

SCHOOLS IN CONFLICT

COURSE OVERVIEW



'Bringing education and Africa alive for students'

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COURSE SUMMARY

Africa Educational Trust (AET) designed the *Schools in Conflict* course to introduce students to the concepts of 'conflict' and 'poverty' in Eastern Africa and the role education can play to help those living in challenging circumstances. The topics will be approached in an unconventional style, leaving students with a more complex and diverse understanding of the region and a recognition of the similarities between themselves and those who live there.

During the course, students will focus on four key topics and gain valuable skills which will help them better navigate the globalised and multi-cultural world they live in. These skills include:

- The ability to challenge perceptions and stereotypes
- Thinking outside the box to solve problems
- Listening to the needs and opinions of others before making judgements
- Approaching challenging topics with confidence and positivity

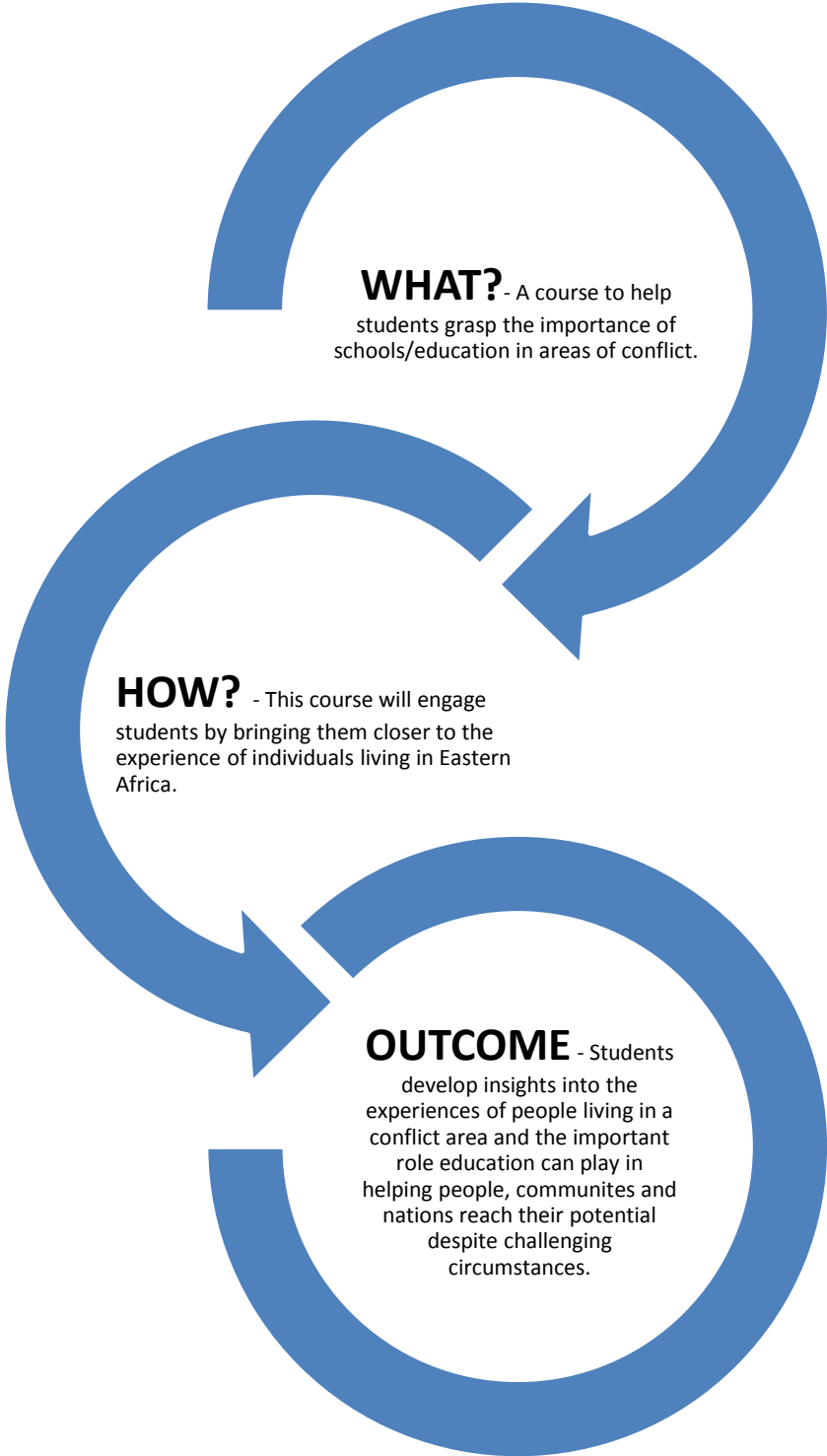
The course will critically engage students with a variety of citizenship topics including:

- Dealing with complex social problems
- Systems and forms of government beyond the United Kingdom
- Development of political systems and the importance of democracy
- Recognition of British values and the valued liberties enjoyed by UK citizens
- The important role of education in creating opportunities and expanding choices

While focusing on Eastern Africa, the course encourages students to reflect on the important role education plays in their own lives. Throughout the activities, students will recognise the privilege of free and universal education and the network of people within their community who contribute to their own success.

The final session encourages students to take action, share what they have learned, and also celebrate their own school community. AET is able to support schools throughout each of the sessions and as they continue to engage students in discussion around these topics.

COURSE OUTLINE



WHAT? - A course to help students grasp the importance of schools/education in areas of conflict.

HOW? - This course will engage students by bringing them closer to the experience of individuals living in Eastern Africa.

OUTCOME - Students develop insights into the experiences of people living in a conflict area and the important role education can play in helping people, communities and nations reach their potential despite challenging circumstances.

