

# Mine and Weapon Awareness Training

## Albania 2000

The "MAWA" program was implemented in several cities in Albania in 2000. The school program involved school children, with support of their teachers, in using a variety of expressions including art, video, photography, and theater to look at the impact of weapons in their lives and as well to look at the dangers of unexploded ordnance in the environment. Included below are the final report to the donor and a training manual used for the program.



# **EVALUATION REPORT**

# **MINE AND WEAPON AWARENESS CAMPAIGN**

**Submitted to:**

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Maarten Voors  
Project Coordinator

## 1. Introduction

During the unrest in Albania in 1996 and 1997, the Albanian population looted many military and police weapon depots. A lot of these weapons have still not been returned or recovered. It is estimated that almost in each family one or more machine guns and/or other weapon systems are hidden. Furthermore, some of the weapon and ammunition depots were blown up during the revolts, resulting in a large number of unexploded ordnance (UXO) lying over the area. These “hot spots” are located all over the country. The conflict in Kosov@ has also contributed to the build-up of UXO in Albania.

The weapons at home and the UXO's lying around form a daily danger, especially for children and young people. Having weapons at home, older family members showing and using them, decreases the normal distance children should have towards weapons and increases the possibility to “play” with them. The weapons and UXO's also represent a serious obstacle to the reconstruction and rehabilitation of the country.

The Mine and Weapon Awareness Project (MAWA Project) started in January 2000 and will travel to at least 20 Albanian schools during several months. The aim is to establish an awareness that weapons are dangerous and that you should not play with them. In addition to this, children are taught that problems can be solved without the direct use of violence. Related objectives include assessing children's thoughts about their country and what they think should be changed, and making them aware that these things can be changed.

Balkan Sunflowers is supported by UNICEF in achieving these aims, and works in conjunction with the Albanian Youth Council and the Albanian Ministry of Education.

We intend to reach out to 200 - 250 children in each school in a total of at least 20 schools around Albania. The target age of the children are the highest classes of elementary school (11 -14 years) and the first classes of high school (14 - 18 years).

International and Albanian volunteers organize “project weeks” including topics such as non-violent conflict resolution training, mine and weapon awareness building, and making the children aware of how democracy works. These topics will involve the children in activities such as games, discussion, creative writing, video making and theater. At the end of the week there is a public presentation of the week's work.

## 2. Executive summary

This report contains the evaluation of the second part of the Mine and Weapon Awareness Project. The first part was conducted between 23 January 2000 and 3 March 2000. The second part of the program was conducted between 06 March 2000 and 14 April 2000 in the city of Berat.

In the course of six weeks a training week was held, followed by four project weeks in schools. The program was concluded with an evaluation week.

The project took place in eight schools.

In each school 40 to 50 children participated in the program. That means that in four weeks we directly reached an approximate total of 200 children.

We estimate that 1000 more children were reached indirectly as a result of the emphasis on "child to child" training.

Though theater, video, arts and word of mouth, the MAWA message was spread, thus reaching a large number of people around the children and teenagers directly involved in the school program.

In all schools continuation was reached on different levels. Some examples are the creation of art work, poetry, articles and messages. After school clubs were set up as a platform for children to discuss how they can continue to raise awareness.

In order to make a distinctive sign to a greater audience, we are organizing a show on the weekend of 22-23 of April. In the show the best performing children from each school will participate. Together they will present their message to politicians, prominent Albanian figures and to the public media.

Children, teachers and parents reacted with enthusiasm to the program. Many parents expressed the necessity of MAWA to become a regular part of their children's education. The desires and ambitions of the children and the reactions of their parents are summarized in the appendix.

### 3. Methodology

During the weeks that the program was conducted, the program instructors evaluated the results and progression of each activity on regular basis.

The team gathered daily before and after the program to discuss updates, changes and efficiency of the program.

Evaluation sheets were used to examine each day and to give suggestions for the next week. At the end of the four weeks a general evaluation sheet was filled out, focusing on:

- training
- project development of the four weeks
- awareness continuation
- teamwork and team development
- the program conductor's personal involvement and development

Through creative writing, art activities and discussion, we gain insight on the children's future ideas of their country and what they thought should be changed.

To further assess the children's ambitions and opinions, and to find out their parent's view on the program, each participating child received a questionnaire for themselves and for their parents.

## 4. Program

### 4.1 Training

#### *Introduction*

From 23 January to 28 January and from 06 to 10 March 2000 an intensive training week was held. The training lasted three hours per day for five days and focused on a thorough of the understanding the program, learning the teaching methods and team building activities.

In order to understand the teaching methods, different aspects are highlighted. This includes activities on “youth to child/child to child” training, ways to pass on the idea of continuation to the children and exercises to reach flexibility within the guidelines of the program.

#### *Program*

The training program is included in the appendix.

#### *Findings*

A comprehension of the MAWA message was the most important part of the training. The volunteers went through the various activities as if they were children, in order to fully understand the program. After each activity, all participants gathered for reflection and comments on the activity as well as it's importance and purpose.

The volunteers showed great interest in the program. In order to understand the effect of their teaching the trainees were asked to pretend to be children while another was teaching an activity. During the training week the volunteers developed more and more confidence in teaching.

Each activity was evaluated with a reflection. This enabled the trainees to understand why the activity was presented in a certain way. After having been through the program we presented the opportunity for them to become the trainers. After each program part they were asked to evaluate the teaching of the other. This way the volunteers understood the teaching methods necessary when working with children. Even though they were new to teaching they picked up on the methods quickly.

During the week they were asked give feedback on the program. This enabled us to make the program more suitable for the Albanian schools.

Various activities were organized during the week, focusing on aspects of team building.

At the end of each training week about 25 Albanian volunteers were effectively trained as program instructors.

## **4.2 Project development Project weeks**

The project was conducted in both Tirana and Berat. In the two Albanian cities four schools, both elementary school and high school were visited. The evaluation of the Project weeks in the city of Tirana are described in earlier submitted documentation.

Because the program is specialized in three fields, these are separately evaluated. Since every school has its own unique result, the program development of the different schools is described in more detail throughout this report.

