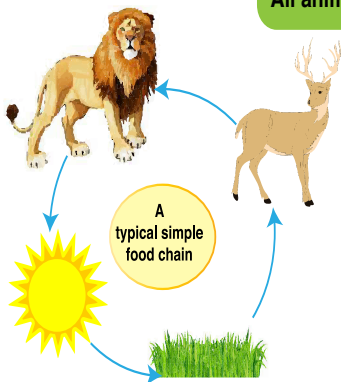
Carnivores

Animals which only eat other animals (meat) eg lions, dogs, cats, polar bears, sharks, penguins

Omnivores

Omnivores Animals which eat a mixed diet (plants and animals) eg humans, whales, some monkeys

All animal life on Earth is dependent on plants which are dependent on the sun's energy.



PRODUCERS (green plants) are the first in a food chain.

CONSUMERS are all animals.

PREDATORS are animals that eat other animals.

PREY are animals that are eaten by other animals.

Figure 1: Food Chain Interdependence among living things

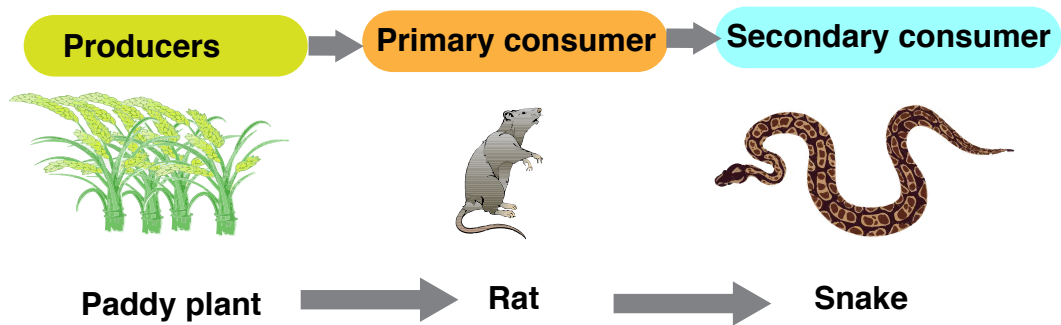


Figure 2: Food Chain producers, primary consumers and secondary consumers among living things

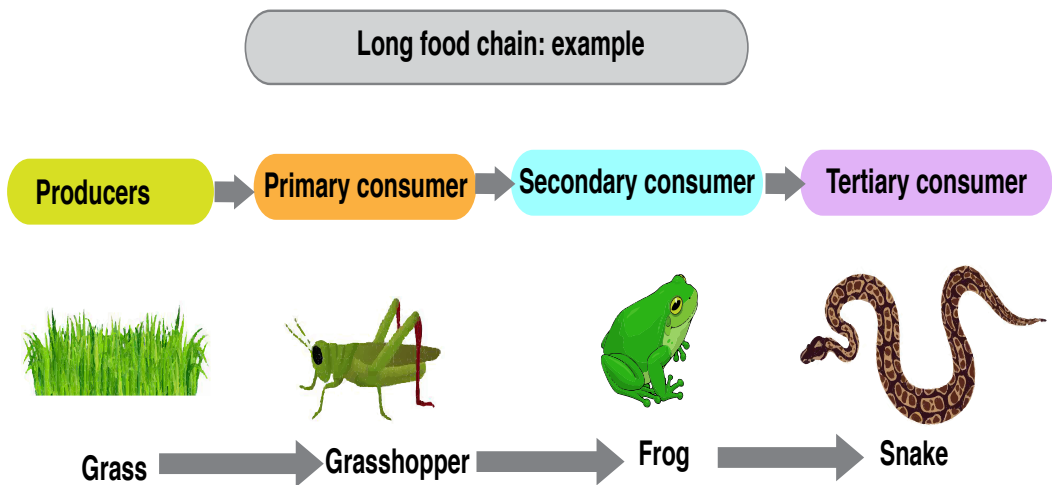


Figure 3: Long Food Chain Interdependence among living things

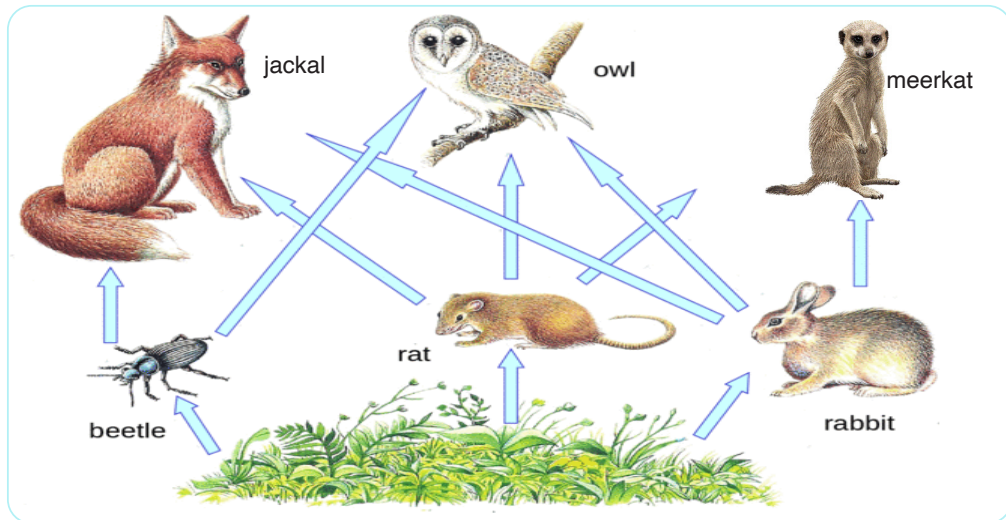


Figure 4: Interdependence among Living Things

Draw your own food chain in the space provided:

My Food Chain

Blank space for drawing a food chain.

Activity 2: Reflections

Picture a forest ecosystem. Normally, there are lots of plants, like grass and trees, which make energy for the rest of the ecosystem. Herbivores like bunnies or deer graze on the plants. These animals support a few top predators like hawks or jackals. When the ecosystem is in balance, these populations remain relatively stable. If anyone population gets too big, they use all of their resources too quickly, and the population collapses.

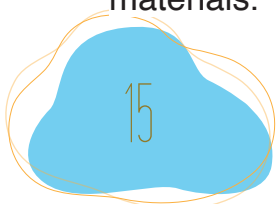
The human population on Earth has been increasing since the beginning of our species. With the advances of modern medicine, farming, and other technologies, the number of humans has almost doubled in just the past 50 years. In 1960 the world population was about four billion people, but as of 2017 the world population increased to about 7.5 billion people.

This dramatic increase is not without consequences. Just like the forest, our earth's ecosystems can only support so much, and human activities, such as farming, mining, deforestation, pollution, and burning fossil fuels, are having severe effects on the health of the Earth. So how can we as human beings live a more sustainable life? Let's look at some answers.

Recycling

Many of us wind up grabbing a soda or a bottle of water somewhere throughout the day. It's easy to forget a water bottle, and everyone needs to drink. But, beyond the shilling it might cost, what is the environmental cost of that bottle? A plastic bottle can stick around for 450 years!

Plastic is a part of our daily life, though, right? So what should we do to limit the impact of this activity? One of the main ways to combat plastic waste is **recycling**. During the recycling process types of materials like plastic, glass, or aluminum are melted down and then reformed into new materials.