COURSE STRUCTURE

Basic Lesson Structure

- Opening Activity
- Introduction to New Topic
- Topic-related Activity

Key Goals

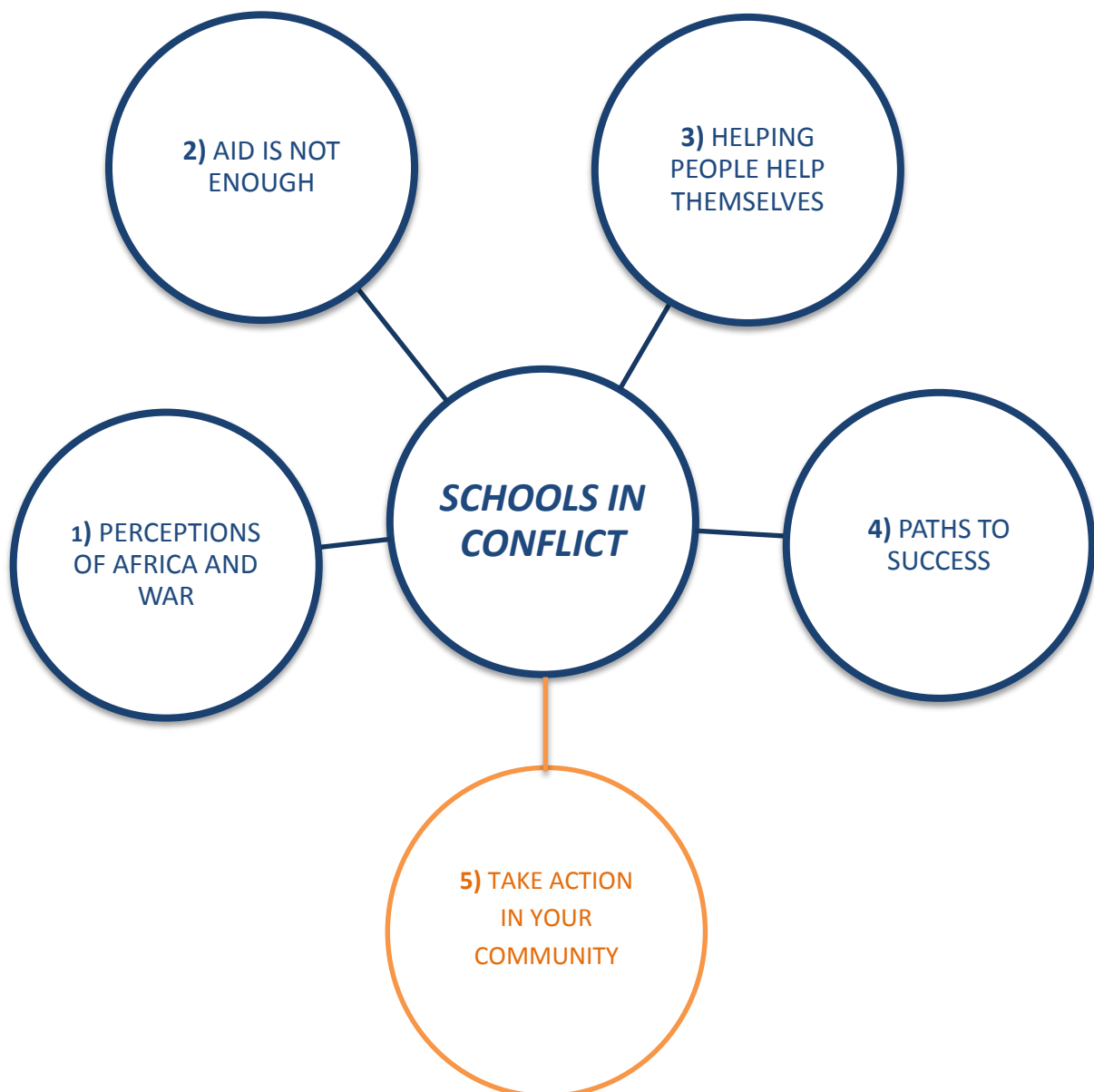
Session 1 - To explore perceptions

Session 2 - To think outside the box

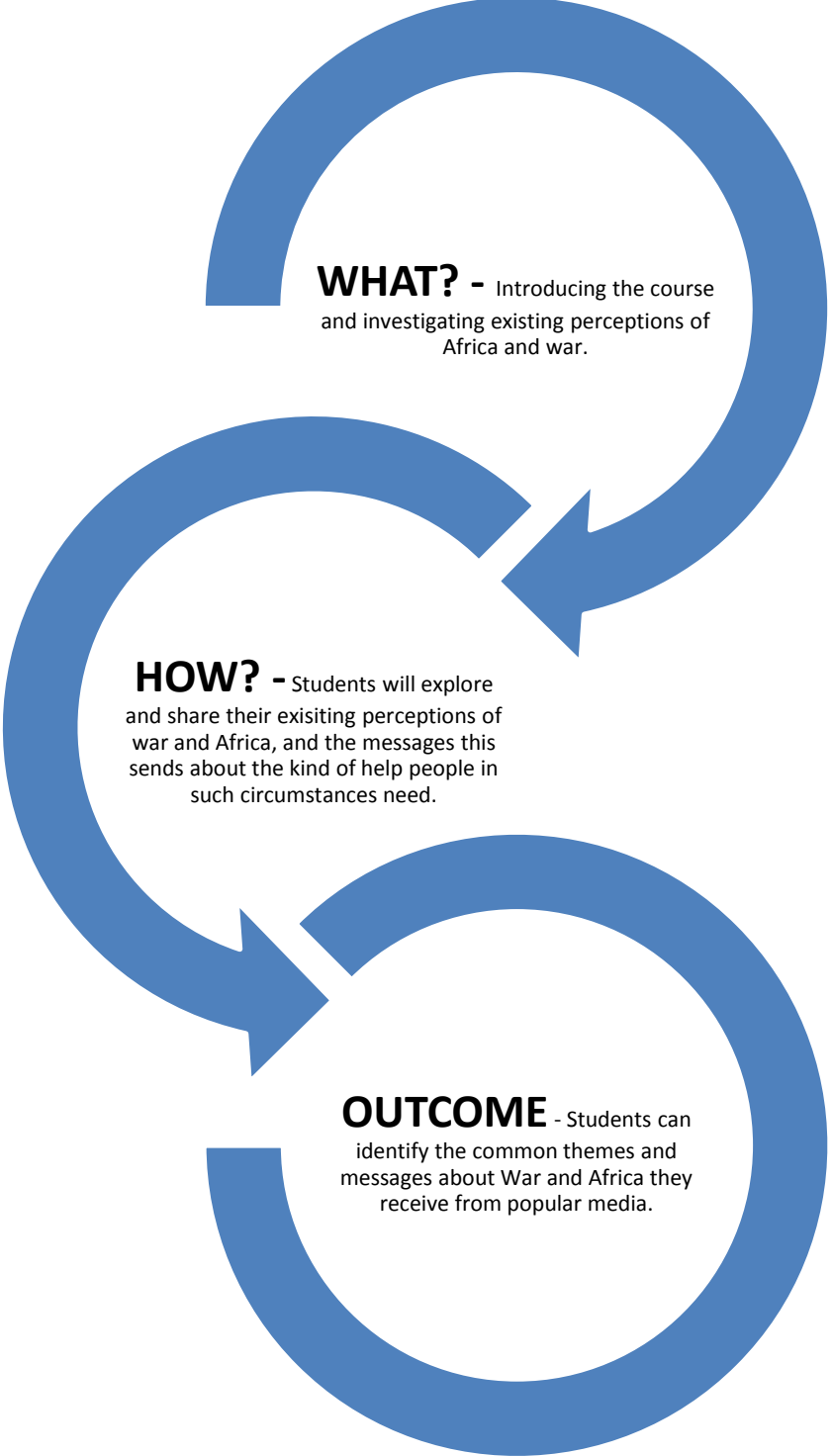
Session 3 - To emphasise the importance of listening