### **4.2.1 General**

#### **4.2.1.1 Project aims**

##### *General*

- To reduce the number of deaths and injuries caused by mines and weapons in Albania
- To reduce the negative impact of guns and mines on Albanian society

##### *Phase Specific*

##### Participants

- To encourage children to relax and enjoy the program, seeing it as fun and showing that being anti-gun is COOL
- To get an overview of how children see their future and the future of Albania
- To get an idea of how children feel the social influence of guns
- To allow children to express what they think should change in Albanian society, and to hear the opinions of their peers
- To encourage an understanding of how violence creates more violence, and how guns create a need for more guns (pyramid of violence)
- To demonstrate how guns prevent or inhibit positive social changes
- To encourage an understanding of the negative effects of guns on culture and society
- To encourage a consideration of alternatives to a culture of guns and violence; to seek and analyze positive alternatives

- To make the participants comprehend how they can change their future through a multitude of real-life demonstrations
- To promote a respect for life and a positive view on Albania's future
- To encourage people to say "NO" to guns and to work towards a gun free society

#### Trainers

- To teach various approaches to "Child to Child" training, to help children effectively passing on what they learned
- To train local volunteers in successful methods of working with children and working in a team
- To teach the volunteers "Youth to Youth" and "Youth to Child" training
- To give ample time to practice the training, allowing the volunteers to become effective instructors

#### **4.2.1.2 Project overview**

To reach the aims of this project an intensive and comprehensive program was produced. The children and teenagers worked on MAWA in three different focus groups: a theater group, a video group and a discussion group.

The first day of every week was spent with the entire group of children.

On the second day the theater group split from the others and worked separately for three days. Through acting techniques focusing on MAWA themes, they worked on an anti-gun theater performance.

On the third day 2 more groups separated. The video group concentrated on producing a MAWA film. The discussion group included various sessions of anti-violence activities such as games, role-plays, art and creative writing.

On the last day of the week, each group of children created a performance, made art work or shared information based on what they learned. They presented their conclusions to their peers and to the rest of their school.

The first day the children were asked to express their dreams. Then to discuss the influences of weapons on different levels, starting with their own future and bringing it up to their influence on the future of Albania. The last days they worked on ways to realise their dreams and ways to show others the feelings of the Albanian youth generation.

The focus of the week was a comprehensive understanding of the MAWA message as well as an ability to pass this on to peers, family and friends. As a result of learning "Child to Child" or "youth to youth" teaching methods, the children were able to do this. A prime example of this was the creation of "After School Anti Gun Clubs".

After the training week and one week of practice the local volunteers were able to effectively train and lead children in MAWA activities. These program instructors can now play an important part in MAWA continuation.

## **4.2.2 Discussion Group**

### **4.2.2.1 Aims**

The aims of the discussion group are included in the program description.

### **4.2.2.2 Program**

The school program is included in the appendix of this document.

### **4.2.2.3 Findings**

The volunteers were trained to be flexible with the weekly program. The written program mainly served as a guide to the actual school program and allowed the trainers to shift activities according to the reactions of the children. The extent to which one subject was discussed depended on the aimed result of the activity. Hence each school had different results.

On the third day the children were asked what they could do to promote MAWA. This was an important turning point in the week. Some children were quick in understanding and sharing ideas, and were able to 'produce' early on the third day.

Through art and verbal expressions such as poems, songs and articles, the MAWA message was spread. The MAWA message thus reached a large number of people around the children and teenagers, not only those directly involved in the school program.

In all schools continuation was accomplished on different levels. This is exemplified with the creation of "after school clubs" as a platform for children to discuss how they can continue to raise awareness. The continued creation of art, poetry and articles are examples as well.

### **4.2.2.4 Conclusion**

From the first week it became clear that the program was well suited for the schools.

Judging the reactions of parents, teachers and children/ teenagers, the program made a deep impact on the schools visited. The enthusiasm to make a difference made this project in every school a success. Their input made it possible to get the attention of many others.

Even though sometimes we were limited in space and time all the aims were reached. The children asked to work to the best of their ability, working to realise their dream of a better Albania. To continue this pursue the children grouped together and helped by the MAWA team and teachers created after school clubs to continue to raise awareness.

Working with this project in high schools made us realise necessary it is to conduct a project like this for this age group. They were excited that someone wanted to know what they wanted for their country. They came up with many ideas to continue spreading their message about their future.

#### **4.2.2.5 Suggestions**

Due to the importance of the continuation of MAWA in schools, we strongly feel a good plan for continuation is needed. The creation of after school MAWA clubs is seen as the best realization for this, as well as organizing greater events on a regular basis.

In order to continue the after school club, regular contact is needed with the school and the responsible teacher. To encourage this group, ways should be provided to realise their goals. Help in organising expositions and future shows, as well as providing contacts with the media will secure continuation of MAWA.

Due to the importance of the continuation of MAWA in schools, we strongly feel a good plan for continuation is needed. The creation of after school MAWA clubs is seen as the best realization for this, as well as organizing greater events on a regular basis.

In the schools a large need was shown to discuss themes as MAWA with other people of the same age group. Therefore discussions should be held with Youth NGO's to organise "theme discussion groups", focusing on MAWA and other themes that suit this age group (as drugs, sex, abuse, etc....).

Including discussing MAWA and other themes into the school curriculum would provide continuous support.

#### **4.2.3 Video Group**

##### **4.2.3.1 Aims**

- To teach the children co-operation between the cameraman and the actors
- To teach the children to work as a team
- To teach the children to continually focus on the same subject
- To teach the children to handle responsibilities like:

- ✓ Filming
- ✓ Acting
- ✓ Making stories

#### **4.2.3.2 Program**

The video program is included in the appendix.

#### **4.2.4 Theater Group**

##### **4.2.4.1 Aims**

Our aims for the theater classes were:

- To teach the children co-operation between the animator and the actors
- To teach the children to focus on the same subject
- To teach the children to work as team
- To teach the children some knowledge about theater and art in general
- To teach the children to handle responsibilities like:
  - \* Acting
  - \* Making stories

#### **4.2.3.2 Program**

The theater program is included in the appendix.

##### **4.2.4.4 Conclusion**

What we wanted to achieve with this program was to let the children realize that guns don't solve problems and can even create new problems. Spreading this message through theater is a creative and effective way to achieve this.