Some materials can be recycled many times, keeping them out of the landfill for a lifetime. About 75% of all aluminum produced in the United States is still in circulation today. Glass can be continuously recycled forever, being melted down and reformed into new materials.



However, certain types of plastics such as PET are recycled into clothing, which cannot be further recycled. Thus, it's advisable to use plastics and dispose of them in moderation to limit the effect of this human activity on the Earth.

Recycling materials can be a huge help in conserving energy and resources as well. To harvest virgin material there is the cost of mining, transportation, and processing, all of which require energy. This energy is usually derived from burning fossil fuels, which creates pollution and releases carbon dioxide into the atmosphere.

Water Treatment

How many times do you flush the toilet per day? What about washing your face, or taking a shower? Although it seems like our water supply is infinite, many places on Earth are experiencing droughts and water shortages like never before. As we continue to change our planet through global warming, weather patterns are likely to become even more extreme, leading to more intense droughts and other severe weather. A person flushing the toilet only 6 times per day uses 18 gallons of water. Now, think about how many people are in the world, and how many gallons that adds up to per year. Clearly, there's a problem here.

So, how can we help mitigate this human activity to protect the Earth? Although trying to conserve water individually is important, a systemic intervention is water treatment facilities. Water treatment facilities purify waste water and release it back into the environment to natural reservoirs that are not used for drinking, and this water is often used for irrigation. However, this process does not create more drinking water, which eventually could lead to water shortages.

Activity 3: Interdependence among countries

- Consider the flour industry, for example. One person specializes in growing crops, another on milling, one on packing, distributing and finally selling it. They need each other to deliver the final product and if one day the mill stops, everyone is affected; they are all interdependent.
- Think of those individuals as a country and the flour as the products and services we consume. This gives you an idea of the interdependence of human societies. We fulfill our needs by relying on a massive network of other people.
- Nowadays, most countries are also interdependent because they rely on other countries for supplying local demand and for selling local products. This interdependence is strong, and one nation's actions often have consequences on others.

Action

Write a creative essay on how some countries actions have negative global effects on other countries and how this can be addressed and steps you going to take to:

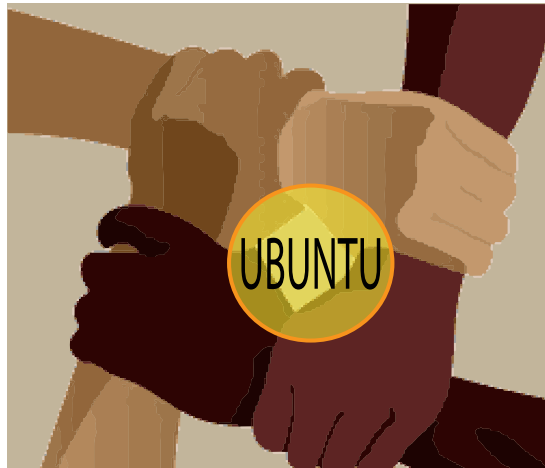
1. Use plastics and dispose of them to limit their negative effects on the Earth?
2. Conserve water?



Session 4: Who is a global Citizen?

A global citizen is aware of the wider world and his or her role as a world citizen. A global citizen also respects and values diversity, and is committed to social justice. He or she works with others to make the world a more equitable and sustainable place, and takes responsibility for their actions. By the end of this session, you should be able to share ideas on how human beings are connected and understand that no person or nation can exist on their own.

Below is an illustration showing that we are all connected in one way or the other.



Activity 1: Research and discussion

- a) In groups research on the meaning of the term Ubuntu.

b) What does this tell us about how human beings should relate?

What does this tell us about how we are all connected to each other?

Activity 2: Group Work

a) In groups, find out from peers and members of the teaching staff areas in which world nations are collaborating to promote global citizenship. Record your responses in your journal entry. Your teacher will take you through the qualities of a global citizen.

Reflection

How can we, as students contribute to global citizenship?

Action

Sing the East African and African Union Anthems. Reflect on how they provide guidance on how nations should relate to one another.

(refer to Appendix i and ii page 80 and 81)

If you were given an opportunity to be a global leader, choose an area, for example, tourism. Explain to your classmates how you would make sure nations connect for mutual benefit.

Point to note

The world global citizen is a small leaf on the giant tree of life. They do not see a difference between the branch they were born on and the remaining branches on the tree, because they understand well that we are all connected to the same roots. - Sussy Kassem – American writer

UNIT TWO

GOVERNANCE

Introduction

In this unit, you will cover the understanding of good governance, leadership and global governance.



Session 1: Good Governance

This session will help you develop some positive ideas about good governance. It is expected that you will be able to analyze the benefits of good governance in our society.

Activity 1: Case Study

As the treasurer of the Citizenship club, Boyo made sure that he had a very accurate record of the members' contributions. He always gave a clear explanation for how money had been spent for various club activities. Boyo made sure that he worked closely with the assistant

treasurer Maga. He shared all the information with her and listened to her ideas to make sure that they were both responsible officials. During club meetings, Boyo and Maga together with the other officials listened to members' suggestions on how the Citizenship club should be run. All the members participated actively and adhered to the rules of the club. For these reasons, the Citizenship club was the most popular in the school and every learner wanted to be a member.

- i. Discuss with your friends some observations that you have made after reading about the Citizenship club.
- ii. Write down the differences between the citizenship club and other groups or organizations you know or you have heard about.

Observations about citizenship club	Comparison with other organizations

- iii. What can people who hold positions in society learn from what has been demonstrated by the citizenship club officials.

Activity 2: Role Play

Act out the role play between Manjo and Wika

Manjo: You look a bit unhappy Wika, what is the matter?

Wika: I have been going to hospital and I have not been able to



get medication for my ailing daughter.

Manjo: I am sorry, why not try the other hospital further in the lower ridge?

Wika: I do not have money to travel that far. The vehicles have increased the fares, the owners say that the roads are really bad.

Manjo: Oooh No Wika, I thought I was the only one struggling in this village. I have not been able to transport my harvest of potatoes to the city. The lorries no longer get to the farms because of the same poor roads you mention.

Wika: At least you have your potatoes, I sold my bananas to the traders who say they will make us rich but I have not been paid. When I last checked, they could not remember how many kilograms of bananas I had delivered.

Manjo: Do not worry my friend. Things will change one day.

Wika: When we chose Kiongozi, he said we would have well equipped hospitals. He also said they would build better roads to allow us to sell our farm produce

Manjo: I remember that very well. Now Kiongozi's wife mocks us and says we are poor because we are lazy. Kiongozi himself cannot face us to tell us why we do not have the services he promised when he was campaigning.

Wika: I am sure there is another chance to do things better. I have some little money I could share to get your daughter the medication. Come on, let us do what we can do

- i. Share experiences about the complaints raised by Manjo and Wika

- ii. What should Kiongozi change to reduce the complaints by Manjo and Wika
- iii. Discuss some of the benefits Manjo and Wika would have in the village if they had good governance.

Reflection

Which new ideas and values have you picked from how Boyo and Maga do their work as officials?

Action

Describe how you are going to use what you have experienced through the case study and the role play to make a change in whatever area you choose.

