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**DRAFT TRAINING MANUAL ON MINES RISK
EDUCATION**

**FOR MEN AND WOMEN TEACHERS THAT
NEED TO BE TRAINED
FOR BOYS AND GIRLS WHO NEED MINES RISK
EDUCATION**

TRAINER'S MANUAL



**PROVINCIAL INSTITUTE FOR TEACHER
EDUCATION, PESHAWAR NWFP**

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MESSAGE OF DIRECTOR PITE

Provincial Institute for Teacher Education (PITE) Peshawar, an apex institute in NWFP, working for education sector in training of teachers “contents and pedagogical skills, education of school managers- in “leadership and management techniques”.PITE is working under the umbrella of Elementary and Secondary Education department (E & SE) in the leadership of Secretary Elementary and Secondary Education Mr. Muhammad Arifeen. PITE has cordial collaboration with a number of national and international organizations working in teacher education.

PITE is member of provincial education cluster led by Department of E & SE and co chair by UNICEF. PITE is chairing Technical Working Group (TWG) on teacher education. As per education cluster decision, TWG will review and develop teacher training manuals for teachers of conflict affected districts/FATA. Four themes were agreed for development and adaptation of teacher training manuals including psychosocial support, disaster and risk management, peace education and mine risk education.

TWG comprised of government, national and international organizations /departments including PITE(Chair), UNICEF, UNESCO, IRC, Health Net TPO, IDEA, UMMAY, YRC and PSU

Development training materials passed through several stages including, formation of manual review and development committee, collection of various teacher training curricula, review of materials by groups followed by technical inputs of professionals. Four manuals were developed by manual review/ development committee, with regular support of TWG.

These four manuals have been developed for the teacher trainings of the conflict affected areas of NWFP/FATA. Manual approach has used for development of these training material- trainer’s manual and trainee’s manual.

The trainers will follow trainer’s manual during the training sessions which include guide lines and instructions for trainers. Each trainer’s is divided in to the training unites covering important topics. Unites are designed to achieve certain specific objectives through various activities. Each training manual is planned to achieve its objectives in the span of three days, however if any organization plans to conducted teacher training of all four area need base important topics can be selected according to their plans.

Special and most generous acknowledgements are due to Mr. Sardar Hussain Babak, Minister for Education, Govt. of NWFP, Mr. Muhammad Arifeen, Secretary to Government of NWFP, Schools and Literacy Department; Mr. Qaisar Alam Additional Secretary to Government of NWFP, Schools and Literacy Department for their incessant guidance and support.

The commendable services rendered by members of Technical Working Group on Teacher Education and their organizations including UNICEF, UNESCO, IRC, Health Net TPO, IDEA, UMMAY, YRC and PSU. Special appreciations and acknowledgments are due to UNICEF Peshawar for putting all kind support for development of these manuals.

I am deeply grateful to Mr. Ghulam Mustafa from IDEA, Mrs. Farzana Maroof from UMMARY, Mr Ehsan Ullah from UNICEF and Mr. Hashim from UNESCO for providing technical support in the whole process.

Heartfelt gratitude's are due manual development committee of Mine Education including Ms. Nazia Khanam senior instructor PITE(Team Leader), Mr. Ghulam Mustafa, IDEA

I sincerely acknowledge the services of all these who extended help in any way whatsoever in this important assignment.

SHAMAS KHAN SHAMS
Director, PITE, NWFP
Peshawar.

INTRODUCTION

This manual is one of the series of manuals- Peace education, Disaster risk management and Mine risk education, developed for the training of teachers in the conflict affected areas NWFP and FATA. Provincial institute of education (PITE) is the apex institute and has been entrusted the task of capacity building of educational managers and teachers in the Province. Quality education is the top priority of it. What takes place in the society has tremendous impact on our education system. Teachers need to equip themselves according to the emerging needs of the society. Present Conflict arise different needs for teachers' capacity building. For instance, the curriculum, class room activities and teaching methodologies require to be updated. Due to advancement in technology, war weapons have also be more advanced and more damaging, therefore there is great threat to human life then ever before. Mines are one of them which have diverse types of impact on lives of victims. Hence, it is growing need to make teachers aware of safety measures and actions to avoid mines risks.

Mine risk education helps people living near landmines learn how to recognize, avoid, and live with the dangers of landmines and Un Exploded Ordnance (UXO). Most importantly, mine risk education helps adults and children learn about mine safety. 30% of landmine victims are under the age of 15, and many are injured by landmines designed to look like toys. Through mine risk education, people are taught to recognize signs marking unsafe areas.

The best results over the long term are achieved through a teaching approach that asks people to teach other people and come up with their own educational projects. This way, those who are at risk of landmines and UXO decide themselves the best way to pass on the message to others and become active partners in mobilizing their communities. Children can be more effective source in this regard; therefore to get desired outcome child to child approach is adopted and linked with mine risk education.

The development of this training manual would help in reaching our destiny. The reading package in hands, assist the mine risk educators to focus specifically behavior that needs to be changed to minimize mines risk. The training manual emphasizes the need and development of mine risk messages to get desired results. The most important

thing in this regard is following of means and principles of effective communication to enhance the outcome of mine risk campaign. The methodology of each unit is focused on participative and interactive approaches.

Any comments and suggestions on this Training Manual will be welcomed and highly appreciated for further improvement.

Objectives Of The Manual

After going through this workshop the participants would be able to:

1. Discuss new ideas, effective techniques and innovative strategies of mine risk education (MRE)?
2. Focus the key role of the school teachers to work as a healer to bring about constructive changes in schools so that students after conflict will adjust to their surroundings.
3. Realize the need and significance of MRE.
4. Prepare the teachers, students and school to handle the crises of mine risk effectively.

Methodology Of The Manual

Group discussions, brainstorming, quiz, role play, group presentations, worksheets, and poster presentation, case studies, think- pair-share, video clippings, reflections, charts work.

Schedule for 3-day workshop on “Mine Risk Education”

	8:00-8:30	Session-1 8:30-9:00	Session-11 9:00-11:00		Session-111 11:30-01:00		Session-1V 02:00-03:30	Session-V 03:30-04:30
1	Registration	Introduction of Participants,& objectives of workshop,pre-test	Introduction of MRE?	Tea break 11:00-11:30	Types of explosive devices and threats to civilians	Lunch & Prayer Break 01:00-02:00	continue	Basic MRE messages
2	Reflection on day one	Identify basic means and principles of effective communication to deliver key messages	Continue		Continue		Setting objectives and strategies for MRE campaign	Child to Child Approach
3	Reflection on day two	Integrating MRE with other subjects	Continue		Practice in delivering MRE to other colleagues and children about mine risk		Action plan	Post test Closure and workshop Evaluation

ACRONYMS AND ABBREVIATIONS

MRE	MINE RISK EDUCATION
UXO	UN EXPLODED ORDNANCE
C T C APPROACH	CHILD TO CHILD APPROACH
ERW	EXPLOSIVE REMANENT OF WAR
PITE	PROVINCIAL INSTITUTE OF TEACHER EDUCATION

1. What do you know about landmines?
2. How many active landmines are there today in the world?
3. How many people are killed/ injured by landmine explosions each month through out the world?
4. What percentage of landmine victims die before they receive medical aid?
5. Which countries are heavily land-mined? (check as many that apply)
6. Define the mine risk education?
7. What are the impacts of mines on the lives of victims?
8. What is child to child approach?
9. Enlist 7 C's of effective communication?

Session 1.1: Introduction of Participants & objectives of workshop

Objectives:

At the end of session participants (both male and female) are hoped to be able to:

- Know the names of maximum participants
- Tell one distinctive characteristic of them.

Activity:

- Introduce yourself by using adjective, the one from which your name first letter starts; e.g. Active Ali or Sweet Sadia.
- Tell also one distinctive characteristic of your, for instance likes reading newspaper etc.
- Now ask participants to introduce yourself using the same method.
- Ask other participants to listen carefully and try to learn names of each other.
- No one will use the same adjective or characteristic.
- At the end ask them who will tell about others.
- The one who tells more will be the winner.
- Appreciate and conclude that knowing and calling each other by their names makes people close to each other.