Acting out real life situations the children had to come up with arguments to support their opinion. Because the program focused on improvisation the children learned to fully stand behind their character.

Working with different role plays lead to many discussions about the law and mentality of people.

##### **4.2.4.5 Suggestions**

An important part of a child's education is to learn to express, to understand the results of your actions. Including theater in the school's curriculum would enable children to grow more confident.

### **4.3 Teamwork and team development**

Apart from the training exercises, all volunteers participated in various team building activities. These activities included exercises to build up trust and improve co-operation between the team members, as well as relaxation and feedback. Each morning the team met to discuss the program of that day and to share ideas and experiences. All this resulted into a strong team, which stood firmly together during the entire program.

### **4.4 Personal involvement and development**

#### **4.4.1 Relation with schools**

In every school a teacher was given the task to help us organizing the children and the classrooms. The involvement of the teachers and the extent of the help we received was different in each school.

The main difficulty was to get enough time for the program - two hours per day in each school. This was in some schools impossible because all classrooms were occupied the whole day. In three of the four schools there were actually two schools in one building. We were therefore forced to work in the midday break, leaving us on some days only one hour and a half available program time. In most schools however, the director and teachers made concessions to their classes and gave us the opportunity to work in regular school hours.

During the week the interest and involvement of the teachers grew. In every school this resulted in a good co-operation between the teaching staff and our team. In the first school (Jeronini de Rada) the teacher we worked with was there every day, helping us to get access to all the space we needed.

#### **4.4.2 Reaction of parents**

The parent reacted very positive to the program in the school of their child. Many parents expressed the desire for MAWA to be included into the child's education.

To further assess find out the parent's view on the program, each participating child received a questionnaire for their parents.

The results of the questionnaires are included in the appendix.

#### **4.4.3 Reaction of children**

The children reacted very enthusiastic to the program and responded very well to the different activities.

To further assess the children's ambitions and opinions each participating child received a questionnaire.

The results of the questionnaires are included in the appendix.

## 5. General conclusion

Over the weeks the program developed into a strong and at the same time flexible guideline, adapting itself to the input of the children, while still accomplishing all aimed results. The trainers became more familiar with the message of MAWA and were able to take the participating children to a higher level. Their training enabled them to respond effectively to the children as to how they developed during the week.

From the first week it became clear that the program was well suited for the schools. Judging the reactions of parents, teachers and children/teenagers, the program made a deep impact on the schools. The enthusiasm to make a difference made this project in every school a success. Their input made it possible to get the attention of many others.

Using the video to create a MAWA film gave the children the chance to act out a real life story and provide it with moral and motives. Having a camera gave the children the opportunity to go to different locations and make every scene as they envisioned. Having the story on tape enables us to show their message in future activities.

Working on MAWA through theater gave the children the opportunity to act out real life stories and involve the audience directly in their play. Due to its improvising structure the children learned to come up with strong arguments defending their opinion.

In each school a teacher was pointed to help us with the daily arrangement of classrooms and gathering of the children. Due to the intensive use of all classrooms, overcrowds and lack of sufficient space, problems arose in getting enough room and time to conduct the program. However, in every school the project was successful and the aims were reached.

Both International and Albanian volunteers worked hard to create this project and were able to successfully conduct the program in four schools. A good cooperation and attitude towards the work was needed. It laid the foundations for the next project weeks and provides the possibility to continue MAWA in the future.

In general we can state that the project exceeded the initial expectations and aims. In every school we were able to get the children to provide continuation to MAWA.

In reference to involvement and continuation of MAWA the children were asked to perform to the best of their ability.

In two schools this lead to the creation of after school clubs to provide regular continuation to MAWA. There activities now focus on what actions they can take in the future and were how they can help preparing the show.

All schools focus on creating art, poetry and articles to publish or expose.

In the coming weeks the results of these actions will become visible.

## 6. General suggestions

Suggestions to the program are included in the separate program evaluations.

### *Continuation*

Due to the importance of the continuation of MAWA in schools, we strongly feel a good plan for continuation is needed. The creation of after school MAWA clubs is seen as the best realization for this, as well as organizing greater events on a regular basis.

Because children need the support of adults and a space to prepare and conduct their activities, the best way to accomplish this is by involving the school in the organization. This requires more time and input of teachers. Since the income from teachers and school is minimum, another solution is necessary. Providing the schools with financial and material support in return for their actions is a way to secure the continuation of MAWA.

We also feel that plans should be made to incorporate weapon awareness into the regular school curriculum.

For the organization of regular events, a dialogue with youth organizations (Albanian Youth Council and others) and financial partners (UNICEF) is necessary.

Discussions with the teenagers of the high school and with the local volunteers showed an important need to express ideas about the influence of weapons, on a variety of levels. Organizing series of different discussions on weapon awareness would create a platform where teenagers have the opportunity to express their ideas. In accordance with dialogues from different youth organisations, a program such as this can be created.

The need to reach audiences on a large-scale level has become apparent through this program. Spreading the MAWA message through various forms of mass media such as commercials and film are possible solutions to this problem.

### *Volunteers*

The intense and complex nature of the course truly requires a long term commitment by those working on it. This commitment would provide stability, consistency and the opportunity for the workers to grow and develop in skills and confidence. Furthermore, it would create a team who will work on all the different stages of this project, and thus able to contribute to a thorough evaluation of the work.

In order to ensure suitable and skilled staff, able to make this type of commitment, we feel it is necessary to provide a small wage. Due to the very demanding school schedule of the staff involved, sacrifices will have to be made. Special arrangements with schools were made and often night hours were used to make up for the lost study hours. In repayment for these sacrifices, a small relief can be given in other areas.

### *Material*

In order to reach as many people as possible with the MAWA message, we feel the proper materials are needed. The materials should focus on the social or age group that they aim to reach.

To reach all the children in the school a MAWA comic book and school calendar featuring MAWA items would be a fun and attractive option. Handing out items like caps and pens quoting the MAWA message will enable the children to spread the message in another exciting way. An adequate banner with a powerful message would reach all the people visiting the project sight as well.

### *Appearance of the team*

One of the strengths of the MAWA team is that they present themselves as a united team for peace, raising the awareness about mines and weapons. An united team also shows the children that they are part of a larger MAWA community, their participation ensures that they are not alone.