Parting shot

It only takes each one of us to do the right thing wherever we are placed. At the end of it, we will all be happy.



Session 2: Leadership

This session will help you to be prepared for your leadership responsibilities in school and later in life. It will provide you with leadership knowledge and skills to ensure that you effectively perform leadership roles. In this session you should be able to discuss the responsibilities of leaders in school, analyse the qualities of leadership in society, examine how good leadership promotes good governance and appreciate the importance of good leadership in promoting governance

Activity 1; Experience sharing

- In pairs, share your own understanding about the meaning of a leader
- Discuss in groups by sharing your own experiences on the responsibilities of leaders in school and the qualities of leadership while noting down the main points
- Share the discussion points among other groups
- With the guidance of a teacher, agree on the meaning of a leader, make a summary of responsibilities of a leader and guiding principles in leadership

Activity 2: Case study

Read the story of Baraka Secondary School;

Baraka secondary school was established Twenty years ago. The performance of the school in the areas of academic and co-curricular activities has improved tremendously over the past three years after getting a new school principal. The new principal reformed the entire school leadership in both the academic and co-curricular activities arenas. The school is currently ranked the best extra county in academic and co-curricular activities in the county.

- i) What do you think has contributed to the improved school performance both in academic and co-curricular activities?

- ii) How does the school leadership promote good governance in school?

Reflection



- i) What are my strengths in undertaking leadership responsibilities at school?



ii) What are the biggest challenges to my leadership skills?

iii) How can I address them from the lessons learnt in this session?

Action

i) How can I improve my leadership skills in school?

ii) What can I do to improve governance in school?



Session : Global Governance

In this session you will learn about global governance. By the end of this session, you should be able to explore solutions for local, regional and global governance challenges.

Your teacher will guide you on the meaning of Global Governance and its importance in sustainable development.

Activity 1: Experience Sharing

In pairs, read the following excerpt and respond to the questions that follow.

The world today, Kenya included is faced with numerous challenges. Some of these include pandemics, poverty, climate change, influx of refugees, food insecurity, child labour, human trafficking, communicable diseases, nuclear threats, conflicts, insecurity, social injustices, terrorism and extreme violence. Global Governance institutions such as the United Nations, the World Bank, the International Criminal Court, World Trade Organization, World Health Organization and International Monetary Fund help to find solutions to common problems that affect the world in an adverse way

1. In pairs identify one global challenge that has affected Kenya in the recent past.

2. How did the identified challenge affect the economy of Kenya?

3. Which organizations played a role in addressing the challenge

4. What measures were taken to address the challenge

5. What in your opinion should have been done differently in addressing the challenge?

Activity 2: Group Work

In groups, read the following passage and respond to the questions that follow

Imagine you are the chairperson of the Environmental club in your school. One of resolutions, the club members have made is to address the challenge of deforestation within the locality. As the leader of the team, you will give guidance and assign responsibilities to the members.

1 a). Write down an outline of the activities you will undertake to address deforestation in the locality

b). As the team leader, what factors will you consider as you assign responsibilities to the members



c). How will the activities you plan to undertake benefit the local community?

b) Explain how activities undertaken locally affect others globally?

Reflection

1. Why is it important for countries of the world to help each other in addressing global challenges?

2. What makes it difficult to address global challenges

Action

What should I do to make a difference in my community, country and the world?

UNIT THREE

HUMAN RIGHTS

Introduction

This unit will enable you to explore Human rights and reflect basic human needs in promoting human dignity. Human rights establish the basic standards without which people cannot live in dignity. You will examine how human rights create a mutual relationship in which we both have the right to be treated equally in dignity and justice and also have the responsibility to treat others this way The unit will enable you to examine characteristics of human rights and understand the human rights as stipulated in the Universal Declaration of Human Rights and how you are responsible for upholding your own rights and the rights of others.



Session 1: Understanding Human Rights

In this session you will explore the concept of human rights. The session

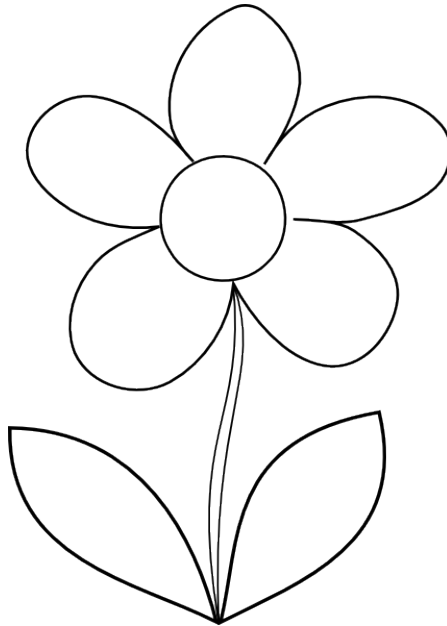
will enable you develop co-operation and creativity skills in order to nurture a human rights culture and ensure that you understand how to access human rights and to uphold, defend and promote them.

Activity 1: Drawing

1. Draw a flower which has eight (08) petals. Each petal will represent your own needs as human beings as follows:
 - a. personal security
 - b. financial security
 - c. health
 - d. friendship
 - e. family
 - f. esteem
 - g. personal fulfillment
2. The sizes of the petals should correspond to how important each of the eight needs is for you at this time in your life. Each person's flower will be different Using paper, pens and coloured markers draw your own personal flower in the middle of the paper leaving space around. There is no right or wrong, good or bad "answers"; everyone's flower will be unique. There should be no names on the papers.
3. Think about the conditions that have to exist so that you can flourish and be complete human beings. Draw leaves around the flower to represent these conditions and write key words on the leaves to represent these conditions.



Flower Template:



4. Display the flowers on the wall and take a gallery walk in small groups brainstorming on what the flowers represent.

Quote:

“Every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms”.

Preamble to the Universal Declaration of Human Rights, 1948

Activity 2: Human Rights Mind Map

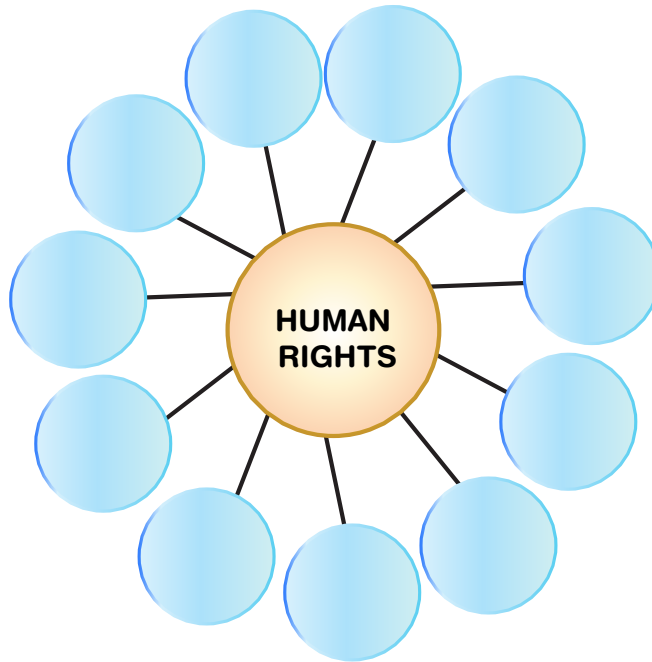


Figure 1: Human Rights Mind Map

1. Use the “Human Rights” mind map to reflect on the words “Human Rights”
2. Using lines from the center, write or draw words that come to mind when you think of human rights
3. Brainstorm on the different mind maps from your classmates and check out what is similar or different in the mind maps
4. Come up with a dramatic representation of the general idea or concept of human rights that is comes out of the mind maps
5. In small groups using a large sheet of paper and markers brainstorm for 10 minutes on ideas about human rights and then identify three ideas that come out most strongly from the mind maps

6. Discuss the different interpretations of what you have seen in the different mind maps and to try to identify the key ideas that the mind maps portray
7. Explain human rights and ways of ensuring respect for human rights in school

Reflection



Review the activity and indicate what you have learnt about human rights

Write your reflections on:

- How did you feel about this activity?