Session 1.2: Introduction of Mine risk education (MRE)

Objectives:

At the end of session participants (both male and female) are hoped to be able to:

- Define MRE
- Write five reasons of introducing MRE
- Describe the impacts of mines victimization on lives

Session outline

Content	Approx. Time
1. Introduction	5 min
2. Definition of MRE (brainstorming)	25 min
3. Impact of mines	25 min
4. importance of MRE	20 min
5. Landmine Awareness activity(role play)	45 min
Total time	90 min

Introduction:

Time: 5 min

Mines risk education is the need of the day as we see the violence and conflicts around us. People are victimized of this because of ignorance of the proper education. This session is an introductory session hoping to highlight the need and importance of mine risk education to target group. The participants will scrutinize the need of MRE and define it in more sensible manner.

Material required:

Ball, handouts, multimedia, flash cards, slips of paper having roles written on it, whiteboard and basket.

Activity#1 (Definition: Ball Toss Brainstorming) 25 min

- Announce the topic that, “Mine risk education”(things associated with the top, the course content, etc.).
- Then, toss around a ball. When someone catches the ball, they tell spontaneously some word related to the topic and then toss the ball to someone else.
- Continue the exercise until everyone has had a chance to speak¹.
- Note their responses on the white board
- Share own response by showing transparency#1(see background information session 1.2)

Activity #2 Impact Of Mines On Lives Of Civilians (Video Clippings) 25 Min

- Tell the participants that now they will watch few clippings of video (if not practically doable then use case study given in the background information).
- Ask them to be more vigilant as they have to answer few questions after watching it
- Make appropriate groups for filling the worksheet #1(given in the background information).
- Ask each group to share their worksheet information to whole group.
- Conclude the activity by telling that mines have diverse impacts on human lives.

Activity#3 (Importance of MRE: brainstorm) 20 min

- Ask the participants ;
- “Why it is important to train teachers/ students about Mine risk Education?”
- Give some time to them to think.

¹ Note for the trainer: don’t stress for the answer if a participant is not willing to reply.

- Make boards in the following manner

<p>Mine Risk education?</p>

- Write the responses of participants on the board
- Conclude by sharing own transparency /slide on multimedia (see background information, Activity# 3)

Activity #4	Landmine Awareness Activity: Role Play	45 Min
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- Place thirty sheets of paper in a basket. All papers should appear identical from the top, but on the reverse side there are various characters of the role play.
- Emphasize that each participant should pick up one sheet of paper. Several people may pick up the same character they will share the same fate.
- All participants will have 2-3 minutes to read their roles before the simulation starts.
- Depending on the class level and time available, the actual simulation can be 10-25 minutes long.
- At the end take feedback or reflection (see background information, Activity#4)

Session 1.3 Types of Explosive Devices And Threats To Civilians

OBJECTIVES:

At the end of session the participants (both male and female) would be able to:

- Identify different types of explosive devices
- Distinguish threats related to particular type of explosive devices

Session outline

Content	Approx. Time
1. Introduction	05 min
2. Some common myths about MR	30 min
3. Identify types of mines (slide show)	50 min
4. Quiz competition	55 min
Total Time	140 min

Introduction:

Time: 5 min

Knowledge of types of explosive devices that are most effecting civilians is the first step to planning an effective response. This session reviews the main categories of explosive ordnance and summarizes the impacts of those that typically pose the greatest threat.

Material required:

Multi-media, handouts, basket, slips of papers, etc.

Activity#1 some common myths about mines risk Time: 30 min

- Give some questions related to mines information for reading in groups (see background information)
- Each group will guess answers
- At the end trainer share and discuss the correct answer

Activity#2 Identify Types And Threats Related To A Particular Explosive Device

Time:50 Min

- Show some slides on multimedia to participants and ask to identify the types of explosive devices used in it and its particular threats to humans.(see background information session 1.3)
- Then make appropriate groups of participants
- Give each group handout related to two types of explosive devices
- Ask each group to read and make presentation to whole class
- Conclude the activity by telling that identification of these devices is very important to safeguard our lives.

Activity#3 quiz competition

Time: 55 min

- Ask participants to work in the same groups.
- Tell the participants to read the given hand out and make questions for quiz competition
- Each group will design questions related to only two types of mines
- Give slips of papers to groups to write their questions on a separate sheet and answers on other sheet. Ask to put all questions in a basket.
- Now each group having a basket full of question, which they ask from other group
- That group will be winner who's all answer will be correct.
- Take the responses of all groups about this activity.
- Conclude the activity by saying that quiz competition enhances interest and thus helps in memorizing required information very quickly.(see background information session 1.3)

Session 1.5 Basic Mine Risk Education Messages

OBJECTIVES:

At the end of session the participants (both male and female) would be able to:

- Know and understand the core MRE messages
- Tell basic MRE messages to protect other people from threats
- Portray basic principles for designing of messages

Session outline

Content	Approx. Time
1. Introduction	05 min
2. Case studies (messages)	30 min
3. Gallery View (MRE Messages)	25 min
Total Time	60 min

Introduction:

Time: 5 min

This session is aimed to make the participants aware of the need of effective messaging in MRE. There are some guiding principles which we as MRE promoters need to know while designing MRE message. Positive language has long lasting and interesting impact as compared to negative or no message.

Material required:

Worksheets, charts, posters, case studies, markers, etc.

Activity#1 Case Studies (MRE messages) Time: 30 min

- Make four groups and give case study to each group
- Ask each group to read the case study
- Ask each group to suggest the steps they would like to take
- Ask groups to write key messages for each case study
- Each group will share its case study
- Share principles or guiding framework for designing key messages by showing slide

Activity#2 Gallery View (MRE Messages) Time: 25 Min

- Decorate the walls of the rooms with posters
- Ask participants to view it and note the main themes
- When participants settle back on seats ask to reflect and fill the worksheet (see background information)
- Tell participants to share their responses in pair and note similar points then the pair will share with the large group
- Conclude by saying that same message would have diverse impact on same audience. The message need to be very simple, well versed, nice pictorial messages designing needs careful planning.

Session 2.1 Reflection on previous Day

Objectives:

The participants (both male and female) would be able to:

- Identify the activities which helped in achieving the aims of the sessions
- Tell which part of the session or content they are going to adopt in their context.
- Spot the problems they might encounter in implementing that specific content.
- Give suggestions for improvement of the activities in special reference to day one.

Activity	Group work	Time: 30 min
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- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Ask the participants that now they are going to reflect on previous day. They will work in groups.• Now write the following questions of reflection on the board/ chart.<ol style="list-style-type: none">1. Which activities really achieved the aims of the sessions?2. Which part of the session or content they are going to adopt in their context? How?3. Spot the problems they might encounter in implementing that specific content.4. Give suggestions for improvement of the activities in special reference to day one.• Collect the responses of each group and note on white/black board or flip chart.• Conclude by saying that previous day activities aimed to give orientation of mine risk and awareness. There were activities also which aimed to help in coping with the problematic situation. | | |
|---|--|--|

Session 2.2, 2.3: Means & Principles of Effective Communication

Time: 3.30 Hours

Objectives:

At the end of session the participants (both male and female) would be able to:

- Identify basic principles of effective communication to deliver key messages
- Present MRE messages using different types of materials/means

Session outline

Content	Approx. Time
1. Introduction	05 min
2. Definition of communication (Semi-Circle Talk)	35 min
3. Principles of Effective Communication (flash cards show)	50 Min
4. Means/ mediums Of Communication (Think Pair And Share)	45 Min
5. Presentations Of Key Messages By Using Different Materials/ Mediums)	75 Min
Total Time	210 min

Introduction:

Time: 5 min

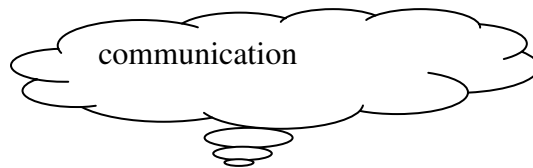
Communication plays a key role in bringing changes. The significance of message is very high in MRE because the knowledge, skill and attitudinal change could only occur if messages are well defined and well communicated to target group. The main medium used to deliver that message may also enhance or diminish the utility of the message. That's why it is expected that audience should be provided chance to equip themselves of best communication skills and means so their message widely understood and are effective. This session would provide an opportunity to participants to get not only information of means and principles but also to use it effectively to deliver efficient and effective messages of mines risk.