The team therefore needs to appear in a united way. Wearing T-shirt/sweaters and caps with MAWA logos would aid in strengthening this image.

### *Transportation*

The MAWA project operates on a large scale, with a lot of material and employing many people. This tends to make the logistics of transportation complicated. The possession of a minibus would enable us to run the project more effectively and more efficiently.

### *Communication*

Since information is of such importance and extent, proper communication tools are a necessity in order provide the best management and evaluation. The possession of a laptop with Internet communication for our work would enable us to do this.

## *Security*

Further, for security reasons as well as accessibility, especially in the more remote areas, radio's or mobile phones are necessary.

The possession of a minibus would also allow the team to travel on the highest level of safeness, and would give the team more time together to discuss ideas and experiences.

## **Mine and Weapon Awareness Program Balkan Sunflowers**

### **Project Description**

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#### Project Aims

##### General

- Reduce the number of injuries and deaths caused by mines and weapons in Albania
- To reduce the negative impact of guns and mines on society

##### Phase Specific

- To encourage an understanding of how violence begets more violence, and guns create a need for more guns (creating a pyramid of violence)
- To demonstrate guns prevent, or slow, positive social change
- To encourage an understanding of the effects of guns on culture and society
- To encourage consideration of alternatives to gun culture and violence; looking at positive alternatives
- To promote a respect for life, and positive view of Albania's future
- To encourage people to say "NO" to guns and to work towards a gun free society

#### Project Overview

We will achieve our aims through an intensive program of role plays, games, discussions, investigations etc with groups of 45 children. Children will participate in for at least two hours every morning for five days. Each group of children will create a performance, art and information based on what they have learnt which will be presented to the rest of their school. We will also teach some 'Child to Child' training approaches which will help children pass on what they have learnt to their peers. We will reach at least 4,000 children in the first six months.

A proposed weekly plan is presented over the following five pages:



### General Teaching Method:

THIS IS A GUIDE ONLY, PLEASE IMPROVISE AROUND IT

- Teach in a circle
- Involve all the children
- Stress the positive (de-emphasize the negative)
- Go through the program at the speed of the children – It doesn't matter if you are going a bit slow, or a bit fast as long as they keep interest and are following and understanding the main points. BUT always begin and end a day with a fun activity (badges, games, or councillor performance etc)
- If you have time feel free to do an extra activity a day in advance.
- If you are going a bit slowly set some homework related to the first activity on the following day
- Be silly and have fun, kids need to understand that BEING ANTI-GUN IS COOL
- If you have difficulties when working with the children, call for a break, it gives both you and the children time relax
- Difficult children: make your enemy your friend let him work with you, eg. do a role play together
- Never interrupt a trainer, always know or pretend to know what you are doing
- When a child asks a difficult question, let him give the answer

### Role plays

- Make them short and exciting (funny and sharp)
- Let peers play, children of similar 'strength'
- Get the attention of all the children
- Let a difficult child play the role of the good guy (who is against guns)
- Jump in to help a role play which is not going well
- Vary trainer and child lead role play
- A child learns from a peer more than from us
- A child remembers a joyful moment, make it FUN
- Clap and congratulate at the end of a performance
- Connect the role play to the story, or not

### Story's

- While telling a story use an expressive voice
- Tell a story using body language (face, hands, eyes)
- *Focus on the children who are losing attention*
- Look all the listeners into the eyes
- Move around the room, and ACT a story out
- Treat the story as though it was the truth (it's easier to stick to discussing the story)
- Keep the discussion short and to the point
- Keep referring back to the story

Day 1

1	<p><u>Activity:</u> Silly introduction song &amp; staff introduction</p> <p><u>Aims:</u> Get kids to relax, warms up staff and kids, develop a relationship</p> <p><u>Method:</u> Song and 'I am'</p>	10 mins
2	<p><u>Activity:</u> 'Hello'</p> <p><u>Aims:</u> Staff and children get to know each other</p> <p><u>Method:</u> Play introduction games</p>	10 mins
3	<p><u>Activity:</u> Split children into groups</p> <p><u>Aims:</u> Create more focused groups of children who can work closely together</p>	5 mins
4	<p><u>Activity:</u> Games</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• Build a trusting relationship with the children</li> <li>• Encourage children to relax and enjoy the program, seeing it as fun not work</li> <li>• To focus the children's attention on the program</li> </ul> <p><u>Method:</u> Energetic Games:</p> <ul style="list-style-type: none"> <li>• Parachute games: <ul style="list-style-type: none"> <li>• Shake &amp; stop</li> <li>• Lift and under</li> <li>• Lift and under and rock</li> <li>• Parachute football</li> <li>• Parachute roll-round</li> </ul> </li> <li>• Keeping the ball up (volleyball with no teams – needs light ball)</li> </ul> <p><i>Quieter Focus and Concentration Games</i></p> <ul style="list-style-type: none"> <li>• Knot game</li> <li>• Rearrange into lines game</li> <li>• Simon says (then lead into classroom)</li> </ul>	15 mins

5	<p><u>Activity:</u> Lesson 1 - 'Future of Albania'</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• Test the children's feelings about their future</li> <li>• Encourage children to relax and enjoy the program, seeing it as fun not work</li> <li>• To encourage creativity and build confidence</li> <li>• To empower the children – to feel that they can make a change</li> <li>• To create a forum where children can express their ambitions and their hopes for the future of Albania.</li> <li>• To encourage children to think creatively and positively about their and Albanias potential in the future</li> <li>• To influence ambition in a positive way</li> <li>• To provide platform from which gun culture can be criticised, by demonstrating how guns will slow progress towards these aims</li> </ul> <p><u>Method:</u></p> <p>a) Children will draw a picture on the theme of `Albania in the Future`  b) Group discussion  c) Children will fill in a brief questionnaire (see: Appendix 1:1)</p>	30 mins
6	<p><u>Activity:</u> Make Badges</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• Fun way to end the day</li> <li>• Brings the kids back tommorrow</li> </ul> <p><u>Method:</u> Children design, draw and colour their own badges – these are then finished by a mmeber of staff using our badge machine. Children are asked to draw something that says something about themselves.</p>	15 mins