- Did you learn anything new about human rights?

- Were there any fundamental disagreements over the idea of human rights within the group? How were these resolved?

- Based on the presentations, what do you think are the most important and shared characteristics of human rights?

Action

My Human Rights Pledge

Write the words “Human Rights” on the provided illustration. Then draw or write inside it about what you think you can do in the class to show respect to human rights. Make your human rights pledge inside the illustration and sign. Choose one thing and make it simple and realistic for you to follow. Display this in the classroom as a reminder for you and others to see.

Figure 1: My Human Rights Pledge

I Pledge To : _____

Name: _____

Signature: _____



Session 2: Human Rights, Responsibility, and You

In this session, you will learn how human rights create a mutual relationship in which we both have the right to be treated equally in dignity and justice and also have the responsibility to treat others this way. You will be able to define what it means to be human and relate human rights to human needs. The session will also enable you to understand the human rights as in the Universal Declaration of Human Rights and how you are responsible for upholding your own rights and the rights of others.

Activity 1: What does it mean to be Human?

Time: 60 Minutes)

1. Use this outline of a human person to carry out the activity

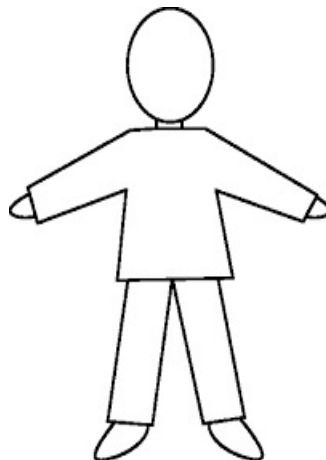


Figure 2: Human Being Collage

2. In groups Search through the magazines and newspapers for images and or words that you feel answer the question, “What does it mean to be human?” For example, words like free, equal, think, work, among others. You also may find images of a child learning or someone smiling.
3. Cut these out and place them on top of your human being collage. You may use glue or paste but don’t fill in the entire person yet.
4. Each group shares one item that you think represents the word “human.” Generate one answer per group, write it down and share with other groups
5. Use the UDHR list to write a collective definition of the combined group ideas on human rights
6. Reflect on the UDHR and bring out any common ideas

The Universal Declaration of Human Rights

Article 1 Right to Equality
Article 2 Freedom from Discrimination
Article 3 Right to Life, Liberty, Personal Security
Article 4 Freedom from Slavery
Article 5 Freedom from Torture and Degrading Treatment

Article 6 Right to Recognition as a Person before the Law
Article 7 Right to Equality before the Law
Article 8 Right to Remedy by Competent Tribunal
Article 9 Freedom from Arbitrary Arrest and Exile
Article 10 Right to Fair Public Hearing

Article 11 Right to be Considered Innocent until Proven Guilty
Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence
Article 13 Right to Free Movement in and out of the Country
Article 14 Right to Asylum in other Countries from Persecution
Article 15 Right to a Nationality and the Freedom to Change It

Article 16 Right to Marriage and Family
Article 17 Right to Own Property
Article 18 Freedom of Belief and Religion
Article 19 Freedom of Opinion and Information
Article 20 Right of Peaceful Assembly and Association

Article 21 Right to Participate in Government and in Free Elections
Article 22 Right to Social Security
Article 23 Right to Desirable Work and to Join Trade Unions
Article 24 Right to Rest and Leisure
Article 25 Right to Adequate Living Standard

Article 26 Right to Education
Article 27 Right to Participate in the Cultural Life of the Community
Article 28 Right to a Social Order that Articulates This Document
Article 29 Community Duties Essential to Free and Full Development
Article 30 Freedom from State or Personal Interference in the Above Right

7. Each group chooses five rights that they can easily understand and compare these rights to the words or images you had assembled and identify those related to the rights your group has picked. Fill in the information in the following table:

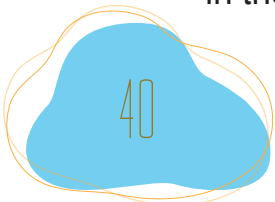


Table 2: *Human Rights*

Rights	Words or images	Any Relationship?		
		Yes	No	Somehow

8. Write the five rights you chose in your human being collage and display and look at the human rights depicted on the collages and answer the following questions:

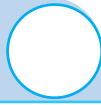
a. Which of these rights are necessary for survival?

b. How are needs and rights related?

c. What would happen if you had to give up one of these rights?

d. Can you think of any other human rights essential to living in dignity?

Reflection



Reflect on what you have learned. Share ideas about how you can express your understanding of the responsibility in upholding the rights of others and claiming rights of your own.

Quote

“Where, after all, do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” Eleanor Roosevelt

Action

- Consider the last line. What does “concerned citizen action to uphold them close to home” mean?
- How can you take action to protect human rights? How are we all responsible for the rights of ourselves and others?
- Fill in the following Authentic Task Table

Table 3: *Authentic Task on Human Rights*

	Human Rights Elements	My Decisions, Ideas and Plans on Human Rights
	<p>G is for GOAL</p> <p>What do I want to accomplish?</p>	
	<p>R is for ROLE</p> <p>What point of view or position will I speak and act from?</p>	
	<p>A is for AUDIENCE</p> <p>Whose thoughts and actions do I want to affect?</p>	
	<p>S is for SITUATION</p> <p>What specific situation or context am I responding to and seeking to influence?</p>	
	<p>P is for PRODUCT/ PERFORMANCE</p> <p>What will I create or do to accomplish this goal in this context with this audience?</p>	
	<p>S is for STANDARDS</p> <p>What will success look like? How will I know if I've reached my goal?</p>	



Session 3: The Rights of Persons with Disabilities

This session is aimed at enabling you to develop an understanding of the accessibility barriers faced by persons with disabilities. You will be able to understand what accessibility means, examine and grade their own school's accessibility and identify accessibility as a human right.

Time: 60 Minutes

Activity 1: Brainstorm/Imagine.



Is my school accessible to people with disabilities?