Material required:

Worksheets, markers, charts, flash cards, flip charts, etc.

Activity#1 Definition of communication (Semi-Circle Talk) Time: 35 min

- Make the participants sit in a circle
- Ask them, “What is Communication?”
- Let them express freely
- Write the word “communication” in the centre of the writing board.



- Note their responses around the word communication
- Appreciate them for their responses
- Encourage and persuade the participants to share their ideas openly.
- Share the multimedia slide (see background information session 2.2, 2.3)

Activity#2 Principles Of Effective Communication(flash cards show)

Time: 50 Min

- Make pairs of participants.
- Ask them to think in pair the principles of effective communication
- The trainer gives cards to each pair to write at least two principles on the given cards.
- . Allow them to discuss freely with one another.

- Note different points on the writing board.
- At the end share own slide and conclude.

Activity#3 Means/ mediums Of Communication to promote mine risk awareness
(Think-Pair-Share) Time: 45 min

- Make appropriate groups of participants
- Ask them to identify different means of communication a teacher can use to promote mine risk awareness?
- Trainer will share the one means of communication e.g. radio(see background information 2.2, 2.3 activity #3)
- Take their responses on flip chart.
- Ask all participants to tell only new points to previous pairs' input.
- Conclude the activity by telling that means of communication have significant value in achieving any goal. Following means or communication modes can be used for this purpose:
 1. role plays
 2. radio messages
 3. posters
 4. leaflets
 5. puppet shows
 6. poems
 7. story telling

Activity #4 (Presentations Of Key Messages By Using Different Materials/ Mediums) 75 Min

- Working in the same groups, handover new task of making presentations of key messages by using different materials practically.
- Give time for developing materials for presentations
- Ask participants to arrange material for gallery view
- Now invite participants to take view of gallery

- Invite participants to fill the worksheet (given in background information session 2.2,2.3).
- Share the pros and cons and do's and don't of each material verbally.

Session 2.4: Setting objectives and strategies for MRE Campaign

Objectives:

At the end of the session participants (both male and female) will be able:

- To practice setting SMART objectives for MRE campaign
- To design practical strategies for MRE campaign

Session outline

Content	Approx. Time
1. Introduction	05 min
2.(Setting Objectives: Balloons Throw)	55 Min
3.Strategies Galore	60 min
Total Time	120 min

Introduction:

Time: 5 min

This session is aimed to highlight the importance of SMART objectives for any planning. If one is not focus on his/her objectives the desired output can not be achieved. Thus, the strategies would also be very practical and achievable. Every target group has different strategies to handle and achieve the desired MRE output.

Material Required:

Different colour balloons, work sheets, charts and markers, multimedia slides.

Activity#1 (Setting Objectives: Balloons Throw)**Time: 55 Min**

- Make two teams of the participants
- Give different colours balloon to both teams
- Ask one person from each team to throw the balloon in the air and try to keep as many balloons of any colour in the air as much they can(you means a team)
- Record the findings.
- Again do the activity but now inform the participants that they have to keep only ten balloons of one colour in the air.
- Divide the participants in four groups
- Ask the groups to analyze the activity by filling the worksheet.
- Discuss the responses of work sheet
- Show own slide of SMART objectives
- Now ask participants to design objectives for MRE campaign in reference to following groups:

1. objective setting for MRE campaign for MEN

2. objective setting for MRE campaign for ADOLECENT BOYS

3. objective setting for MRE campaign for WOMEN AND GIRLS

4. objective setting for MRE campaign for IDPs AND REFUGEES

- Invite groups for presentation.
- When one group finishes presentation, ask other groups to give feedback on presentation to check the validity of objectives
- Conclude by telling that objectives play important role in the success of any project/ programme. Therefore, we need to know how to design SMART objective so that we achieve our target.

Activity#2 Strategies Galore**Time: 60 min**

- Divide the participants in pairs.
- Give each pair one task:

Pair #1: Strategies for men

Pair #2: Strategies for adolescent boys,

Pair #3: Strategies for strategies for women and girls,

Pair #4: Strategies for IDPs and refugees

- If number of pairs is more than 4 then give similar task to many pairs.
- Give each pair charts and markers
- Ask them to design a strategy for specific task
- Monitor and facilitate the pairs in their work
- After they finish their task ask them to paste their strategies on the wall.
- Ask the participants to move around and observe the strategies others have devised.
- Encourage the participants to discuss all the strategies with one another.
- Trainer will conclude by sharing tips for designing strategies.(slide from UNICEF handbook)

Session 2.5: MRE through Child to child approaching(C T C)

Objectives:- By the end of the session participants (both male and female) will be able to:

- Know what Child to Child approach is.
- List six steps in Child to Child approach.
- Identify the relation of Child to Child approach to MRE.

Session outline

Content	Approx. Time
1. Introduction	05 min
2. Concept Of Child To Child Approach	15 Min
3. (Six steps to C t C) : Group work	20 min
4. Importance of Using Child to Child Approach to MRE	20 min
Total Time	60 min

Introduction: 5 min

The effective communication occurs when the speaker expresses his/her idea and the listener understands his/her point easily. This level of communication occurs when the speaker and the listener are at the same grid of understanding. A child can make another child understand more easily than an adult. The Six step approach is a useful way in which children (and adults) can work with child to child ideas. The six step approach has an important effect on the way we teach and learn because it links what children learn and also links what children do in class and in the home.

The main objective of using the child to child in MRE is to sensitize the communities worldwide by encouraging and enabling children to play an active and responsible role in spreading MRE messages to other children and their families.

Material Required:

Flash cards, transparencies.

Activity#1 Concept Of Child To Child Approach Time: 15 Min

- Make pairs of participants
- Give flash card to each pair and ask to write what do you think about **child to child approach**
- Each pair will paste their card on the board and read it out.
- Discuss by showing own multimedia slide and conclude (see background information 2.5).

Activity#2 (Six steps of C t C) : Group work Time: 20 min

- Divide the participants in appropriate groups.
- Give six steps of C to C approach (given in the background information pg #64) in jumble form and ask the groups to arrange them
- .Guide and help the groups.
- Invite each group for presentation.
- Discuss in detail the six steps of C to C linking school to community (see background information 2.5).

Activity #3 Importance of Using Child to Child Approach to MRE

Time: 20 min

- Make appropriate groups of participants.
- Ask groups to read the case study and find solution to that case study by using C T C approach.
- Each group will present their work
- Take their responses and note down on the board.
- Conclude by sharing own transpency(see background information 2.5).

Session 3.2 Integrating MRE To Other Subjects

Objectives:- By the end of the session participants (both male and female) will be able to

- Tell the main tips of integrating MRE with other subjects
- Practice of integrating different subjects with MRE

Session outline

Content	Approx. Time
1. Introduction	05 min
2. Tips of Integration of subjects; Semi-circle talk	40 min
3. Integration of MRE with other subjects Group work	75 min
Total Time	120 min

Introduction: -

Time: 5 min

There are different ways of communicating ideas about MRE. MRE can not be taught in isolation and can not be taught as an independent subject. The topics can be a part of the regular subjects taught in the school. For example, while teaching languages, we can use the storytelling technique and tell about a story.