Session 4 - To create a sense of hope and potential

Session 5 – To inspire action and sharing



SESSION ONE: PERCEPTIONS OF AFRICA AND WAR

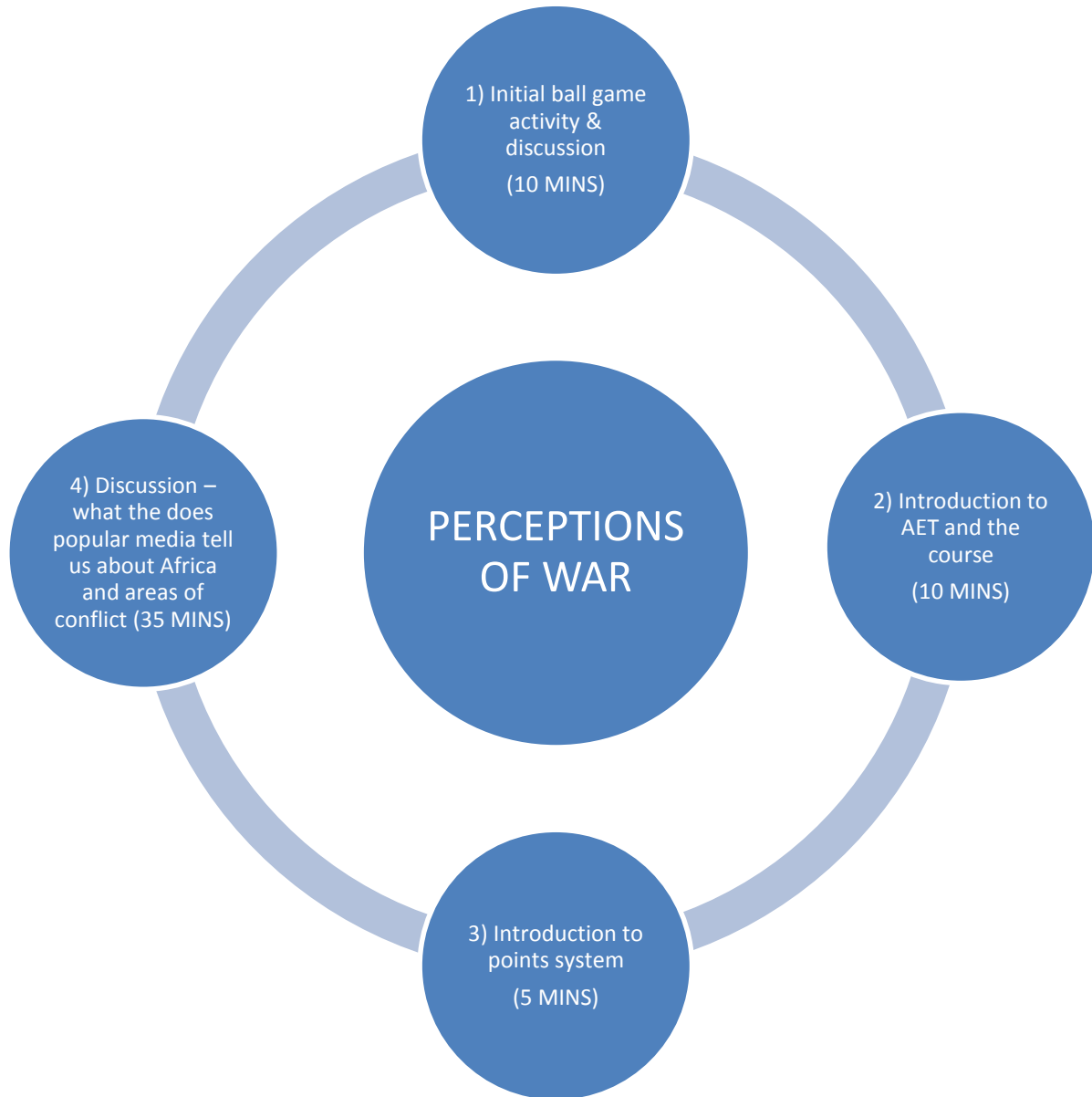


WHAT? - Introducing the course and investigating existing perceptions of Africa and war.

HOW? - Students will explore and share their existing perceptions of war and Africa, and the messages this sends about the kind of help people in such circumstances need.

OUTCOME - Students can identify the common themes and messages about War and Africa they receive from popular media.

LESSON PLAN



1. OPENING ACTIVITY: Ball Game

Description

Seated in the classroom as normal, students will each be given a ball and asked to throw it into a bin placed at the front of the room. Students will not have an equal distance between themselves and the bin. This will open a discussion on how this relates to having a 'fair shot' in life based on where you 'sit' in the world.

Learning Outcome

This activity will highlight the fact that not everyone has the same shot when it comes to achieving their goals, and open a discussion about differences in opportunities, skills and abilities between the UK and under-developed countries.