1. Look at the above illustration and write down what you think about your school with regard to the illustration

2. In groups brainstorm some typical life activities that most people

in your community engage in (e.g., going shopping, going to work, going to school, talking to friends, taking public transportation, eating in a restaurant, attending a religious service, attending a cultural or sports event). List these in the following illustration:

Activities people engage in my community

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Figure: Activities people engage in in my community

3. In pairs choose two activities from the list you just brainstormed (more than one group may choose the same activity) and write them inside the following illustration:

I choose the following activities:

1. _____
2. _____
3. _____

Figure: My choice of Activities

4. Once you have chosen an activity, choose at random one of the slips of paper with the prepared role-play identities on them:

- You are a form three student who uses a wheelchair

- You are teacher who is deaf.
 - You are a form four student who is blind
 - You are a form two student who has one broken leg.
 - You are a teacher who has one arm.
 - You are a form one student who has low concentration level with memory loss.
 - You are a teacher who stammers
5. Assume “The paper slip you pick is your ‘identity’ for the rest of this exercise and imagine what it would be like for you to participate in the activities you have chosen. What barriers to access might you encounter? What would it take for you to be able to participate? What accessibility features would you need?
 6. Each group reports to describe their identities and what activities they chose and name the accessibility features you would need to be able to participate in their activities. List these barriers and the corresponding accessibility feature needed on the following table:

Table 4: *Barriers and what can be done*

Barriers	What needs to be done

7. Read the copy of Article 9 of the Convention on the Rights of Persons with Disabilities so you can gain an understanding of the obligations the school has to persons with disabilities.
8. In pairs, use the hand out copy of the “Accessibility Checklist” to assess your school and tally the score and give your school a grade.

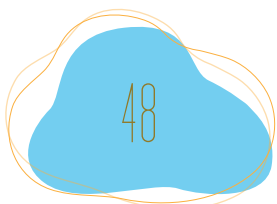
Table 5: *Assessing Your School Environment for access to People with Disabilities*

	Is there a disability symbol in the school	Yes No N/A
	At entrances with stairways, are ramps available?	Yes No N/A
	Do the doors of the pathway(s) provide a clear opening and can they be easily opened?	Yes No N/A
	Do all stairways have handrails?	Yes No N/A
	Do floors have a nonslip surface?	Yes No N/A
	Are the building pathways wide and flat enough to accommodate a person who uses a wheelchair, or other persons with different kinds of physical impairment?	Yes No N/A

	Are parking spaces available close to, and level with, the entrance to the school building and clearly marked with the international symbol of access (an outline of a person in a wheelchair)?	Yes No N/A
	Is classroom furniture arranged so that passage ways are wide enough for students who are blind/visually impaired or who use wheelchairs or crutches?	Yes No N/A
	Is classroom furniture provided for persons who are left handed?	Yes No N/A
	Is there safety measures put in place within reach for persons with disabilities?	Yes No N/A
Score		Grade

9. Report to the class how the school's accessibility would affect their "identity" and discuss the following questions:

- a. How does having accessibility make a difference in the lives of individual people with disabilities in school?
- b. How does not having accessibility affect certain people in school?



c. What do you think a school needs to do to improve its accessibility?

Reflection

Reflect on your responsibility to respect, protect, and fulfill human rights

Action

Write one change that you think you will implement to improve human rights in the community

Point to Note

Everyone has the right to accessibility. To deny people their human rights is to challenge their very humanity.

UNIT FOUR

GENDER

Introduction

You are either a boy or a girl. Sex as a term differentiates between a male and a female while emphasizing on the characteristics that one is born with. On the other hand, the term gender explains the expectations, roles and responsibilities assigned to boys and girls by their society. As they grow up, society influences their way of thinking, acting and forming relationships; both at home and in school.

The concept of gender mainstreaming challenges what is typically being considered as 'normal'; for example, changing a school to become gender-responsive. A gender-responsive school is one that accommodates the needs and expectations of boys and girls as well as men and women. This also covers the arrangement of the physical environment (classroom set up, location of toilets/latrines etcetera) and accepted practices.



Session 1: Gender Mainstreaming

In this session, you are expected to learn about gender mainstreaming as one of the ways of resolving certain concerns in society. It's aimed at rectifying instances of unequal treatment while also creating mechanisms for accessing various opportunities available to each gender.

Activity 1: Group work

Resources: Pieces of paper, labeled boxes, pens

Step 1: Label the boxes as boys only, girls only and another for boys and girls. Alternatively, use the sample arrangement provided in the learners' activity book. Refer to them as 'gender boxes'

Boys only	Girls only	Boys & Girls
<ul style="list-style-type: none">• Acting like a boy• Boys only activities	<ul style="list-style-type: none">• Acting like a girl• Girls only activities	<ul style="list-style-type: none">• Acting like boys & girls• Activities for boys & girls

Step 2: In pairs, use the given pieces of paper to write how members belonging to each box acts, what they do based on your experiences. For example, having statements like: 'Girls are gentle, boys are rough'.

Step 3: At the end, pick out the written pieces of paper from each box at a time. Read out the statements to all learners.

Step 4: Ask whether participants agree with the statements. Seek also for those with differing views and why.

Step 5: Find out their views how life would be like without the boxes both in school and at home.

Step 6: Equally, identify issues that could be addressed for members of either gender to strive to achieve their potentials in life.

Step 7: Where necessary, seek for guidance from any teacher in the school in order to clarify certain aspects of the group activity.

Reflection

In your opinion, what is the difference between sex and gender?

In your view, gender discrimination entails

A gender-responsive school is

What practices at home should be changed in order to accommodate the needs and expectations of boys and girls as well as men and women. Use the table provided.

S/N	Practice	Desired changes

What practices in our school should be changed in order to accommodate the needs and expectations of boys and girls as well as men and women. Use the table provided.

S/N	Practice	Desired changes

Action

From this day, I commit to: _____

Name : _____ Sign: _____

Take home

Gender roles are socially determined. When we attempt to assign strengths and weaknesses to either gender, we literally cut our potential as the human race in half.





Session 2: Gender Equity and Equality

In this session, you will be expected to learn about the terms equity and equality as applied in gender, challenge stereotypes as well as myths and misconceptions that are communicated through different media about boys and girls.

The concern for gender equality is simply a call for equal enjoyment of opportunities available while equity calls for fair and just treatment. Equality does not mean that boys and girls will be considered as being same. Equity on the other hand focuses on the need to have specific measures taken to correct the felt injustices by either gender.

Activity 2: Reading a Conversation

Read the following conversation and answer the questions that follow:

{This is a discussion involving three learners during their break time in Kiinua Mgongo Secondary School}

Stellah: ooh! You know what friends? eeemh the other day, our Biology teacher reminded me something that I had almost forgotten.

Omiti: what was that Stellah during the lesson or after? Ms Okoth is a wonderful teacher!

Stellah: Ooh! Behold, the sky is the lower limit. You should repeat that eeemh. We can all achieve our career aspirations!

Dephanie: what?.aaamh! That's not possible! Girls cannot compete with boys for such careers as Engineering, Architecture

eeh! Even my Uncle advised against that eeeeh! Girls should concentrate on teaching and nursing do we need to seek guidance from our teachers?

Omiti: It's true Dephanie. Even our people will be surprised to hear that girls are struggling in those fields meant for boys! Remember, girls have to consider the right time to get married, raising children taking care of their husbands all these are not easy tasks! But for boys, things are different you know.

Stellah: Aaaamh! Not quite! Our Career Master should hear this

{somebody interrupts the conversation...making some consultations from Dephanie....}

Questions

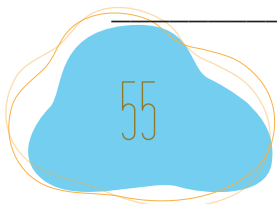
From the conversation, what influences the choice of careers for boys and girls?