Material Required:

Class four Textbooks of different subjects of NWFP Government schools, transparency, markers, charts,

Activity#1 Tips of Integration of subjects; Semi-circle talk

Time: 40 min

- Ask participants to think for 5 minutes about integration of MRE with other subjects
- Ask for tips of integration
- Note their responses on the board
- Discuss and conclude by showing transparency having tips of integration(see p.67)

Activity#2 Integration of MRE with other subjects (Group work)

Time: 75 min

- The participants will be divided in groups having the same interest with regard to subjects. They will be asked to accommodate the topic of MRE in their subjects and plan model lessons for presentation, e.g.
 1. Science
 2. Social studies
 3. Languages
 4. Islamiyat
 5. Art or Drawing
- Ask participants to take help from the tips discussed in earlier activity.
- Guide and facilitate the groups during the work
- Ask each group to present their work
- Take comments of each group on one another presentation
- Conclude by appreciating their work

Session 3.3 Practice in delivering MRE to other colleagues, Children/students and community

Time: 2 Hour

Objectives:

At the end of this session participants (both male and female) would be able:

- To practice the delivery of MRE to other colleagues and students/children
- To deliver the main theme of the MRE
- To communicate with the community
- To involve community in MRE process

Session outline

Content	Approx. Time
1. Introduction	05 min
2. Role of the community in extending MRE	50 min
3. Convincing colleagues, students/children & community about MRE need Through Role Play	65min
Total Time	120 min

Introduction:

Time: 5 min

The role of community in bringing positive change is vital. The idea of child to child approach in sensitizing the community is the need of the day. So it is expected that the concept of MRE could be extended through these sources effectively. Here we can not neglect the reality that with out community support nothing could be achieved. Therefore, this session also address this need of involving community through interesting activities.

Material Required:

Flip charts, charts and markers.

Activity#1 Role of the community in extending MRE Time: 50 min

- Divide the participants in groups.
- Ask them to discuss the issue and suggest how the community can be involved in MRE. They should also be told that there will be competition in the presentations and those who stood first will be awarded.
- Give 15 minutes for preparation of arguments
- Select a team of 3 persons to act as judges
- The judges will grade the presentations on the basis of suggestions
- At the end summarize the points on white board or flip chart.

Activity #2 (Convincing Colleagues, Students/Children And Community About MRE Need Through Role Play) Time:65min

- Ask participants to create groups of three;
 1. colleague
 2. student/child
 3. community
- Choosing people in group with whom they have not worked so far in this course.
- Share with participants the given situations so that they can easily work on the plot of role play
- Explain to the groups that the teacher will convince their colleagues, students, and community about the need of MRE.
- Each group will listen carefully and note the important points for discussion following the role play.
- Give time to each group to appreciate and give suggestion for improvement.
- Conclude by saying that teachers, students and community might also be the effectees of mines. So they would be in better position to understand
- Convince the public in general to spread the importance and need of mine risk education. This session gave them opportunity to strategies and put their energies in positive way to gain this objective.

Session 3.4 Action plan

Objectives:

By the end of this session participants (both male and female) will be able to

- tell the steps needed to make a practical action plan
- Prepare a draft of action plan

Session outline

Content	Approx. Time
1. Introduction	05 min
2.What Is Action Plan?(Brainstorming)	10 Min
3. Importance of Action Plan (Ideas Exhibition)	20 min
4. Preparation of Action Plan	25 min
Total Time	60 min

Introduction: 5 min

This session is last but the most significant one in that sense it incorporate all information into practical shape. The participants would be ale to make a workable plan to promote the knowledge they gained in the workshop to other people surrounding them.

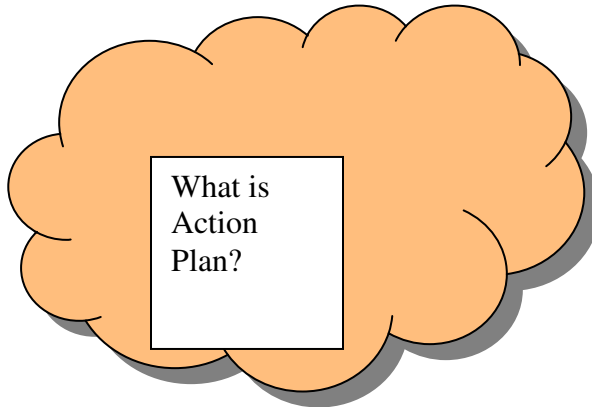
Material required:

Charts, markers, action plan format, flash cards etc.

Activity #1 What Is Action Plan(Brainstorming)

Time:10 Min

- Invite the participants about ,



- Listen to them and elicit their responses. Write these on the writing board.
- Conclude by oral input (see background information 3.1)

Activity #2 Importance of Action Plan (Ideas Exhibition)

Time: 20 min

- Give flash card to all the participants.
- Ask them to write their understanding of why do we design Action Plan to solve an issue.
- Ask the participants to exhibit their cards on the walls.
- Ask them to rise up from their seats, move around the room and visit the exhibition.
- Conclude by saying that any project or task need to be well planned, an action plan helps one in planning any task in an organized manner.
- Also share the format of designing any action plan

Activity #3 Preparation of Action Plan

Time: 25 min

- Make groups of participants according to geographical environment
- Give each group handout# with format of action plan

- Give charts and markers to each group
- Facilitate and guide each group
- Ask them to draw the given format on the charts and design your action plan on it
- Invite groups to present their action plans
- Groups will comments on one another work to make it more practical
- Conclude by giving proper feedback.

1. What do you know about landmines?
2. How many active landmines are there today in the world?
3. How many people are killed/injured by landmine explosions each month through out the world?
4. What percentage of landmine victims die before they receive medical aid?
5. Which countries are heavily land-mined? (check as many that apply)
6. Define the mine risk education?
7. What are the impacts of mines on the lives of victims?
8. What is child to child approach?
9. Enlist 7 C's of effective communication?

SESSION 1.2..... INTRODUCTION OF MRE?

Activity #1

DEFINITION OF MINE RISK EDUCATION

Mine risk education(MRE) is a preventive health and education initiative that's seeks to save the lives and limbs of civilians adults and children who are either living with the threat of land mines or war explosives remnants of war(ERW),OR who are likely to face such a threat (for example ,during and following the return of displaced persons).its a primary strategy is to instill safe behavior by raising awareness and educating both those at risk as well as those around them who can influence there behavior.

What is emergency MRE:

UNICEF defines an emergency as “a situation which threatens the lives and well being of a large numbers of populations and in which extraordinary action I promote safe s required to ensure their survival, care and protection. An emergency may result from an arm conflict or a natural disaster. Emergency MRE refers to efforts in an emergency situation to raise awareness of the threat from mines and explosive remnants of war and to promote safe behavior among the largest no of civilians potentially at risk, particularly children, in the shortest possible time.

SESSION 1.2..... INTRODUCTION OF MRE?

Activity#2 worksheet for video clippings

Q No.1 what did you feel while watching video?

Q No.2 what is the impact of this mishap on that particular person life?

Social:_____

Emotional

Financial_____

Q No.3 Any comments from your group on this video:

Session 1.2 INTRODUCTION OF MRE?

Handout Activity#2

The Nature Of Mine Injuries

- Mines/ERW injuries affects not only the injured individuals, but also there families and communities.

Economic effects

1. If the breadwinner in a family is injured or killed, the family will suffer through the loss of income and will have to find other means to pay for foods.
1. A family member who is injured by a mine or ERW will need assistance from the family.
2. Mines/ERW can injure or kill farm animals, and this represents a loss in income as money is needed to buy new stock.

Psychological Effects

1. The survivor of a mine incident experiences a daily struggle to earn income, to be accepted by the family and the community and to lead a normal life.
2. The mine victim may lose family support.
3. The victim may be unable to cope with the emotional and financial strains linked to the injuries, including feeling of guilt for the pain that the injuries bring to other family members.

Physical Effects

1. A mine or ERW can kill.
2. It can blow off arms or legs, or it can blind.
3. A mine or ERW injuries can cause a pregnant woman to loss her baby or injure a man so that he can't father children.
4. An injury can affect the ability to walk, stand, jump, play football, or engage in heavy work.

Humanitarian

1. Blockage to emergency relief supplies
2. Impediment to return of refugees and IDPs
3. Blockage of access to health services

Socio-economic

1. Loss of fertile agricultural or grazing land
2. Blockage to water points
3. Impact on health system of treating mine injured
4. Increased costs of goods and labour

Developmental

1. Additional costs for demining
2. Additional costs for road construction
3. Additional costs for infrastructure development
4. Loss of tourist income

Environmental

- Damage to flora and fauna

Psychosocial

1. Individuals
2. communities may feel a sense of hopelessness, fear, or depression

SESSION 1.2..... INTRODUCTION OF MRE?