2. INTRODUCTION TO NEW TOPIC: Africa Educational Trust

Description

An introductory, visual presentation on AET and the outline of the course.

Learning Outcome

Students will have a clear understanding of what AET does and what will be achieved through the course.

2.1 – Introduction to Points System

Description

A point-scoring system will run alongside the sessions. This session will introduce students to the system and split them into their designated teams.

Learning Outcome

This point-scoring system will help maintain student focus and engagement throughout the course.

3. TOPIC-RELATED ACTIVITY: Brainstorming 'Africa and Aid'

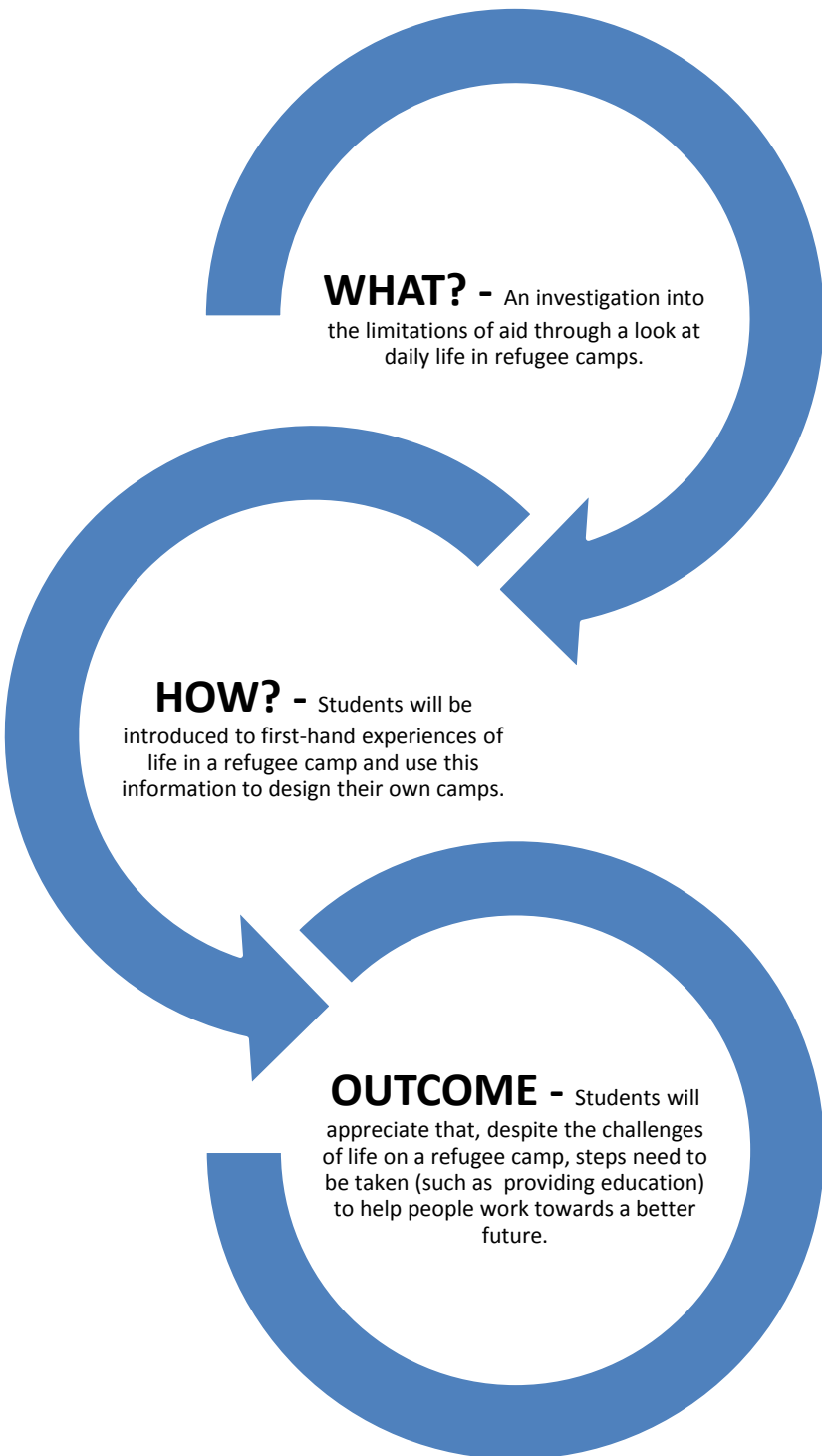
Description

This activity will explore student expectations and beliefs about conflict and Africa. The teaching teams will provide related photos, documents and video footage as a jumping-off point. Students will then be asked to brainstorm their perceptions of war in East Africa based on a combination of the materials and their existing knowledge.

Learning Outcome

Students will be able to articulate clearly how they picture Africa and life in conflict and how that shapes their expectations of the kinds of aid and assistance are needed.