As school going children, we should always choose careers that are acceptable to our community members

No _____ Not sure _____

Yes

Identify instances in the conversation that convey stereotype messages



What myths and misconceptions about boys and girls are being presented in the conversation?

How can the following issues be addressed in school and at home

a) Equality?

b) Equity?

Reflection

Assuming you are the Career Master, what advice could you offer to boys and girls about their careers in order to influence them positively? Share in the spaces provided.

Action

Formulate some messages that you can display in the school's Notice



board calling for equality and equity in the way boys' and girls' concerns are addressed in school.

Take Home

“Gender equality is not a woman’s issue, it is a human issue. It affects us all”

UNIT FIVE

SUSTAINABLE DEVELOPMENT

Introduction

In this unit, you will learn the understanding of sustainable development and its importance to economic development nationally, regionally and globally, resources and road safety.



Session 1: Understanding of Sustainable Development

This session will help you to understand the importance of sustainable development national development. In this session, you should be able to analyse the concept of sustainable development in relation to national development, relate the importance of sustainable development to economic development of the country and appreciate sustainable development in contributing to national development.

Activity 1: Research and discuss

- Research and discuss on the meaning of sustainable development, its importance to economic development of the country

- During the research, find out;
 - i) What is sustainable development?

Your Name...

Your Name...

- ii. How can I apply the understanding and importance of sustainable development in my community?

Action

- i. How will I share the idea of formulating school policies or rules on Sustainable Development?



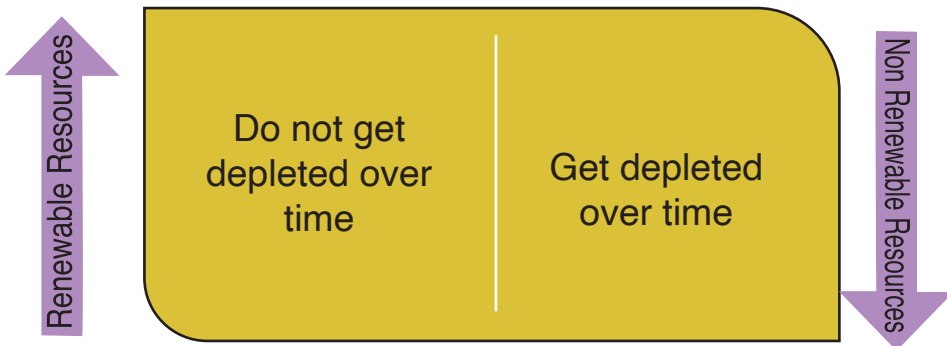
Session 2: Resources

The session will help you gain more information about resources around you. It is expected that you will be able to differentiate the resources that can be renewed and those cannot be renewed. The session also allows you to come up solutions on how resources can be used efficiently for a sustainable lifestyle.

Activity 1: Depletion

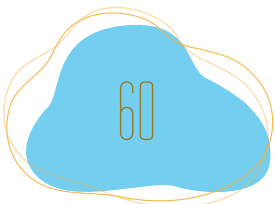
Find out the resources that get depleted overtime and those that do not. List them in

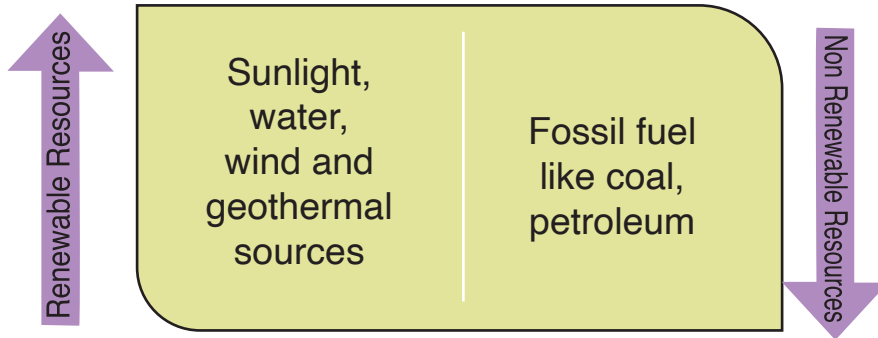
the spaces provided.



Sources

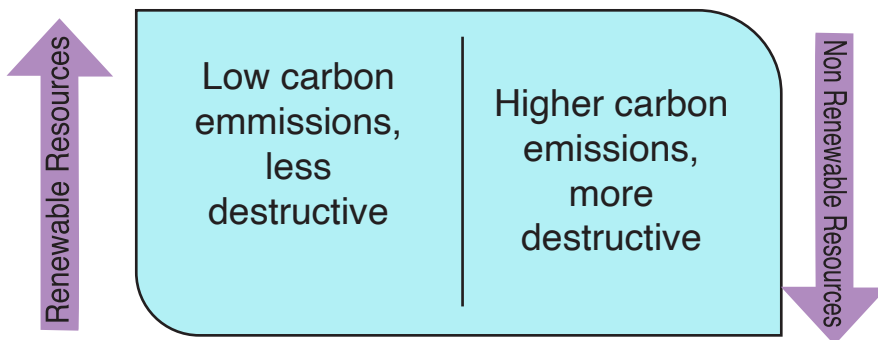
Research on how sunlight water, wind, geothermal sources, coal and petroleum provide energy.



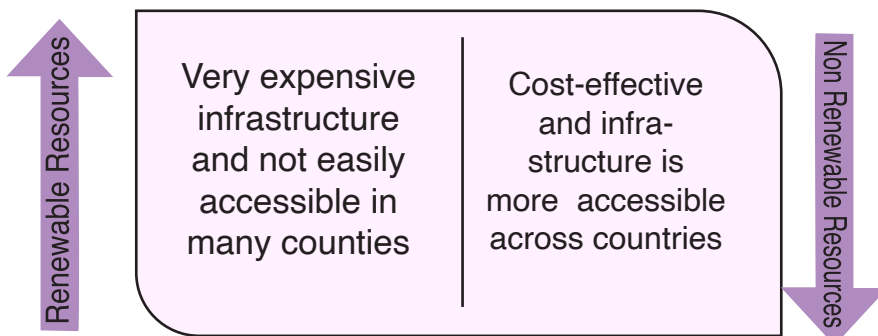


Environmental Impact

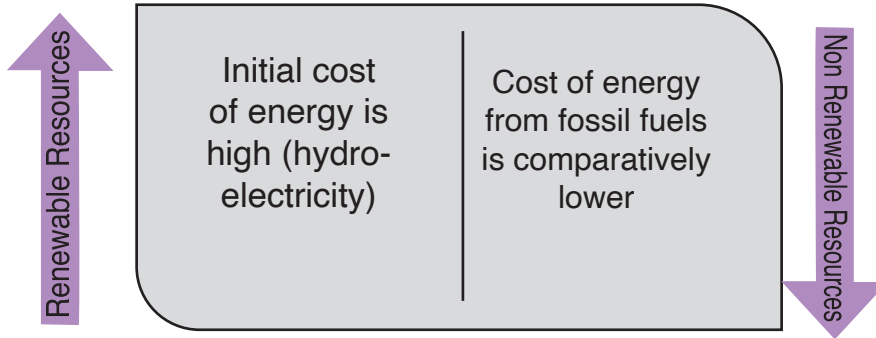
How does carbon emission destroy the environment?