Activity #3 Importance of MRE

- Mine-risk education, or MRE, refers to educational activities aimed at reducing the risk of injury from mines and unexploded ordnance by raising awareness and promoting behavioural change through public-information campaigns, education and training, and liaison with communities.
- MRE ensures that communities are aware of the risks from mines, i.e. unexploded ordnance and/or abandoned munitions and are encouraged to behave in ways that reduce the risk to people, property and the environment.
- Objectives of MRE are to reduce the risk to a level where people can live safely and to recreate an environment where economic and social development can occur free from the constraints imposed by landmine contamination.

SESSION 1.2..... INTRODUCTION OF MRE?

Activity#4

Here are some possible roles for a class of thirty:

1. You are a doctor. You work at a clinic with few medical supplies. Try to help those around you.
2. You are safe now. You can help others - or ignore them and stay in a safe place. Remember: you cannot walk within 50 cm. of an unturned card without turning it over. If the unturned card has a "X" mark under it, it represents a landmine . . .you will die within two minutes if you come near such a card.
3. You are a farmer. You stepped on a mine while you were planting your crops. Both of your legs are now missing. If you don't get medical help soon.
4. You are a child. While playing outside, you accidentally stepped on a mine. You have just lost your right leg. It hurts and you are losing blood. Call for help.
5. You are a foreign photo-journalist. Take lots of pictures and document what is going on.

DISCUSSION/FEEDBACK

Here are some possible questions to raise during the feedback/reflection session:

1. How did you feel during this activity?
2. In what ways did this activity seem real?
3. Do you feel any differently about landmines now?
4. Is there anything we can do to minimize the risk from landmines?

Activity#1

Some common myths

1. Driving livestock through a field will make the field safe from mines.

False. Although often practised by villagers, this method is not safe. It may explode some of the mines but certainly not all.

2. If you know a piece of land has been stepped on, you know you are safe because if a mine did not go off the first time it will not explode later.

False. After time, soil compacts especially through the process of freezing and thawing; therefore, the sensitivity of a mine can change, and under such conditions it may require many footfalls to activate a mine.

3. There is a mine type that will click when you step on it and then blow up only when you take your foot off. This can allow you time to find a heavy object to place on the mine as you remove your foot.

False. Only in Hollywood...

4. One way to avoid injury in a dangerous area is to run or drive as fast as possible. If you run or drive very quickly, you can avoid the blast of an exploding mine.

False. You cannot outrun a mine.

5. Luckily landmines do not last very long, and after a few years in the ground, they tend to rot and will not work.

False. Most mines remain dangerous for decades.

- 5. Unexploded bombs pose less of a threat because you can see them and then simply move them out of your way.**

False. You should never touch unexploded ordnance.

- 6. Burning an area may clear some mines but not all of them.**

True. This is not a recommended action.

Hand out for activity#2



Danger!

**ALL OF THESE MINES
KILL CIVILIANS:**

There are many, many types of antipersonnel landmines, but they can be put into five main groups.

**NONE OF THEM WILL
STOP AN ARMY**

The five main types of antipersonnel mines are:



BLAST MINES

These are the most common kind of mine. They explode when someone steps on them. Because it has a very large explosive charge, it often kills people. It was made by the former Soviet Union, by Iraq, and possibly by other countries as well.

COMMON: (adj)
something that is widely used

The mine shown here is the variety that has probably killed more civilians than any other. The mine is designed so that it is almost impossible to make it safe.



FRAGMENTATION MINES

These mines have tripwires which lie a few centimetres above the ground. When someone walks into the wire, the mine shoots out hundreds of metal fragments at twice the speed of ordinary bullets.

TRIPWIRE: (n) a thin wire that is tied between two places so that people will walk into it, without seeing it.

Another way to use these mines is to tie them to poles or to trees. Fragmentation mines like the one in the picture are usually put together in groups.

FRAGMENTS: (n) very small pieces

They come from the former Soviet Union and, similar mines have been made by the former Czechoslovakia, the former Yugoslavia, China, Egypt and South Korea.

POLE: (n) a wooden or metal stick, standing upright in the ground



BOUNDING FRAGMENTATION MINES

These mines jump up into the air to about the height of a person's chest before they explode into fragments. They kill the person who sets them off and they can wound people over a wide area.

BOUNDING: to bound means to leap or jump

The mine shown here is activated by tripwires that are connected to its fuse prongs. if you stepped on it, you would also set it off.

FUSE: (n) the mechanism that makes the mine explode

It was mainly in Italy, and it has been widely used.

FUSE PRONGS: the pins sticking out of the top of the mine



DIRECTIONAL FRAGMENTATION MINES

These mines shoot out steel balls in one direction at high speed., They are set off by tripwires or by remote control. Some kinds can kill people from as far away as

200 metres.

Both the former Soviet Union and the USA make this kind of mine.



SCATTERABLE MINES

Scatterable mines do not need to be laid by hand; they can be scattered from aircraft or by artillery. They land on the ground without exploding. Some can even set up their own tripwires.

SCATTER: means to drop something over a wide area.

SCATTERABLE (adj) describes something that can be scattered

The mine in the picture was made in the former Soviet Union and it was widely used in Afghanistan. It is known as a 'butterfly' mine. It is designed to float gently to the ground.

These mines are small enough to fit in your hand. They are made in colours like green or sand, so that they are difficult to see when they are lying on the ground. Unfortunately, however, children often find them and pick them up, with the result that they are very badly injured.

The article "Danger", on which this is based, appeared in the September 1997 issue of the New Internationalist.

SESSION 1.3, 1.4..... TYPES OF EXPLOSIVE DEVICES AND THREATS TO CIVILIANS

Activity#3

The cost to manufacture a landmine can be as little as:

- a. 30 cents
- b. 3 dollars
- c. 30 dollars
- d. 300 dollars

6. The following item is not used for mine detection or clearance purposes:

- a. The Metal Probing Rod
- b. The Metal Detector
- c. The Mine Detection Dog
- d. The "SGMRLS" (Satellite-Guided Mine Removal Laser System)

2. The majority of anti-personnel landmines used in the world are designed to:

- a. Become inactive after hostilities have ended.
- b. Detonate only on Mondays.
- c. Instantly kill any individual who activates the mine.
- d. Maim individuals to slow enemy forces.

7. In a mine detection dog's body, the amount of tissue devoted to the sense of smell is at least _____ greater than a human's?

- a. 5 times
- b. 10 times
- c. 100 times
- d. 1000 times

3. Landmines affect more than 70 countries worldwide by:

- a. Killing or maiming individuals
- b. Isolating resources from the population
- c. Instilling fear in the population
- d. All of the above

8. Most mine detection dogs are initially trained to understand:

- a. Dutch
- b. English
- c. Esperanto
- d. Amharic

4. The U.S. declined to sign the 1997 Landmine Ban Treaty, signed by 134 other countries, citing:

- a. The use of landmines on the Korean Peninsula as important to maintaining peace in that region.
- b. The fundamentally safe nature of landmines.
- c. A worldwide overestimation of the landmine problem.
- d. Landmines' importance in defending the United States.

9. The Landmine Survivors Network estimates that lifetime care for those victims that survive landmine blasts will cost:

- a. 500 million dollars
- b. 1 billion dollars
- c. 3 billion dollars
- d. 10 billion dollars

5. Mine fields are often identified by which of the

Landmines are usually small, buried and composed

following?

- a.** Animal skeletons.
- b.** Danger signs.
- c.** Painted rocks.
- d.** All of the above.

**almost entirely of
what material?**

- a.** Aluminum
- b.** Plastic
- c.** Wood
- d.** Rubber



SESSION 1.3, 1.4..... TYPES OF EXPLOSIVE DEVICES AND THREATS TO CIVILIANS

Activity #3

The Landmine Quiz

Question ONE

Worldwide, most of the people killed or injured by landmines are:

- ☐ men
- ☐ old people
- ☐ women
- ☐ children
- ☐ people who are clearing landmines

Question TWO

Angola has one of the highest rates of landmine injury in the world. It is estimated that the number of Angolans with landmine-related injuries is approximately:

- ☐ 1 in every 1,200 people
- ☐ 1 in every 1,000 people
- ☐ 1 in every 800 people
- ☐ 1 in every 600 people
- ☐ 1 in every 400 people

Question THREE

A growing child with an artificial arm or leg needs a new one every:

- ☐ 6 months
- ☐ 1 year
- ☐ 18 months

- ☐ 2 years
- ☐ 3 years

Question FOUR

As well as deaths and injuries, which other problems can be caused by landmines?