SESSION TWO: AID IS NOT ENOUGH

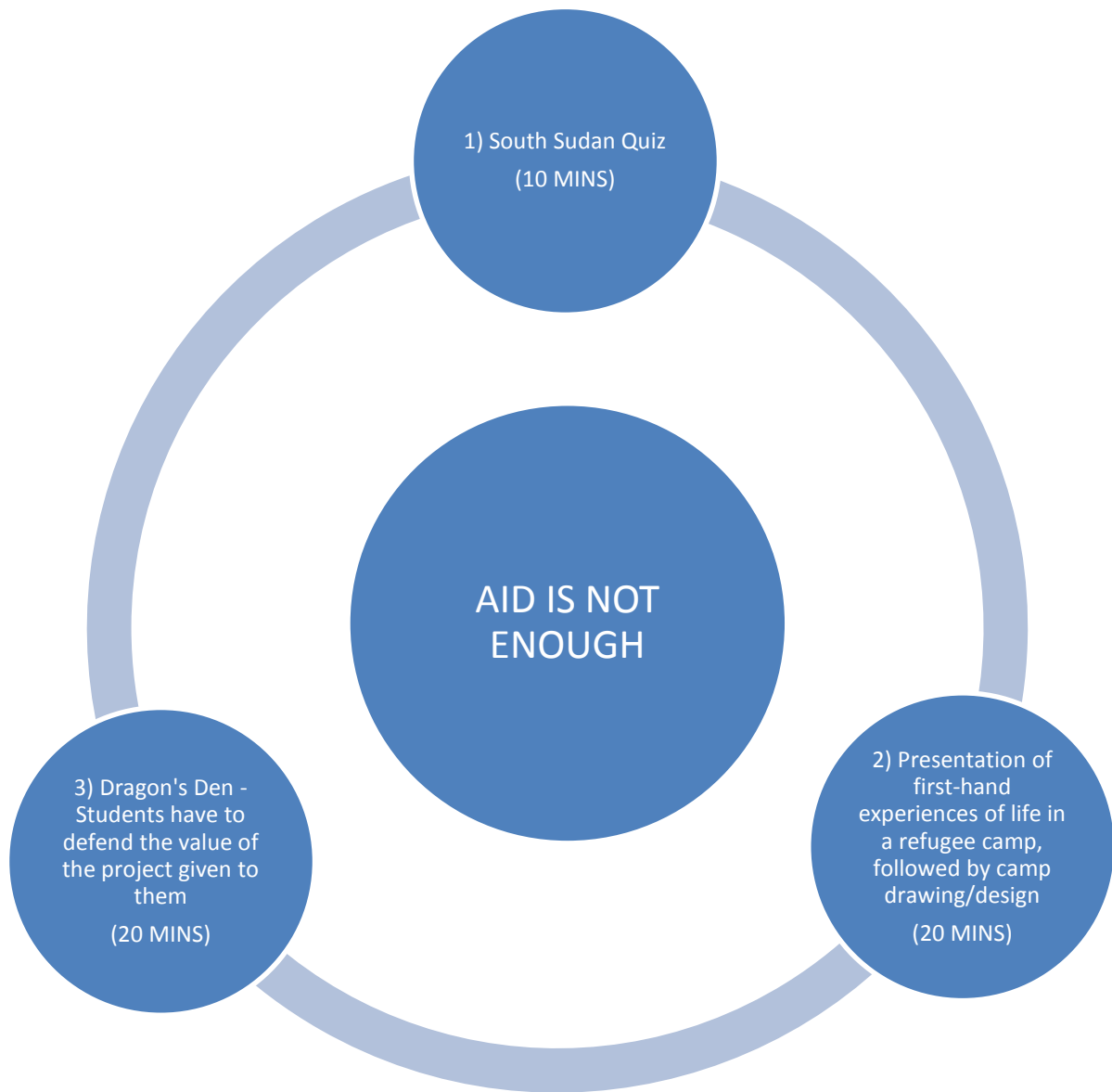


WHAT? - An investigation into the limitations of aid through a look at daily life in refugee camps.

HOW? - Students will be introduced to first-hand experiences of life in a refugee camp and use this information to design their own camps.

OUTCOME - Students will appreciate that, despite the challenges of life on a refugee camp, steps need to be taken (such as providing education) to help people work towards a better future.

LESSON PLAN



1. OPENING ACTIVITY: South Sudan Quiz

Description

The session begins with a true/false quiz on South Sudan. The quiz will require movement around the classroom and will therefore open the session in an entertaining/active style.

Learning Outcome

The quiz will give students general knowledge of South Sudan while also encouraging the challenging of existing perceptions and stereotypes.

2. INTRODUCTION TO NEW TOPIC: Presentation of First-hand Refugee Camp Experience Followed by Individual Camp Design Activity

Description

Students will be introduced to first-hand experiences of life in a refugee camp through personal stories from AET partners. These insights will then help students to design their own individual camps.

Learning Outcome

Students will think about the most important features of a refugee camp. Refugee camps will not be presented as just a response to conflict but also as a potential space of opportunity despite the challenging environment.