Infrastructure requirements

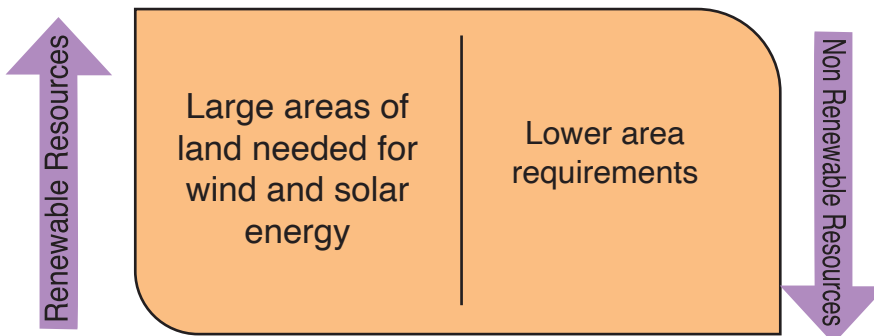


Cost requirements



Look for information about what is required to generate hydro- electric power and what is required to get petroleum. Discuss with your peers and teachers to agree on which is cheaper.

Area Requirements

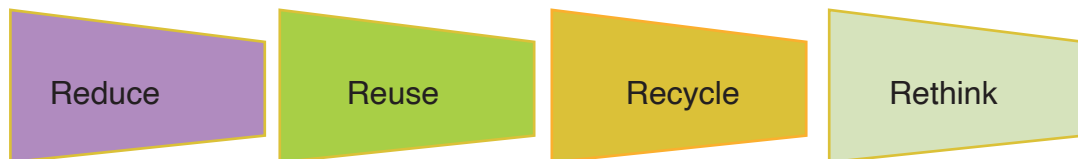


Research about wind and solar energy to find out how much space is required to generate the two.

Activity 2: Pair Work

Discuss in pairs and give examples of things that are wasted around you daily.

Show how you can apply each of the 4Rs to stop the wastage of the things you have discussed.



Take Home

“Every child is a different kind flower. All together they make this world a beautiful garden”

Reflection

Consider how some people have used what they have efficiently to contribute to the wellbeing of others. Think of individuals and countries where people sacrifice their meals and other needs to make sure they reduce hunger and suffering in the world. Is there something you could alone or with your friends to change your somebody’s situation or make your surrounding a better place?

Action

Pick one of the 4 Rs for using resources in a better way and choose one thing you are going to do to stop wastage. Work with others so that your action improves the lives of those around you or your surrounding.

Parting shot

Take only as much as you need, use only as much as you need. Think of others, think of tomorrow. Your action will save a life and save our planet.



Session 3: Road Safety

In this session, you will learn about causes of road accidents and how they can be avoided. It is expected that by the end of the session you should be able to use the road safely.

Activity 1. Reading Comprehension

Read the following passage and respond to the questions that follow

A bus was traveling from the capital city of Mombasa, to a popular town in western Uganda. It was a festive season and many people were travelling. The bus capacity is seventy people but because it was a festive season and many people were travelling to different parts of the country and even across the borders, the bus crew decided to carry seventy people some even standing. Though, the bus was due for service, routine maintenance could not be done because the bus crew was determined to make as many trips as they could during the festive season. The bus embarked on the journey to western Uganda at 7pm though it was not licensed to travel at night. At around 4 a.m. the bus passed through a long stretch of the road which had experienced torrential rain making the weather was foggy.

At some minutes to five, the bus crashed leaving several people dead and many with major injuries. One survivor narrated that, throughout the journey, the bus driver kept on talking phone while driving and seeping something which looked like alcohol. However, he chose not speak about it because he feared, the bus crew might beat him up.

1. In pairs discuss and write down what could have caused the bus to crash

2. Do you think this accident could have been avoided? If yes, explain How

3. Due to the bus accident some passengers may find themselves permanently immobile or confined to a wheel chair. What should the government do to make the lives of accident survivors comfortable

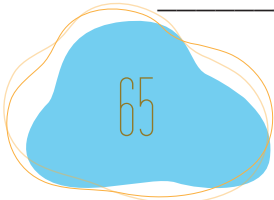
4) Discuss and write down the effects of road accidents on:

- An individual

- Family

- Community

- Nation

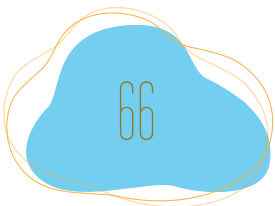


Reflection

Why are there many road accidents in our country?

Action

Write down at least three things you will do to promote road safety in your county



UNIT SIX

DIVERSITY

Introduction

In this unit you will be taken through diversity and its relationship with Global Citizenship Education. The unit focus on the importance of our differences as individuals, communities and society and how we can use our differences to promote citizenship education.



Session 1: Understanding Diversity

This session will help you to explore personal differences and similarities and how they influence our relationships. By the end of the session you will be able to identify some of the similarities and differences in our character and appreciate how they affects the way we relate with each other. It is expected that this will help you to recognise the differences between us and other people and use them to develop better relationships at home, school and community.

Activity 1: Experience sharing on our similarities and differences

- In the space provided in the picture, write your name.
- On one hand (left or right) of the picture write a list of 3 things you like doing either in school or at home
- On the other hand (left or right) please write 3 things that you do not enjoy doing at school or at home
- When you have finished writing the items on both sides, identify one of your classmates and get ready to discuss your diagram with him or her
- Explain the list of things you like doing and those you do not really like doing with you're the identified classmate
- Where possible tell them what makes you like or not like doing those things
- Selected students to share some of their likes and dislikes while one student writes them on the board

N.B: it may feel uncomfortable to share at the beginning but as you continue sharing it will become easier.



Reflection

1. What did you learn as you were sharing with your partner on the following areas?
 - a) Similarities amongst us

 - b) Differences amongst us

2. Is there any way that you can benefit from your classmates based on what they shared in the class? Please explain your answer.

3. Do our similarities and differences affect the way we relate with each other? Please explain your answer.

Action

Identify one learner who likes doing something that you do not like. In the next one-week, work collaboratively with the learner to carry out that activity which you do not like doing. Briefly write your experience.

Takeaway point

Our differences should make us stronger but not weaken us!

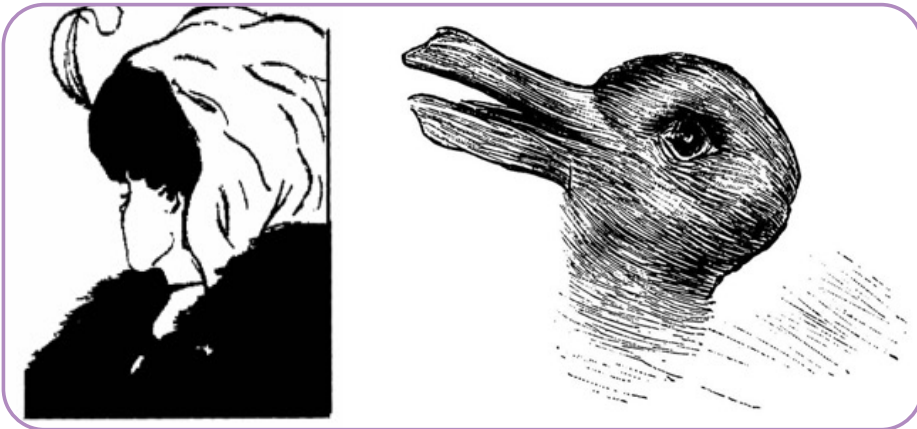


Session 2: Perceptions and their effects on our relationships

This session will help you discuss the way we view each other and how this can affect our relationships. Through the discussion you will identify reasons that may make us have differing views hence learn to appreciate other people's views. This will help you to learn how to accommodate other people them being different in various ways.