Day 2

1	<u>Activity:</u> Hand out badges and split into groups	10 mins
2	<u>Activity:</u> Games <u>Aims:</u> <ul style="list-style-type: none"><li>• Encourage children to relax and enjoy the program, seeing it as fun not work</li><li>• To focus the children's attention on the program</li></ul> <u>Method:</u> <ul style="list-style-type: none"><li>• Keep ball up game</li><li>• Growling Bear game</li><li>• Stand and Sit</li><li>• Living Statue game</li></ul>	20 mins
3	<u>Activity:</u> Lesson 2 – "How Many Gun`s Are There in Albania?" <u>Aims:</u> <ul style="list-style-type: none"><li>• To get children thinking about and understanding the scale of the weapons problem in Albania</li><li>• To teach children a brief history of the weapons problem in Albania</li></ul> <u>Method:</u> <ol style="list-style-type: none"><li>a) Question and answer session: "How many illegally owned guns do you think there are in Albania?"</li><li>b) Comparisons offered which will enable an understanding of the issue: "One gun for every three people" – "More guns than grandparents" – think of your own comparisons...</li><li>c) Brief history lesson explaining the fall of the pyramid schemes and the looting of the weapons depots (see appendix 2:1)</li></ol>	10 mins

4	<p><u>Activity:</u> Lesson 2 – "Why do People Have Guns?"</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• To gain insight into the children`s understanding of, and feeling towards guns</li> <li>• To provide platform from which gun culture can be criticised, by criticising the reasons given by the children, showing they are illogical and contradict themselves. We expect the following answers: On the one hand (mainly from the boys): <ul style="list-style-type: none"> <li>• to protect yourself</li> <li>• it`s normal</li> <li>• to gain power</li> <li>• because they are cool/macho</li> <li>• for revenge</li> <li>• if your neighbour has a gun you need one</li> </ul> </li> </ul> <p>On the other hand (mainly from the girls):</p> <ul style="list-style-type: none"> <li>• they make me feel afraid</li> <li>• stupid</li> <li>• upset</li> <li>• shocked</li> </ul> <p><b><u>DO NOT CRITICISE WHAT THE CHILDREN SAY, SIMPLY ENCOURAGE THEM TO EXPRESS THEIR FEELINGS, CLARIFY WHAT THEY SAY AND WRITE IT ON THE BOARD. IT IS IMPORTANT TO ALLOW ALL THE CHILDREN TO HAVE THEIR SAY, NOT JUST THE ROWDIER BOYS.</u></b></p> <p><u>Method:</u></p> <ol style="list-style-type: none"> <li>a) Question and answer session.</li> <li>b) Clarify reasons given and ask children to write them on a board.</li> </ol>	20 mins
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5	<p><u>Activity:</u> Lesson 3 – "Do guns really...?"</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• To question whether guns really: <ul style="list-style-type: none"> <li>• Make you powerful?</li> <li>• Protect you?</li> <li>• Are cool/macho?</li> </ul> </li> <li>• To question who revenge really hurts?</li> <li>• To ask the question 'if your neighbour has a gun do you really need one'?</li> <li>• To show that weapon use creates a pyramid of violence, putting the user, his family and friend`s lives at risk</li> <li>• To investigate the idea that in death you have no power</li> <li>• To look at a few of the consequences of gun usage for the families of the user</li> </ul> <p><u>Method:</u></p> <ol style="list-style-type: none"> <li>1) Story Telling – "Playground Battles"</li> <li>2) Ask question: "What would have happened if these kids had guns?"</li> <li>3) Ask what was said in the story, what happened</li> <li>4) Discussion</li> <li>5) Story Telling – "Families at War"</li> <li>6) Discussion of story and what it teaches us, focusing on the consequences of gun use for the user and their family. Some suggested questions to ask during discussion (add more of your own): <ol style="list-style-type: none"> <li>a) Did guns protect Klion's father?</li> <li>b) Did they protect his family?</li> <li>c) Did guns give the users power? <ol style="list-style-type: none"> <li>i) If yes: was it permanent or temporary?</li> <li>ii) Can you be powerful when you are dead?</li> <li>iii) Bring in some discussion of the blood feuds in Northern Albania where thousands of children are locked up during daylight hours for fear of them being targets – ask the question: "Is this Power?"</li> </ol> </li> <li>d) Who does revenge hurt?</li> <li>e) What were the boys in the earlier story able to do, which Klion's father would never be able to do with the two boys who attacked Klion? (answer: reconciliation/understanding etc)</li> <li>f) Is it clever to use guns?</li> <li>g) Or dumb?</li> </ol> </li> </ol>	30 mins
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6	<p><u>Activity:</u> Lesson 4 – "Do Guns Protect You?"</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• To question the idea that guns protect you</li> <li>• <i>To create a forum where children can try out expressing views that argue against gun use</i></li> </ul> <p><u>Method:</u></p> <p>a) Continued discussion about the long term consequences of gun use for user and family</p> <p>b) Discussion about what will happen if you buy a gun – ie your neighbour may want a gun too, increasing the chance of firearm use and the danger to you and your family</p> <p>c) Role Plays:</p> <p>i) Your brother comes home to get a gun, which he intends to use to settle a dispute, what do you say to him?</p> <p>ii) Mother trying to persuade her son not to bring a gun into the house</p> <p>d) Discuss what occurred in the role plays with the kids</p>	20 mins
7	<p><u>Activity:</u> <i>Arms race play</i></p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• <i>Fun end to the day</i></li> <li>• Make children think</li> <li>• Prepare children for homework</li> </ul> <p><u>Method:</u> Councillors do silly arms race performance for kids (from fist to end of world)</p>	10 mins

Day 3:

1	<p><u>Activity:</u> Warm Up Games</p> <p><u>Method:</u></p> <ul style="list-style-type: none"> <li>• Blinfold Race</li> <li>• Murder – Wink game</li> <li>• Follow the leader (who is s/he?)</li> </ul>	10 mins
2	<p><u>Activity:</u> Lesson 5 – "Are Guns Macho?"</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• To question the idea that guns are cool or macho</li> <li>• To create a forum where children can try out expressing views that argue against the chic of weaponry</li> </ul> <p><u>Method:</u></p> <p>1) Ask the question: "So is it braver to use a gun or your words?" Answers to draw out, conclusions to reach:</p> <ol style="list-style-type: none"> <li>a) No, it's the easy way out – it takes no intelligence and demonstrates your stupidity</li> <li>b) Place other people at risk, people who may be unable to defend themselves</li> <li>c) Leaves the other person alive, does not kill – in potential for reconciliation, and maybe even cooperation</li> <li>d) Face your enemy with words, not bullets</li> </ol> <p>2) Talk about violent films and real consequences, or toy guns and real consequences</p> <ol style="list-style-type: none"> <li>a) We see Arnie being cool, but is he really that cool?             <ol style="list-style-type: none"> <li>i) You never see the family weeping at his victims funerals?</li> </ol> </li> </ol> <p><b>NB BE SILLY HERE, PLAY OUT THE FAMILIES WEEPING ETC, AND ENCOURAGE THE CHILDREN TO DO THE SAME</b></p> <ol style="list-style-type: none"> <li>ii) Most bad people are not bad all their lives, some bad people can become good people (as long as you don't kill them)             <ol style="list-style-type: none"> <li>(1) Tell the 'Bob' story – or tell your own variation</li> </ol> </li> <li>iii) Films aren't real just like Tom and Jerry isn't real             <ol style="list-style-type: none"> <li>(1) In cartoons we see characters get up after being killed</li> <li>(2) In films they get up after filming stops. In real life they seldom get up again</li> </ol> </li> </ol> <p><b>ROLE PLAYS:</b></p> <ol style="list-style-type: none"> <li>3) Violent Movies - 'What Happens to the Families' Role Play (see appendix 2-3)</li> <li>4) Friends call you coward role play</li> <li>5) Friend wants to buy a gun role play</li> <li>6) Discussion of role plays</li> </ol>	30 mins

3	<p><u>Activity:</u> Lesson 6 – Guns and Politics/Society</p> <p><u>Aims:</u> Allow children to see how guns can affect political and social life</p> <p><u>Method:</u> Discussion</p> <p>Kiddies Parliament RP (see Appendix 2-2)</p> <ol style="list-style-type: none"> <li>1) Separate participants kids as follows: <ol style="list-style-type: none"> <li>a) Chairperson (councillor plays this part)</li> <li>b) Honest slow Harry</li> <li>c) Klashnikov Kevin (and optional Bribing Bob, Kevins partner)</li> <li>d) Natural Law Party</li> <li>e) Green Scene Party (needs one more person than the Natural Law Party)</li> </ol> </li> <li>2) Chairperson coordinates this activity <ol style="list-style-type: none"> <li>a) Parliament convenes to discuss whos going to be given the contract to build a sports centre</li> <li><b>b) Honest Harry presents his case (slow and expensive but sure)</b></li> <li><b>c) Klashnikov Kevin present his case (fast and cheaper but not necessarily a good job)</b></li> <li><b>d) Discussion</b></li> <li>e) The two parties leave parliament for a break</li> <li>f) Klashnikov Kevin approaches Green Scene Party and offers bribes and threats</li> <li>g) Parliament reconvenes</li> <li>h) Votes</li> </ol> </li> <li>3) Children are asked why they voted the way they did</li> <li>4) Then general discussion ensues about guns and politics</li> </ol> <ul style="list-style-type: none"> <li>• 'Other countries Without Guns'</li> </ul> <p>Question and Answer – answers as follows:</p>	40 mins																								
	<table border="1"> <thead> <tr> <th></th> <th>Holland</th> <th>Great Britain</th> <th>Albania</th> </tr> </thead> <tbody> <tr> <td>Do police carry guns?</td> <td>Yes – but only small pistols</td> <td>No – not at all</td> <td>Yes – Klashnikovs, pistols, grenades, etc</td> </tr> <tr> <td>Do many citizens own guns?</td> <td>A few (4% of population)</td> <td>A few (4% of population)</td> <td>Many (about 50% of population)</td> </tr> <tr> <td>Is there much violent/weapon related crime?</td> <td>No – if it happens it's always front page news</td> <td>No – if it happens it's always front page news</td> <td>Yes a lot</td> </tr> <tr> <td>Education - good or bad?</td> <td>Good and well supported</td> <td>Good and well supported</td> <td>Good, but small and developing</td> </tr> <tr> <td>Roads - good or bad?</td> <td>Good</td> <td>Good</td> <td>Bad</td> </tr> </tbody> </table>		Holland	Great Britain	Albania	Do police carry guns?	Yes – but only small pistols	No – not at all	Yes – Klashnikovs, pistols, grenades, etc	Do many citizens own guns?	A few (4% of population)	A few (4% of population)	Many (about 50% of population)	Is there much violent/weapon related crime?	No – if it happens it's always front page news	No – if it happens it's always front page news	Yes a lot	Education - good or bad?	Good and well supported	Good and well supported	Good, but small and developing	Roads - good or bad?	Good	Good	Bad	
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	<ul style="list-style-type: none"> <li>• Ask Questions: You want to walk to catch a minibus alone after dark, can you do that? Why not?</li> <li>• How do guns affect your civic freedom, Q and A</li> <li>• Discuss the: People fighting in blood feuds, or otherwise scared for their lives, will not be able to work effectively. If people can't work who will rebuild Albania?</li> <li>• Talk about how people are unlikely to want to work to build up a successful business if they know what they make could easily be stolen from them by armed criminals. What effect does this have on Albania?</li> <li>• Having so many guns in Albania damages tourism here. Focus on beauty of Albania, its mountains, its sea, etc. Albania has the same climate as Italy, theirs is no reason it shouldn't have as succesful a tourist industry, except for the fact people won't come here because they are scared of the guns.</li> </ul> <p>Potential of Albania – mountains, industry, tourism, film.....etc. Albania has incredible potential. If it can rid itself of guns, violence and corruption it could be a very prosperous happy country. EXPAND ON THIS POINT – IT WILL CAPTURE THE CHILDREN'S IMAGINATION THEIR DREAMS CAN COME TRUE...</p>	
4	<p><u>Homework:</u> Kids write story, What would you do if you wre Pri-minister</p>	
5	<p><u>Activity:</u> Lesson 7: "What Can you Do about it?" <u>Aims:</u> To get the children to think positively about their ability to make a change to the situation in Albania. <u>Method:</u></p> <ul style="list-style-type: none"> <li>• Ask the children what they can do about the situation</li> <li>• Encourage them to think about how they can influence government</li> <li>• Encourage them to think about how they can influence their peers, family and friends</li> <li>• Encourage them to think about how they can influence the general public</li> </ul> <p>• Look at the following possibilities: Campaign Tell People Write to people with peers  Create artwork etc</p>	30 mins