- ☐ A shortage of supplies for other medical needs
- ☐ A fall in the use of agricultural land
- ☐ Problems with transportation of people and supplies
- ☐ All of these
- ☐ None of these

Question FIVE

Approximately what percentage of the world's countries have signed the Mine Ban Treaty?

- ☐ 90%
- ☐ 70%
- ☐ 50%
- ☐ 30%
- ☐ 10%

Question SIX

Which of these countries has NOT signed the Mine Ban Treaty?

- ☐ China
- ☐ Russia
- ☐ USA

☐ None of them has signed.

☐ All of them have signed.

Question SEVEN

Which is the most accurate statement?

A country that signs the Mine Ban Treaty:

☐ must destroy 100% of the antipersonnel mines in its stores and in the ground.

☐ must destroy most of the antipersonnel mines in its stores but may keep some for emergency use.

☐ must destroy most of the antipersonnel mines in its stores but may keep some for training people in mine clearance.

☐ must destroy 100% of the antipersonnel mines in its stores, but it does not have to clear mines that are in the ground.

☐ may keep all its landmines, but must promise never to use them.

Question EIGHT

The Landmine Monitor Report estimates that 25 million antipersonnel mines are being stored by 108 countries. The country with the largest stockpile (store) of antipersonnel mines is:

☐ Belarus

☐ China

☐ Russia

☐ Ukraine

☐ USA

Question NINE

Which of these countries has already finished destroying its stockpile of antipersonnel mines?

- ☐ Britain
- ☐ El Salvador
- ☐ Japan
- ☐ Sweden
- ☐ Uruguay

Question TEN

Which country wants to spend nearly \$50 million on a new kind of landmine?

- ☐ China
- ☐ Iraq
- ☐ North Korea
- ☐ Turkey
- ☐ USA

Information from New Internationalist issue on Landmines, Sept 1997, the International Committee of the Red Cross and the Landmine Monitor Report 1999 [International Campaign to Ban Landmines]

Landmines and Explosive Remnants of War Risk Education (MRE)



Session 1.5 Basic Mine Risk Education Messages

Activity# 1 CASE STUDIES

1. As Passenger (male/ female):

You are going to a place to meet your friend/ relative. You find unknown things/ items on the way. What steps will you take?

2. As a teacher (male /female):

Your student brought an unknown item, which seems to be an Un Exploded ordnance (material not exploded yet). What will be your reaction? What steps would you take to avoid it in future?

3. As a parent (father/ mother):

Your own child tells you that some toys are on the way to our home. Nobody claims that its there. He asks you shall I take them and bring home. What advice will you give to your child?

Handout

Activity# 1 CASE STUDIES

How to protect yourself and others

- Look out for warning signs and clues which could indicate whether an area is mined.
- Do not enter known mined areas for any reason.

Do not touch mine /ERW

- Do not throw a mine or anything at a mine.
- Do not kick or otherwise strike a mine.
- Do not touch any object unless you are absolutely sure it is safe. It may be booby-trapped
- Do not attempt to defuse a mine or demine an area.
- Warn others not to touch mines.
- Prevent others from entering mined areas.
- Do not throw a mine into water.
- Do not burn a mine/ERW.
- Do not go anywhere near a tripwire, as the surrounding areas may also be mined.
- Do not attempt to collect mines for scrap metal.

Ask locals about safe paths

- Ask the local people about the safe paths.
- Travel by day whenever is possible.
- If you are unsure whether a road or path is safe, do not use it, but seek a safe route.

Stay on the safe path

- Stay on the safe path.
- Do not walk along the edge or at the side of the path.

Avoid areas likely to contain mines/ERW

- Be especially careful near these areas
- Abandoned military outposts, checkpoints and trenches or ditches.
- Areas containing significant physical infrastructure.
- Ruins or overgrown areas or places that show no sign of people having entered there for a long time.
- Deserted villages.
- Cave entrances.
- Ware houses.

- Bridges and surrounding areas.

Be able to recognize warning signs and never remove warning signs

- Be aware of the usual form of warning signs.
- If you see any warning signals, you must assume that the area is mined area. You must go back the way you came and find an alternative safe route.
- If there is no warning sign, do not assume that the area is safe.

Session 1.5: BASIC MRE MESSAGES

Activity #2

Land Mine Awareness Education in Cambodia (Initially published on the GENIE website)

►Land Mine Awareness Education materials developed by Tim Grant

* Click on images for more detail



Do Not Touch Mines design No.1

This is the front of the T-shirt designed by Tim for the Mine Awareness Training Team (MATT). The design was inspired by the many Hindu images that adorn the Angkor Wat temple complex. While most of the people in Cambodia are Buddhist, the Hindu images are respected. This shirt attempted to improve peoples unsafe practices in the name of fate and karma. This shirt was printed in the hundreds of thousands and distributed throughout the affected villages.



Do Not Touch Mines poster

This poster was designed to be very graphic and hard hitting. I gave the MATT artist several human anatomy books to make sure he got it as technically correct as possible. These posters were framed and nailed up in all the villages schools, temples and/or community buildings.



CMAC poster

Tim designed this poster for the Cambodian Mine Action Centre (CMAC) mine awareness programme. The images were drawn by an American artist and scanned into Corel Draw 5, where Tim added the color and words. The messages given are

1. Do not touch mines.
2. Stay on the safe path.

3. Ask the local people for the safe path.
4. Do not take the mines signs from the minefield.
5. Mark a mine location with crossed sticks.
6. Report all mine locations to authorities.



Game

No.2

This is a game called "Help Grandfather" made for MATT programme. It requires the children to find the warning clues and warning signs in this cluttered picture. Warning signs include :- skull & cross bone sign, crossed sticks, plastic bag hanging from the tree and a snapped branch. Warning clues included fuses, exposed mine, mine wrappings and parts of mines.



Silk Screen No.1

This is a silk screen poster that was hung up around the media displays. The image of a well-to-do Khmer woman was chosen to show that nobody is immune. Cotton material was chosen above paper or other materials as it was easy to roll up for transporting and because it needed to be cleaned regularly. Paper has a limited life in this hot dusty and temporary environment.



Minefield procedures silk screen

This LMAP screen teaches people the correct procedures to follow when they see a mine or find themselves in a minefield.

1. Stop walking and tell everyone around that you have seen a mine.

2. Retrace your footsteps all the way back to a known safe area/path (practical exercises in retracing are always given in classes).
3. Mark the location with crossed sticks or whatever the local marking system is. They are reminded not to go off the safe area to collect marking materials.
4. Report the location of the mine to the local authorities.



Travelling procedures silk screen

Another LMAP silk screen which goes through the procedures for travelling in unknown areas.

1. Always ask the local people for the safe paths.
2. Stay on the safe path.
3. Make sure you take special care with your children.
4. Mines can be found almost anywhere.



Materials

testing

This photograph was taken out the front of the MATT office in Battambang Cambodia. It was at the very start of the program and the paintings were being displayed publicly to gauge the peoples reaction to them. Later the paintings were tested further and then used to decorate the teaching location. The man pictured was the office guard, Thy, who later became a vital asset to the program as our framer and woodworker.



MATT Teacher

This MATT Teacher is using the silk screens to give a lesson on 'Minefield Procedures'. He is pictured using an exposed mine model to demonstrate to the people how an underground mine is set off.



Wooden Mines Display

This is a picture of one of the display cases displaying the wooden models of underground mines. As well as showing the mine identification, you will notice that the case is enclosed with plastic, this is to promote the message of DO NOT TOUCH MINES. The photograph was taken in one of the refugee camps during a media event.



Bucket of Bomb

This photograph was taken at the Thai Border Police station, of mines that have been found within Thai territory. Because LMAP was located inside of Thailand they didn't have access to 'real' mines. These mines were measured and used for the production of our wooden mine models.



The Welcome Rock

This rock that features the image used for the 'Ask the Local People for the Safe Path' message. The rock was painted by the LMAP/MATT Khmer artist and stood in the doorway of the LMAP media office in Site 2 Refugee camp, 1991.