3. TOPIC-RELATED ACTIVITY: Dragon's Den

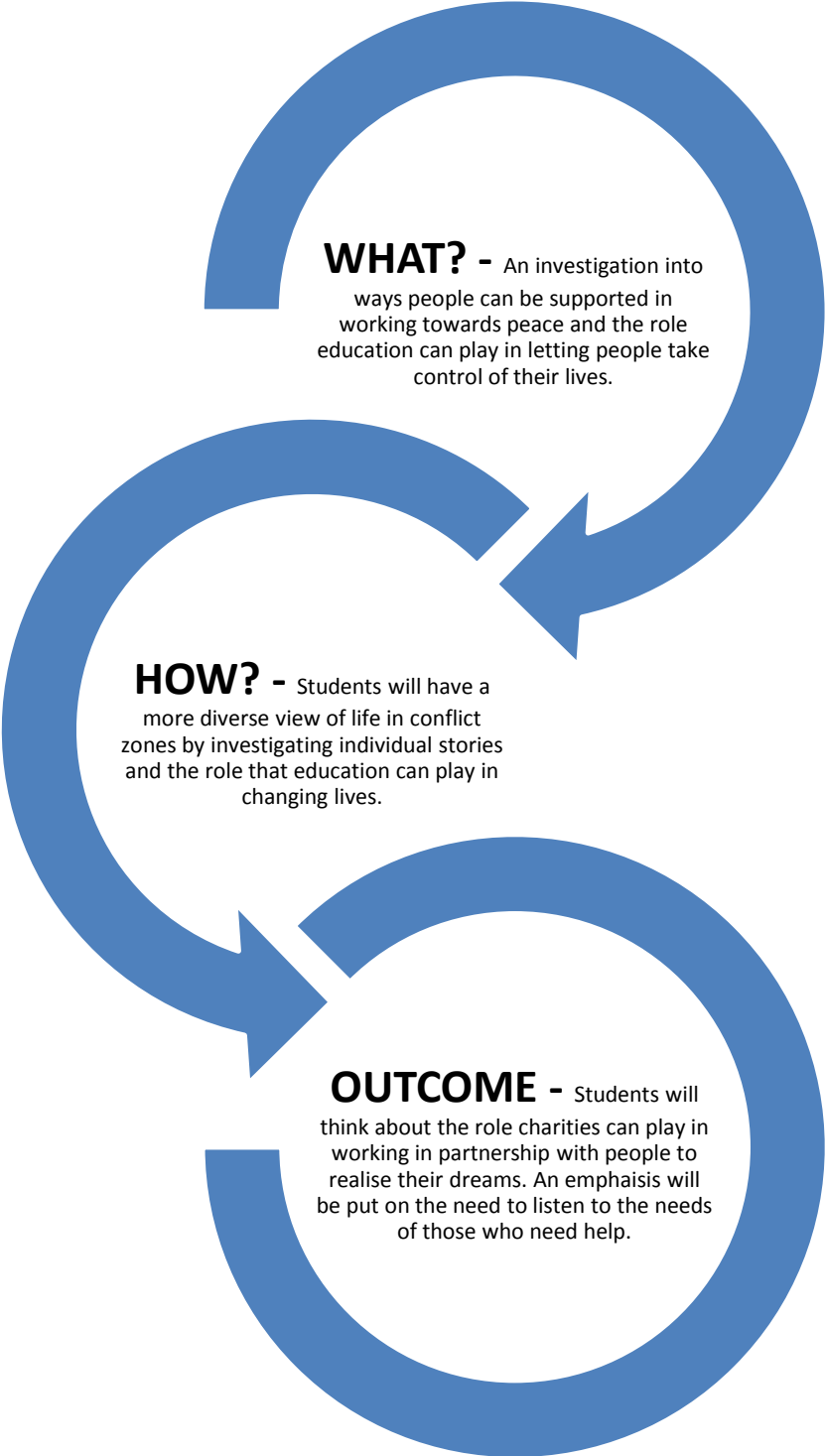
Description

Students will be split into groups. Each group will be introduced to a refugee education project and will be given time to prepare a pitch to defend its quality and importance, describing how the project helps address people's issues.

Learning Outcome

Students will learn how to defend their solutions based on need, impact, sustainability and innovation while improving their presentation skills. They will also gain an appreciation of life as a refugee and its limitations unless more is done to improve their prospects.

SESSION THREE – HELPING PEOPLE HELP THEMSELVES



WHAT? - An investigation into ways people can be supported in working towards peace and the role education can play in letting people take control of their lives.

HOW? - Students will have a more diverse view of life in conflict zones by investigating individual stories and the role that education can play in changing lives.

OUTCOME - Students will think about the role charities can play in working in partnership with people to realise their dreams. An emphasis will be put on the need to listen to the needs of those who need help.

LESSON PLAN



1. OPENING ACTIVITY: Short Film on Mogadishu

Description

Students will watch a film that presents a more diverse picture of life in the city of Mogadishu. The movie will highlight the fact that 'daily life' in Mogadishu.

A scavenger hunt activity will run alongside the view of the film. This will encourage students to watch for things that either confirm or contradict their expectations of what life is like in this city.

Learning Outcome

Students will be able to identify similarities between their own daily life and the daily life of those in a city surrounded by conflict. Stereotypes and perceptions will be challenged through showing a more complex view of a city at war.

2. INTRODUCTION TO NEW TOPIC: Role Play Activity

Description

Students will be presented with a number of characters who each need a certain type of assistance. They will then be asked to listen/interview each character in order to determine the kind of assistance that would be best suited for them.

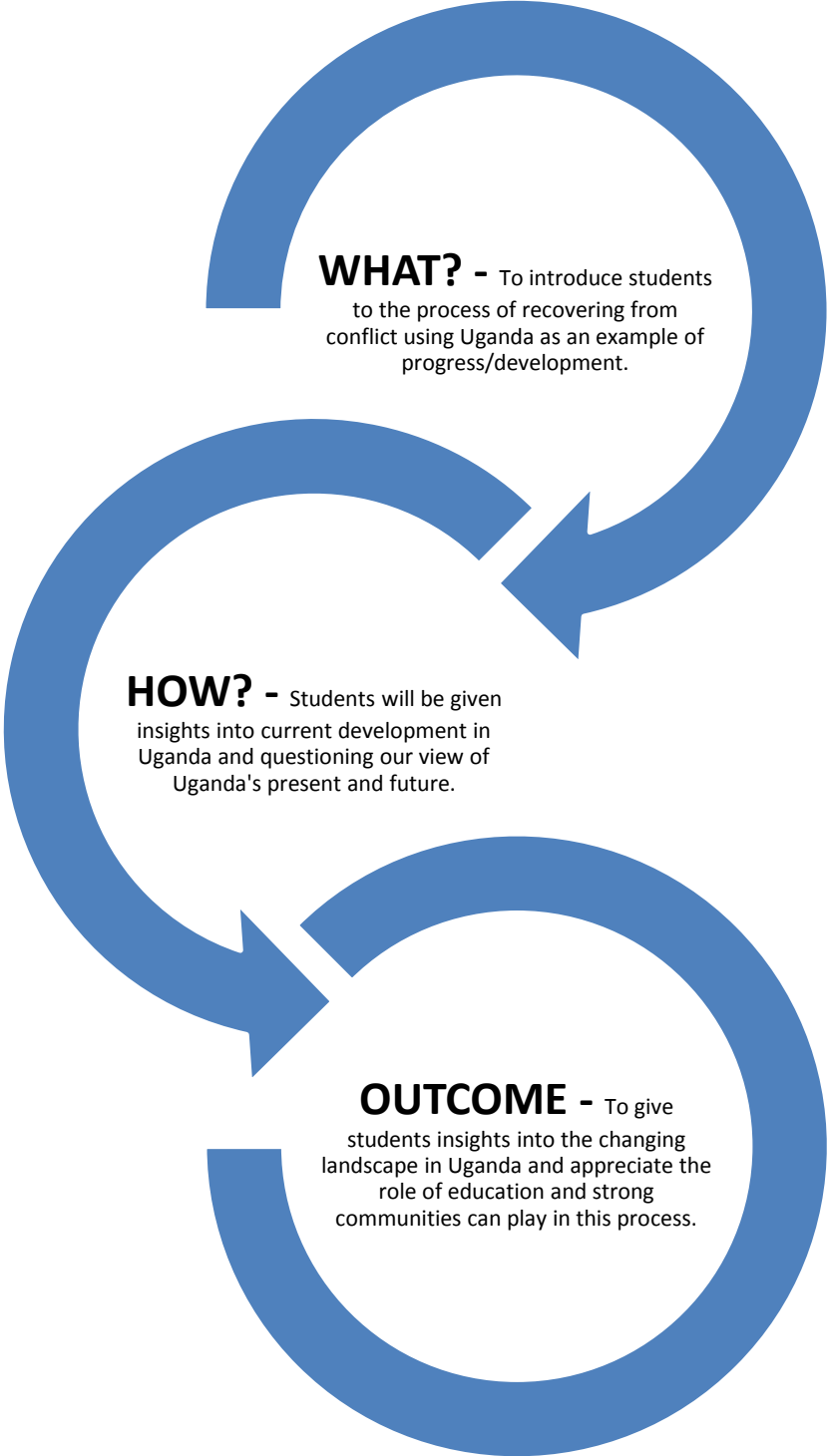
Learning Outcome

Students will learn about the value of listening to those who need assistance and letting that information drive their decision-making, rather than jumping to conclusions.