	<p>Cooperate/Work together</p> <p>Chair Game <i>And other cooperation games</i></p> <p>Ask the kids to split into 3 or 4 small groups and choose something which they will do on Day 5. They should then go home and think about how they will do it.</p>	
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Day 4:

	Warm Up Games	10 mins
	Theatre Games	25 mins
	<p>Preperation of Pieces</p> <p>Songs</p> <p>Poems</p> <p>Drawings/Posters etc 'What, So What, Now What'</p> <p>Video:</p> <ul style="list-style-type: none"> <li>• Pretend you've lost a family member/limb – and you are being interviewed for TV</li> <li>• Pretend you are a politician being interviewed - give your view on injuries, crime, guns etc</li> </ul> <p>Get few kids together to write a statement and get people to sign a petition in support of it</p> <p>Puppet show</p> <p>Games</p> <p>Make Up a RP</p> <p>Dramatic Performance</p> <p>Set up an organisation:</p> <ul style="list-style-type: none"> <li>• After school ban the guns club perhaps             <ul style="list-style-type: none"> <li>• Write a mission statement</li> <li>• Design posters</li> <li>• Etc</li> </ul> </li> </ul>	85 mins

Day 5

1	<p><u>Activity :</u> Games <u>Method :</u> <i>Short focus game</i></p>	5 mins
2	<p><u>Acivity :</u> <i>Last preparation and rehearsal for the show</i> <u>Method :</u> Go over the different activities with the groups, make sure everyone is ready for their performance</p>	20 mins
3	<p><u>Activity :</u> <i>Show of theatre group</i> <u>Aims :</u> <i>To show peers, teachers and parents the results of a weeks work</i> <u>Method :</u> <i>Theatre group performs show, other groups watch</i></p>	45 mins
4	<p><u>Acticity :</u> <i>Performences and presentations of two other groups</i> <u>Aims :</u> <i>To show peers, teachers and parents the results of a weeks work</i> <u>Method :</u></p> <ul style="list-style-type: none"><li>• One child presents the presentations</li><li>• The children performe and present their work: Sing songs, read poems, show banners and posters, do role plays, tell stories,</li></ul>	45 mins

# **Training program Balkan Sunflowers Mine and Weapon Awareness Program**

## Program Overview

The aim of the training week is to effectively train volunteers to become MAWA instructors for the Awareness program in schools.

For one week the participant will be trained in Teaching Methods, understand the program and learn to work in a team. After each training activity a reflection is held to evaluate and explain its purpose. During the course of the week the focus will be more and more on teaching practice. At the end of the training week the participants will

- have achieved a full understanding of the program
- have an understanding of MAWA
- have created an understanding of the teaching methods
  1. in general; working with a group
  2. in role plays
  3. in story telling
- be able to work in a team
- be able to lead an activity on their own
- be flexible in their training as to how the group reacts

Complete teaching practice is made in the class room. After one week of program in a school a trainer will

- be able to train children in a 'child to child' approach to MAWA activities
- be able to train peers and 'youth to child' approach to MAWA activities
- be able to provide teenagers/children with an idea of continuation of MAWA activities
- be able to evaluate the activities and give suggestions for the future

Note that this training program does not stand on its own, the described activities refer to the separate program descriptions.

Day 1

1	<p><u>Activity:</u> Silly introduction song &amp; staff introduction</p> <p><u>Method:</u> Song and 'I am'</p>	10 mins
2	<p><u>Activity:</u> 'Hello'</p> <p><u>Method:</u> Play introduction games</p>	10 mins
3	<p><u>Activity:</u> Games</p> <p><u>Method:</u> 1. Introduction 2. Program activities  <ul style="list-style-type: none"> <li>• Energetic Games:</li> <li>• <i>Quieter Focus and Concentration Games</i></li> </ul> 3. Reflection</p>	15 mins
5	<p><u>Activity:</u> Lesson 1 - 'Future of Albania'</p> <p><u>Method:</u> 4. Introduction 5. Program activities  <ul style="list-style-type: none"> <li>• Draw a picture on the theme of `Albania in the Future`</li> <li>• Discussion</li> </ul> 6. Reflection</p>	30 mins
6	<p><u>Activity:</u> Make Badges</p>	15 mins

Day 2 & 3

1	<p><u>Activity :</u> handout badges</p>	
2	<p><u>Activity :</u> Warm-up games  <ul style="list-style-type: none"> <li>• stand &amp; sit</li> <li>• knot circle</li> <li>• living statue</li> </ul> </p>	
2	<p><u>Activity :</u> split into groups  <ul style="list-style-type: none"> <li>• group older than 16</li> <li>• group younger than 16</li> </ul> </p>	

**Program for group over 16**

1	<p><u>Activity :</u> Introduction</p> <ul style="list-style-type: none"> <li>• Program line</li> <li>• clarify being kids and the reflection</li> </ul>	
2	<p><u>Activity :</u> Guns and social life</p> <p><u>Method:</u> Do guns.....?</p> <ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>• Recall discussion of the first day</li> <li>• What are we going to do, how do we do itt in the schools</li> </ul> </li> <li>2. Program activity; Story 'Families at War' <ul style="list-style-type: none"> <li>• read story</li> <li>• recall + discuss</li> </ul> </li> <li>1. Reflection Why did we do this activity How did we get our point across to the children Program line, how does this fit in the program, lead on to the next activity</li> </ol>	<i>refers to lesson 3</i>
4	<p><u>Activity :</u> Guns and protection</p> <p><u>Method:</u></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Program activities <ul style="list-style-type: none"> <li>• Role play</li> <li>• Discussion about the Role Play</li> </ul> </li> <li>3. Reflection</li> </ol>	<i>refers to lesson 4</i>
5	<p><u>Activity :</u> Arms Race</p> <p><u>Method:</u></p> <ol style="list-style-type: none"> <li>4. Program activities <ul style="list-style-type: none"> <li>• Arms Race play</li> </ul> </li> <li>5. Reflection</li> </ol>	<i>possible end of day 2</i>