Leaflet 1 Front

This leaflet was produced in response to an army offensive which resulted in thousands of people fleeing their homes. It was feared that many of the internally displaced people could stand on mines, because

their once safe villages were now quite likely mined. The messages that were covered were Do not touch, stay on the safe path, do not take down mine signs/tapes and report the location of mines/UXOs the deminers. (English Version)



Leaflet1

These materials were viewed as a way of reaching those people we missed with the formal lectures. The leaflets were made as full A4 sheets printed on one side with mine identification illustrations and were handed out along with the brochures at the end of a lesson or whenever the occasion arose. All the most common mines & ordnance were represented and divided into 3 groups - above ground mines, below ground mines and Unexploded Ordnance.

Session 2.2, 2.3: Means & Principles of Effective Communication

Activity #1 Definition of Communication

“Communication is depositing a part of you in another person.” Anonymous

Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs". Communication can be perceived as a two-way “*Process*” in which there is an exchange and series of *thoughts, feelings* or *ideas* towards a mutually accepted goal or direction...

Communication can be split into two parts...

☐ ***The Message or content:***

The core idea translated into words (the idea to be communicated)

☐ ***The channel or Medium:***

Means of sending message e.g. letter email, verbally saying it etc.

Types of Communication Based on Communication Channels:

- ☐ Based on the channels used for communicating, the process of communication can be broadly classified as

- a. Verbal Communication*
- b. Non-verbal communication.*

☐ **Social Behavior for Formal Communication**

- ☐ Varies from Location
- ☐ Proper Etiquette (Meals and More)
- ☐ Proper Conversation

☒ Please, Thank You, May I, I'm Sorry, Excuse Me

Session 2.2, 2.3: Means & Principles of Effective Communication

Activity# 2 Principles of Effective communication

The 7 C's of Communication

1. Clear
2. Concise
3. Concrete
4. Correct
5. Coherent
6. Complete
7. Courteous

1. Clear:

Clarity means getting the meaning from your mind into the mind of the receiver. Also messages that are clearly expressed are easily understood as well. For example choosing familiar words etc. in sentence “Subsequent to the class we will have lunch in a restaurant”, here we can use the word “After” instead of subsequent.

2. Concise:

If you want your messages to be read by busy people, make them brief. Say what you need to say, and say no more (while maintaining goodwill, of course).

It is said that; “Brevity is the soul of Wit” Remove all words phrases and sentences that serve no purpose. You can also eliminate wordiness by substituting one word for wordy, overused expressions.

3. Concrete:

You have a choice in your writing to use concrete (specific) or abstract (vague) words. They both have a place in writing generally. They are easily understood, interesting to read and convincing in their effect. Opposite of concrete is abstract instead of using words Several times, last month, immediately etc use words like once, twice, December, after 3 minutes etc.

4. **Correct:** Correctness includes spelling, grammar, punctuation, and format. For spelling, punctuation, and grammar, you should keep a dictionary and a writer's guide at your desk.

5. **Coherent:**

Messages need to “hang together.” Ideas need to flow from one to the next through smooth transitions. You can achieve this by outlining your messages, writing simple sentences and focusing each paragraph on one idea.

6. **Complete:**

Check to be sure that your message is complete. Have you included all the information you need to ensure that the other person can do a complete job or make a reasonable decision?

7. **Courteous:**

Your message should be positive—building goodwill and focused upon the reader. Watch gender specific language and always use proper titles.

Some Tips

- ☐ No one likes to be offended and no one likes to be insulted. These are common sense statements, but it is amazing how often this is ignored. The usage of coarse language in any conversation can be taken as insults at anytime. One of the best ways to avoid this mistake is to make a conscious choice to not use bad language.
- ☐ Insults can come in two forms, words and/or gestures. You can avoid a lot of problems by thinking before you speak. Choosing your words before sharing them may be all you need to bring a smile to someone's face rather than a frown.
- ☐ Crossing your arms can send the message that you don't care or you can't be bothered with the message being communicated to you.
- ☐ Think about how you communicate. Sometimes the way you say something can mean the exact opposite of what you intended. Think about the message your body communicates to others.

Activity # 3

Mass media can play major role in raising awareness.

Mine Risk Education through Radio

In an emergency situation Radio can be a quick and effective way to communicate mine/UXO risk education messages to populations at risk and reach large numbers of people.

If you are going to use radio to communicate MRE messages, remember these general rules:

- Keep it short and concise — don't confuse your audience with too much information;
- Use simple, straightforward language;
- Offer specific, practical advice;
- Organise the information clearly and logically; and
- Repeat the information.

And bear in mind differences between women's and men's listening/viewing patterns. For example, if you want your messages to reach women, don't schedule your communication for early morning or early evening: these times might be prime listening time for men but women are likely to be busy preparing meals. Vary your scheduling to reach the maximum number of your specific target audiences.

If resources are limited, remember it is much more likely that people will hear a few short spots rather than one 30 or 60 minute discussion on mines or ERW. And, as noted, you may be able to get airtime for free.

Activity # 4

1. What do you think about this material?
2. What does the picture tell you?
3. What does the writing say?
4. Can you follow the advice given by this material?
5. What do you like or dislike about this material?
6. How could this material be improved to be more attractive and interesting to people like you?
7. How would you like to change this picture?
8. How would you like to change the writing?

Activity #1

Work sheet

1. Was the first task easy to achieve? Why OR why not?

.....
.....
.....

2. What difficulty did you face when asked to keep as many balloons of any colour as you can in the air?

.....
.....
.....

3. Was the second task easy to achieve? Why OR why not?

.....
.....

4. What difficulty did you face when asked to keep as many balloons of any colour as you can in the air?

.....
.....
.....

Handout Activity #1

SPECIFIC: Objective is not vague. It is clear to all that what we want to achieve.

MEASUREABLE: The objective is measurable in numbers means quantifiable.

ACHIEVEABLE: The objective is realistically achievable. It is within the capacity of the implementing agency to accomplish it.

RELEVANT: The objective must be relevant to the goals of the agencies.

TIME-BOUND: The objective has a definite starting point and ending point.

EXAMPLE OF SMART OBJECTIVES

SPECIFIC: (concrete) Pite offers management course to primary trainers quarterly with the aims of 80% of the primary trainers by june,2010.

MEASUREABLE: (cost, quality, quantity, numeric or discipline) the planning committee will increase attendance of its 2011 program by at least 10% over 2010.

ACHIEVEABLE (feasible) complete biography of library instructions, publications related to diverse population for PITE website.

RELEVANT: (measures outputs or results not activities)The PITE committee will post discussion notes from the xyz conference discussion from 2010,best practices in library instruction on PITE website to promote teaching material useful to practicing bibliographic instruction librarians.

TIME (identifies target dates) The course coordinator will update the xyz publications policies and procedures manual by the xyz annual conference 2010.

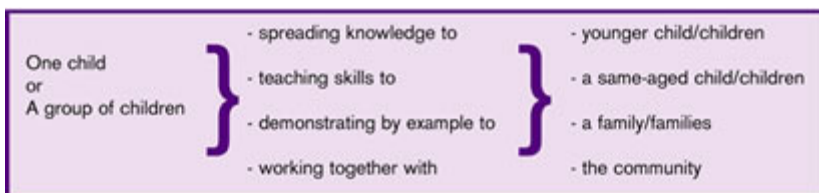
TIME BOUND: it must have a starting and ending point.

Session 2.5: MRE through Child to child approaching(C T C)

Activity #1 Child-to-Child approaches to learning and action

The Child-to-Child approach links children's learning (in or out of schools) with their lives (home and community) so that knowledge translates into behaviour and action.

The Child-to-Child matrix shows how a child or children can participate in health and development. Group activities should be integral to the Child-to-Child approach.