3. TOPIC-RELATED ACTIVITY: Who do we listen to?

Do we do any better here at home? Students will be pushed to reflect on who we listen to when being advised about what is needed to solve a problem. Using current social issues from a newspaper, students should identify the person narrating and who gets to make suggestions about how to help.

SESSION FOUR – PATHS TO SUCCESS

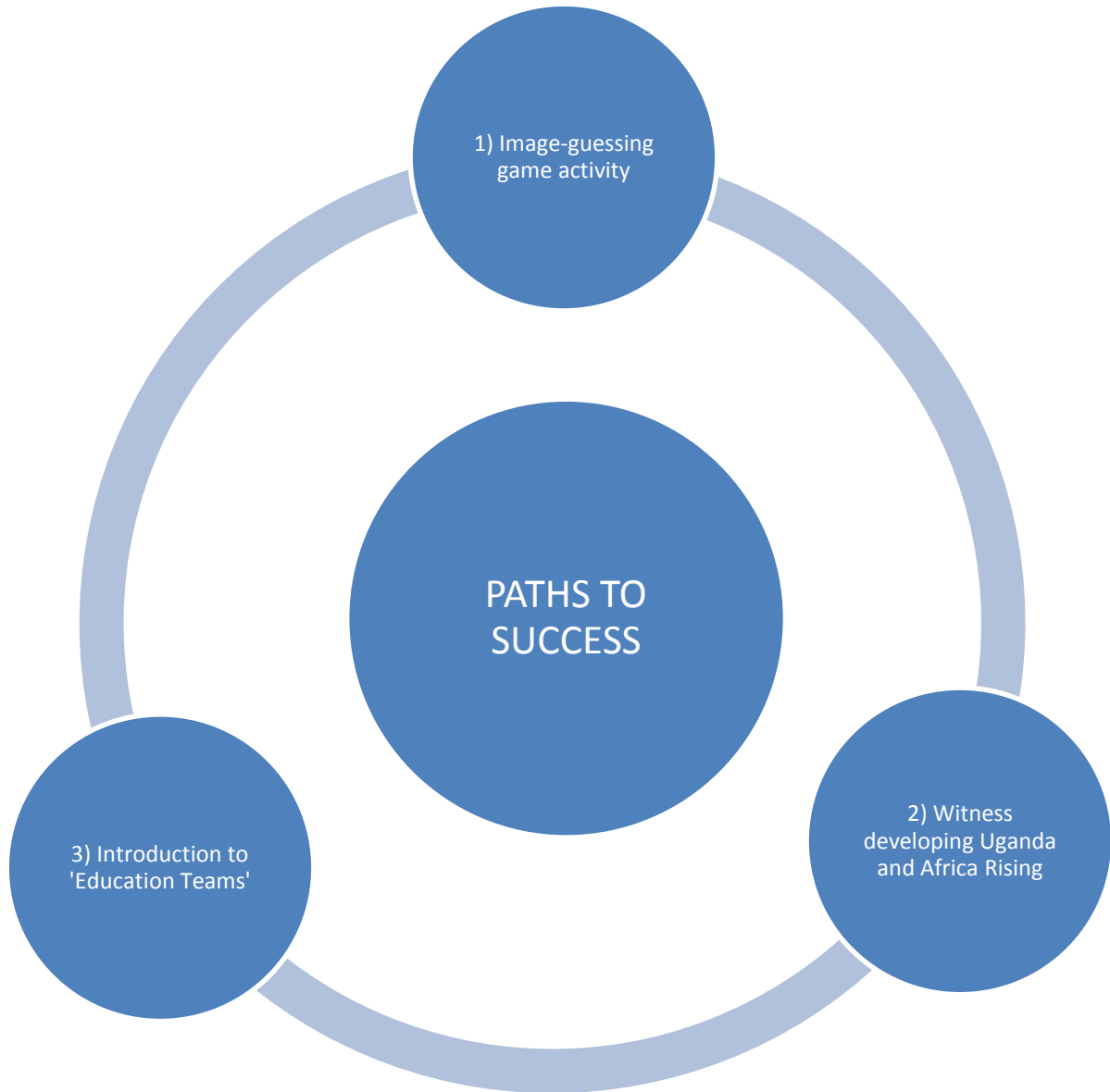


WHAT? - To introduce students to the process of recovering from conflict using Uganda as an example of progress/development.

HOW? - Students will be given insights into current development in Uganda and questioning our view of Uganda's present and future.

OUTCOME - To give students insights into the changing landscape in Uganda and appreciate the role of education and strong communities can play in this process.

LESSON PLAN



1. OPENING ACTIVITY: Image-Guessing Game Activity

Description

Students will be presented with a number of images and asked to guess what country they think they were taken in. Images will include an unexpected mix of Uganda and other countries.

Learning Outcome

The principal aim of this task is to challenge the perception of students with regards to the level of development in Uganda and highlight similarities between Uganda and the UK.

2. INTRODUCTION TO NEW TOPIC: Development in Uganda

Description

This presentation will present the changing landscape of Uganda showing how rapidly things have changed since the end of the conflict in Northern Uganda.

Learning Outcome

Students will visually witness the recent development of Uganda and gain an understanding of how rapidly a country can grow and develop once peace is established.