Activity

Study the following pictures carefully.



Picture 1

Picture 2

What do you see in the pictures? Please list all that you can see (there are no wrong answers)

Picture 1

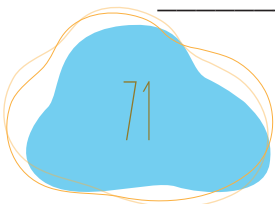
Picture 2

- Discuss in plenary what each one of you saw in the pictures with one student taking the notes on the board. Is there any difference in what each of you saw?

- Briefly explain why you may have different views on the same pictures.

Reflection

- How do you think differences in the way we see things (our perception) may affect your relationship with other people.



- How can differences in perception affect relationship with people from other communities?

- How can differences in perception affect relationship with people from other religions?

Action

Identify a student who is from a different faith/denomination or community.

Hold a discussion with the student on their faith/denomination or community.

Based on the discussion, state 2 new things you have learnt about their faith or community.

UNIT SEVEN

PEACE AND CONFLICT RESOLUTION

Introduction

This unit will enable you to take action towards promoting peaceful living at the personal, local, national, regional and global levels in collaboration with others. Peace is a concept of social friendship and harmony in the absence of hostility and violence while conflict resolution is a method or a process involved in facilitating the peaceful ending of conflict without revenge.



Session 1: **Types of peace**

This session focus on how you can reflect on personal peace. Having personal peace means being mentally and spiritually at peace, with enough knowledge and understanding to keep yourself strong even during stress.

Activity 1: Reflection on Personal Peace

Steps

- a) Take your own space, sit and relax for 5 minutes
- b) Think about things that make you feel calm and happy, peaceful, secured or safe.
- c) Draw a picture of what you have thought of in the box below.
- d) Write what the pictures mean to you in terms of peace, such as 'Peace is . . . '.

- e) Share these ideas and pictures with your classmates
- f) Display your pictures to begin a class Peace gallery.

Reflection

How important is it to know what makes you happy?

How can you be happy without interfering with peace of others?

Action

Discuss, identify and write on a flip chart factors that can promote inner peace; with the guidance of your teacher, make a summary of actions that promote one's inner peace.



Session 2: Peace at Family Level

This session focus on peace at family level. The session aims at equipping you with skills of resolving conflicts in the family.

Activity 2: Brain storming on peace at family level

Procedure

- a) Sit in a circle facing each other.
- b) Have a flower which should be handed to whoever wants to talk or share his/her view on peace at family level.
- c) Only the person holding the flower should talk.
- d) No one should get interrupted and once the object is passed on, the next person gets to talk exclusively.

Reflection

What are the channels of communication that can enable passage of information from one person to another without interruption?

Action

Identify one of you who likes making noise which interrupts a lesson or a class group discussion. Identify an activity that you can work collaboratively with him as the leader to achieve particular goal. Briefly write you experience.



Session 3: Peace at the Community Level

This session focus on peace at community level. Having community peace means living in harmony with other community members with enough knowledge and understanding to keep and maintain harmonious living within the community.

Activity 1: Practicing Mediation.

The mediator in each group should try to use the mediation steps taught above

- a) Form groups of three to discuss and identify mediation steps.
- b) Think of a conflict you have seen at school e.g. planed symposium, sports or drama festival canceled so that you can concentrate on academics. Mid-term holiday has been cancelled for students to focus on studies.

Reflection

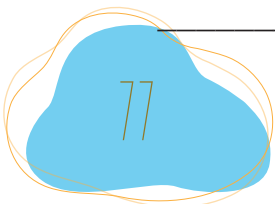
One learner takes up the role of a mediator and the other two learners pretend to be in the conflict with each other. How would you mediate this conflict?

In your group-were you able to solve the problem? Could the two parties find an agreement?

Was it easy to be the mediator- why or why not?

What did you learn by being the mediator?

What did you learn as one of the people in conflict? Did it help to have a mediator?



Is mediation necessary in solving problems in schools? Why or why not?

What is the role of a mediator?

Do you think you can be a mediator? Why or why not?

Action

Write in your note books what you learnt/take away about mediation and indicate what was the best part of the activity and why? Which one was not so good and why?

APPENDICES

Appendix 1: East African Community Anthem (English and Kiswahili)

Anthem Guidelines

Who shall sing or play the Anthem?

1. East Africans citizens shall sing or play the Anthem on occasions of regional significance.
2. The instrumental version of the Anthem may be played or the Vocal version may be sung.
3. Every person playing or singing the Anthem shall ensure that the tune and lyrics of the Anthem are complete and performed with dignity.
4. Decorum shall be observed whenever the Anthem is played or sung and every person present at the occasion shall stand up as a sign of respect.



East African Community anthem

Kiswahili

English

1. Ee Mungu twaomba
ulinde
Jumuiya Afrika mashariki
Tuwezeshe kuishi kwa
amani
Tutimize na malengo
yetu

Chorus

*Jumuiya yetu sote
tulinde
Tuwajibike tuimarike
Umoja wetu ni nguzo
yetu
Idumu jumuiya yetu*

2. Uzalendo pia
mshikamano
Viwe msingi wa umoja
wetu
Natulinde uhuru na
amani
Mila zetu na desturi zetu

3. Viwandani na hata
mashambani
Tufanye kazi sote kwa
makini
Tujitoe kwa hali na mali
Tuijenge jumuiya bora

1. Oh God we pray for the
preservation of the East
African Community En-
able us to live in peace
May we fulfill our objec-
tives

Chorus

*We should protect/
guard our community We
should be committed and
Stand strong Our unity is
our anchor Long live our
community*

2. Patriotism and togeth-
erness Be the pillars of
our unity May we guard
our independence And
peace Our culture and
traditions

3. Industries and farms We
should work together
We should work hard
We should build a better
community

Appendix: 2 AU Anthem: Kiswahili and English

Kiswahili

1. Tuungane sote na tusherehekee pamoja
Ushindi kwa ukumbozi wetu
Tujitoe wenyewe tusimame pamoja
Kuulii nda uhuru na umoja wetu.

Chorus:

*Enyi bwana na binti wa Afrika
Mwili wa jua, mwili wa Anga
Tuifanye Afrika m'ti wa uzima.*

2. Tuungane sote tuimbe pamoja
Kuenzi mshika mano hatima yetu
Tujitoe wenyewe kupamba na pamoja
Uhuru na umoja vitawale.

3. Tuungane sote na tujibidisha
Kutoa kilicho bora kwa Afrika
Chimbuko la wana dam chemchem yauta maduni
Tumaini letu wakati wa mafarakano.

English

1. Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

Chorus

*O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life*

2. Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on earth

3. Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