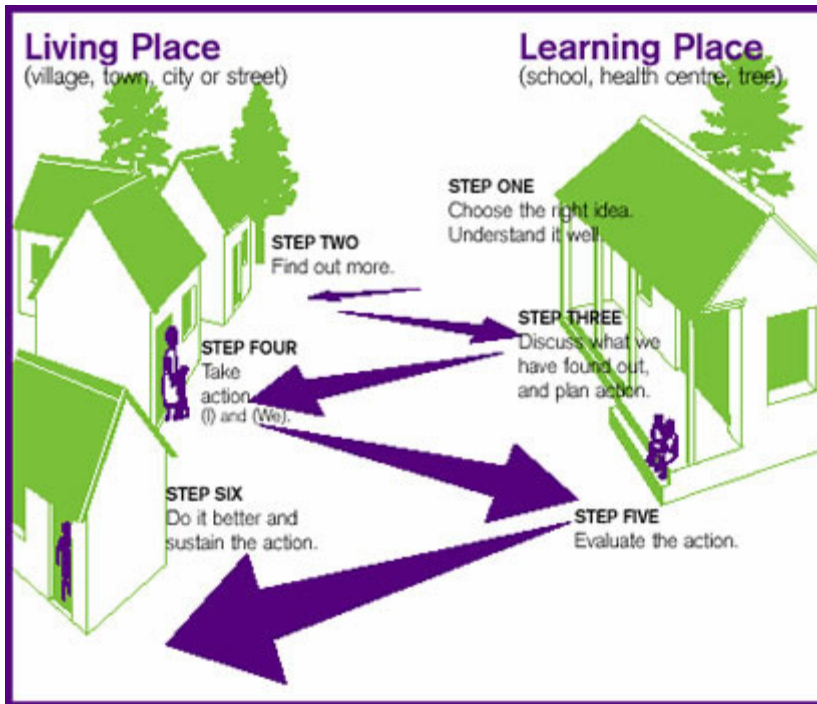


Session 2.5: MRE through Child to child approaching(C T C)

Activity #2

The Child-to-Child step approach: a health action

methodology Using a series of linked activities, or 'steps', children think about health issues, make decisions, develop their life-skills and take action to promote health in their communities, with the support of adults.



Six steps of C T C

1. Choose and Understand

Children identify and assess their problems and priorities.

2. Find out More

Children research and find out how these issues affect them and their communities.

3. **Discuss what we Found and Plan Action**

Based on their findings children plan action that they can take individually or together.

4. **Take Action**

Children take action with support that they have identified as needed from adults.

5. **Evaluate**

Children evaluate the action they took: What went well? What was difficult? Has any change been achieved?

6. **Do it better**

Based on their evaluation children find ways of keeping the action going or improving it.

Session 2.5: MRE through Child to child approaching(C T C)

Activity # 3 Case study

There were some passengers going in a bus to a wedding of their close relative. As they were on the way, bus was blasted by a mine. The entire passenger got injured. It was very shocking incident.

Q. What can we do to avoid such incidences in future?

Q. How can C T C approach be used to overcome Mine risks?

Q. By using six steps find the solution of the above incident.

Activity # 3 Importance of the Child-to-Child approach:

- **Respects** children's views and voices to enable them to grow into responsible adults.
- **Advocates** for children's active participation that links learning with living and promotes reflection.
- **Facilitates** children's understanding of development issues and why healthy behaviours are important.
- **Includes** relevant, do-able and fun activities that promote life skills, confidence and self-esteem.
- **Encourages** children to take ownership and identify health and development priorities relevant to themselves and their communities.
- **Develops** children's decision-making and problem-solving abilities in order to take action on identified priorities.
- **Develops** children's ability to communicate, empathise and cope with difficult circumstances.
- **Recognises** children's capacities as change agents, who require the facilitative support but not the dominance of adults.
- **Ensures** that the personal development of the children implementing activities are as important as those of children with whom they are working (e.g. older children working with pre-schoolers).

SESSION 3.2..... INTEGRATING MRE WITH OTHER SUBJECTS.

Handout Activity#1

Whenever you are trying to incorporate any theme in curriculum keep in mind the following points:

- Think deeply on the theme, and see which subjects can be interlinked effectively
- Don't try to link new theme to all subjects unnecessarily
- First brainstorm which ideas can be introduced of that theme
- Think of class with which curriculum you integrate
- Will that theme be linked vertical or horizontal
- Which methodology will best suit to promote the desired theme

We tried to integrate following subjects to MRE

- Languages (Urdu, English)
- Social studies
- Science
- islamiyat

Following strategies can be used in the integration of above subjects to MRE

- ROLE PLAYS
- ESSAYS
- SENTENCES
- STORIES
- RIDDLES
- DEBATES

We can integrate following subjects of class IV in the following chapters:

Social studies

1. Our problems Page#66, 70: illiteracy, environment pollution
 - Can also introduce new topic of mines
2. Welfare organizations Page#62 :
 - Add mine action
3. Syed Ahmad shaheed Page# 83 (Guns are now replaced by tanks, mines etc.)
4. Minerals Page# 42 (sulfure; used in explosive material)

Science:

1. Pollution: Page# 40
 - Addition of land pollution(mines)
2. Electricity: page# 101 wrong use of technology
3. Inertia: Page#76 (things move when touched while untouched can't move)

Languages (Urdu):

1. Wadi-i-kagan ki sair Page#85
2. Socho,samjo,bojo,jano Page#42
3. Tipo Sultan

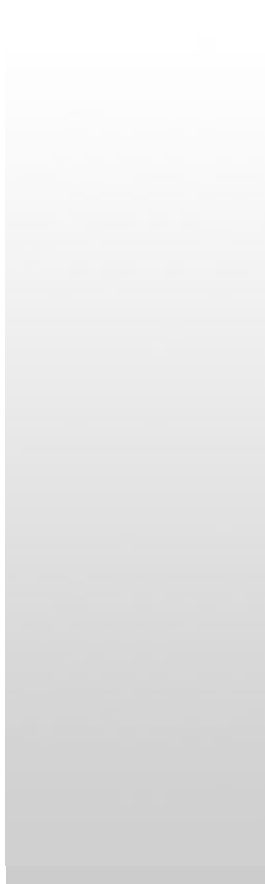
Islamiyat:

1. khidmat-i-khalak Page#52
2. Bandon ka haqook Page#21
3. Watan sa Muhabat Page#62

SESSION 3.4 ACTION PLAN **How to write an action plan**

When writing an action plan to achieve a particular goal or outcome, you can get much help from the following steps.

- **Clarify your goal.** Can you get a visual picture of the expected outcome? How can you see if you have reached your destination? What does make your goal measurable? What constraints do you have, like the limits on time, money, or other resources.
- **Write a list of actions.** Write down all actions you may need to take to achieve your goal. At this step focus on generating and writing as many different options and ideas as possible. Take a sheet of paper and write more and more ideas, just as they come to your mind. While you are doing this, try not to judge or analyze.
- **Analyze, prioritize, and prune.** Look at your list of actions. What are the absolutely necessary and effective steps to achieve your goal? Mark them somehow. After that, what action items can be dropped from the plan without significant consequences for the outcome. Cross them out.
- **Organize your list into a plan.** Decide on the order of your action steps. Start from looking at your marked key actions. For each action, what other steps should be completed before that action? Rearrange your actions and ideas into a sequence of ordered action steps. Finally, look at your plan once again. Are there any ways to simplify it even more?
- **Monitor the execution of your plan and review the plan regularly.** How much have you progressed towards your goal by now? What new information you have got? Use this information to further adjust and optimize your plan.



Activity# 3 Format of Action Plan

What is the issue?	Why do we want to work on it?	How we will work?	Who will do it?	When will we finish it?	Remarks

Session 3.5: Workshop Evaluation

Objectives:

Male and female participants will be able

1. To analyze their progress throughout the workshop
2. Evaluate the content of workshop
3. Take overall review of workshop

Evaluation Form

Q. What did you learn in the workshop?

Q. What information or activities of workshop you can adopt in your school environment? Why?

Q. What activities or content you would like to change? Why?

Q. What suggestions will you give to improve the content of workshop?

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The article "Danger", on which this is based, appeared in the September 1997 issue of the New Internationalist.

ALL PHOTOS: ICRC / THIERRY GASSMANN, EXCEPT VALMARA 69: MAG © 1997,1999: the New Internationalist

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IMAS mines risk education. Best practice guide book 5. Geneva, Nov 2005, Unicef

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