3. TOPIC-RELATED ACTIVITY: Introduction to 'Education Teams'

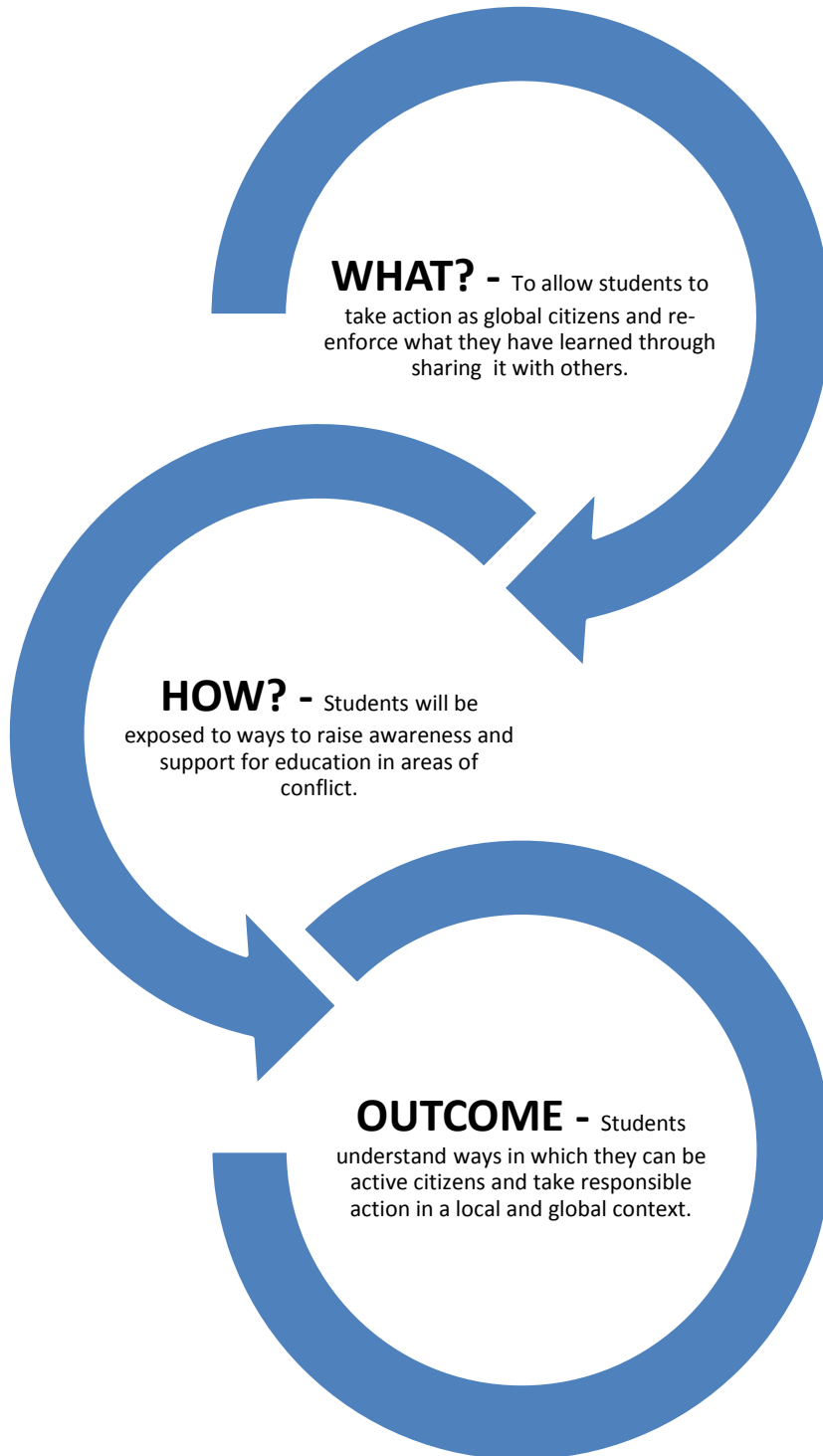
Description

Students will be introduced to the AET approach of building 'communities for education' and will learn about the concept of 'Education Teams' through looking at one of AET's projects. Students will be asked to map out the most important player in their education teams.

Learning Outcome

Students will recognise that education is a support system that requires community, thereby allowing them to link their community to their personal successes in realising their goals and dreams.

BEYOND THE COURSE - TAKE ACTION



There are no set activities for this section, but AET will work with schools to create the ideal programme for them. The following are a couple of suggestions that are open to adaptation to school needs/preferences:

Share What You've Learned

- Student-led assembly presentations to share with the rest of the school
 - Creating posters, leaflets and information sheets
 - Forming relevant student clubs and societies

Raising Awareness

- Presentations to share with parents and local community members
- Advocacy and lobbying to MPs and other political representatives within the community
 - Use of video and creative arts to share stories

Generate Support

- Hold school fundraisers (via non-uniform days, bake-sales, etc.)
- Use our 'Education Team' concept to raise funds from the wider community
 - Start a school social enterprise

Continued Engagement

- Build a link with one of our school projects
 - Teacher placements and exchanges

HOW TO GET THE COURSE IN YOUR SCHOOL

Africa Educational Trust can support schools in implementing this course in various ways*, depending on the size and location of the school.

AET In-Class Course

We can provide schools with two trained course leaders who will visit the school and provide the course during regular, scheduled class time. We will work with schools to create a suitable lesson schedule and will bring everything needed for the course with us. Our course leaders will deliver the programme with teacher assistance in engaging and managing students.

AET Outreach Days

The course can be provided as an off-timetable event that is either half- or full-day (depending on how much support is desired in helping students with session 5- take action). AET course leaders will come to the school for the day and, with teacher oversight, conduct sessions with the students. Beyond the outreach day, ongoing support can be provided for awareness-raising and fundraising activities.

Teaching Packs

Where schools wish to do the lessons independently, AET can provide the entire lesson pack. From presentations to printed materials to group work outlines, schools will be supplied with everything that AET course leaders usually come with to implement the lessons, allowing teachers to offer the session at their leisure.

**Pricing is applicable to all course methods based on the number of students to be taught. This price covers the cost of supplying the course in whatever form the school chooses, as well as a small donation to the work of AET. Should a school wish to fundraise with students to meet the cost of the course, AET can also provide support in this.*