6	<u>Activity:</u> Are guns Macho <u>Method:</u> 6. Introduction 7. Program activities <ul style="list-style-type: none"> <li>• Guns or words</li> </ul> 8. Reflection <ul style="list-style-type: none"> <li>• Movies</li> <li>• Discussions</li> <li>• Role Play</li> </ul> 9. Reflection	
7	<u>Activity:</u> Guns and Politics/Society <u>Method:</u> 10. Introduction 11. Program activities <ul style="list-style-type: none"> <li>• Role Play 'Parliament'</li> </ul> 12. Reflection <ul style="list-style-type: none"> <li>• Guns in other countries</li> </ul> 13. Reflection	<i>refers to lesson 6</i>
8	<u>Activity:</u> What can you Do about it <u>Method:</u> 14. Introduction 15. Program activities <ul style="list-style-type: none"> <li>• Question</li> <li>• Discussion</li> <li>• List of ideas</li> </ul> 16. Reflection	<i>refers to lesson 7</i>
<u>9</u>	<u>Activity:</u> Performance <u>Method:</u> Explanation of the different performances	<i>refers to day 4 &amp; 5</i>
10	<u>Activity:</u> Reflection of the program <u>Method:</u> Evaluate the total discussion group program Note all the suggestions made	

### Video Program

1	<u>Activity:</u> Introduction <u>Method:</u> Introduce the video program	<i>refers to the video program</i>
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### Theatre program

1	<u>Activity:</u> Introduction <u>Method:</u> Explanation of the theatre program	<i>refers to the theatre program</i>
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### Day 4&5

1	<u>Activity:</u> Games <u>Method:</u> As before	
2	<u>Activity:</u> Teaching Method <u>Method:</u> <ul style="list-style-type: none"> <li>• Reflecting how they were taught</li> <li>• General Teaching Methods</li> <li>• Games</li> <li>• Role Plays</li> <li>• Stories</li> <li>• Discussions</li> </ul>	<i>refers to teaching methods</i>
3	<u>Activity:</u> Teaching Practice <u>Method:</u> <ol style="list-style-type: none"> <li>1. Handout program</li> <li>2. Practice Teaching, give different people different activities</li> <li>3. Give time to prepare</li> <li>4. do activity</li> <li>5. reflect activity and teaching</li> </ol>	

## Program for group under and aqual to 16

### Introduction

We try to give the children an idear about the program. They do not need to know the whole program. We want them to understand the program line and it's purpose. This will enable them to assist the trainers in the classrooms and provide the continuation of MAWA work. They are the potential people to run the after school culbs.

1	<u>Activity :</u> Introduction <ul style="list-style-type: none"> <li>• Program line</li> <li>• Role of the children in the program</li> <li>•</li> </ul>	
2	<u>Activity :</u> Why do People have Guns? <u>Method:</u> 1. Introduction <ul style="list-style-type: none"> <li>• What are we going to do</li> </ul> 2. Program activity <ul style="list-style-type: none"> <li>• list arguments and feelings</li> </ul> 3. Reflection <ul style="list-style-type: none"> <li>• Why did we do this activity</li> <li>• How did we get our point across to the children</li> <li>• Program line, how does this fit in the program, lead on to the next activity</li> </ul>	<i>refers to lesson 2</i>
4	<u>Activity :</u> Story <u>Method:</u> 4. Introduction 5. Program activities <ul style="list-style-type: none"> <li>• Tell story 'Families at War'</li> <li>• Discussion about the story</li> </ul> 6. Reflection	<i>refers to lesson 3</i>
5	<u>Activity :</u> "Do Guns Protect You?" <u>Method:</u> 7. Introduction 8. Program activities <ul style="list-style-type: none"> <li>• Role Play (theatre group explanation)</li> <li>• Discussion on Role Plays</li> </ul> 9. Reflection	<i>refers to lesson 4</i>

6	<p><u>Activity:</u> Guns in Social life</p> <p><u>Method:</u> 10.Introduction 11.Program activities</p> <ul style="list-style-type: none"> <li>• Were do guns effect your social life suggestion Creative Writing home work</li> </ul> <p>ask the children to write about were guns effect their social life, why and what can be done to change that</p>	<p><i>refers to recond part of lesson 6</i></p> <p><i>possible end of day 2</i></p>
7	<p><u>Activity:</u> Guns in Social life</p> <p><u>Method:</u> 1. Introduction 2. Program activities</p> <ul style="list-style-type: none"> <li>• discuss home work</li> <li>• general discussion</li> <li>• Role plays</li> <li>• Theatre explanation on how to do Role Plays</li> </ul> <p>3. Reflection</p>	
8	<p><u>Activity:</u> What can you Do about it</p> <p><u>Method:</u> 4. Introduction 5. Program activities</p> <ul style="list-style-type: none"> <li>• Question; list arguments</li> <li>• Discussion</li> <li>• Point out possibilities of publishing and exposing of art, articles, poems</li> <li>• Theatre poems ans video will arise</li> <li>• List ideas for Role Plays and Video stories</li> <li>• Show video of a school (video group explanation)</li> </ul> <p>6. Reflection</p>	<p><i>refers to lesson 7</i></p>

8	<p><u>Activity:</u> Continuation of MAWA</p> <p><u>Method:</u> 7. Introduction 8. Program activities</p> <ul style="list-style-type: none"> <li>• split children into small groups let them write about organising After School Club, it should contain <ul style="list-style-type: none"> <li>I. mission statement</li> <li>II. activities they will do</li> <li>III. how to organise</li> </ul> </li> <li>• Presentation of the groups</li> <li>• General discussion about <ul style="list-style-type: none"> <li>1. organising an After School Club</li> <li>2. Activities</li> </ul> </li> </ul> <p>3. Reflection</p>	
<u>9</u>	<p><u>Activity:</u> Preperation for the show in April</p> <p><u>Method:</u> Explanation about the idear of the show Explanation about their involvement in the show</p>	
10	<p><u>Activity:</u> Reflection of the program</p> <p><u>Method:</u> Evaluate the total discussion group program Note all the suggestions made</p>	