

AMANI HANGOUT BRIDGES

CURRICULUM

Partners:



With Support from:



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INTRODUCTION

We are living in an exciting time in which technology is able to reduce distances between people and bring knowledge close to us in unprecedented ways! While sitting on the slopes of Mt. Elgon we can learn about fishing in Lamu and while under a coconut tree in Kwale we can learn about the Talai of Kericho. Through technology we can make friends, advance our skills and choose careers in ways never experienced before. Technology has made learning easier than in the past. It is also making youth share their experiences and create content on peace.

The **Amani Hangout Bridges** Programme aims at forging relationships between high school students in Kenya of different ethnic, racial, social, economic, cultural and religious backgrounds. In addition, it aims at challenging ideas that breed intolerance so that students can appreciate diversity, build on commonalities, learn to transform conflicts in non-violent ways and promote working together for the wellbeing of the communities. The platform will provide an opportunity for youth to increase their intercultural understanding and contribute to peaceful coexistence in their schools and communities.

The programme seeks to create spaces and opportunities for learners to interact and learn together. It is envisaged that its systematic implementation, monitoring and evaluation will support the development of skills and values in learners for enhancing harmonious coexistence and embracing diversity through respect, empathy, responsibility and reconciliation. The intention is enable the learner to develop a healthy self-image and a positive relationship with self, others and the environment. This will help deepen the quality of life among students as members of the local and global community.

During the weekly Club meeting time, the Amani Patron will use this Curriculum to guide Amani Club members in discussing topics related to values that enhance peaceful coexistence. The Sessions will be interactive and experiential. They will incorporate technology as much as possible. The content gathered during these learning Sessions will be used in sharing with fellow Amani members in other schools at the Amani Hangouts conversations. The conversations will be facilitated by the Patron and undertaken using the tablets provided for this purpose. The language of the conversations will be English and students will stay focused on the topics identified in the Curriculum. They will be respectful in conducting the

discussions. The Amani Hangouts experience is a continuation of learning and operates on the same principles as the classroom, except that students are connected through technology.

Technical Training

Teachers and students will be trained on how to use the Google Tools to be used in the Programme. The Technical Training Curriculum developed for this Program is available separately from this one and includes information on how to use Amani Hangouts and other applications. **The Guidelines are available in a folder in the tablets.** Locate them and use them as shown.

Role of the Patron

The Amani Club patron will be a teacher at the participating institution. In addition to duties outlined in the Amani Club guidelines, for the purposes of the Amani Hangout Bridges project, the club patron shall:-

- i. Undergo training in the use of Google tools and the tablets.
- ii. Coordinate the selection 15 club members (students) to participate in the project.
- iii. In conjunction with project implementers, schedule and undertake training of club members in the use of Google tools and the tablets.
- iv. Oversee implementation of Amani Hangout Bridges project lessons and activities.

Prior to starting to use the Amani Hangouts platform, each Amani Club will be divided into **five Circles**. The five circles will identify a **Team Leader and the Deputy**. These two students will assist the Patron and help in uploading agreed content to the online platform.

In each Circle there will be up to **three students per school** selected to represent ethnic, racial, social, cultural, and religious diversity. Each Circle **will give itself a name**, with which it will be identified. During the Hangout sessions each Circle of three will interact with paired members in other schools to share experiences or undertake joint projects. Members of each Circle will learn, interact and share experiences as guided by their teacher. They will participate in Amani Hangout conversations with each Session. After the end of the Session, the tablets will be stored securely for use in the next Hangout meeting. Each Circle will implement a Group Project to be showcased at the end of the Sessions.

The instructors (patrons or deputy patrons) will also form their own Circle and interact once a month to discuss the progress of the students' circles, address issues that may arise during the Amani club Sessions, share ideas and stories and support each other.

The **Amani Hangout Bridges** programme is as a result of collaboration between Twaweza Communications, National Cohesion and Integration Commission, Ministry of Education, Science and Technology and The Kenya Institute of Curriculum Development with support from Google Kenya. It is an example of how public institutions can build partnerships with the private sector and civil society to increase intercultural understanding and peaceful co-existence.

GENERAL OBJECTIVES OF THE AMANI HANGOUT BRIDGES PROGRAMME

By the end of the program, the learner should be able to:-

1. show understanding and appreciation of self and others.
2. acquire and develop desirable knowledge, skills attitudes and values that promote responsible living.
3. demonstrate ability to use technology responsibly to learn and share information.
4. demonstrate ability to respect and live harmoniously with others.
5. identify and implement strategies for dealing with conflict in society.
6. demonstrate ability to resolve conflicts peacefully.

About the Programme

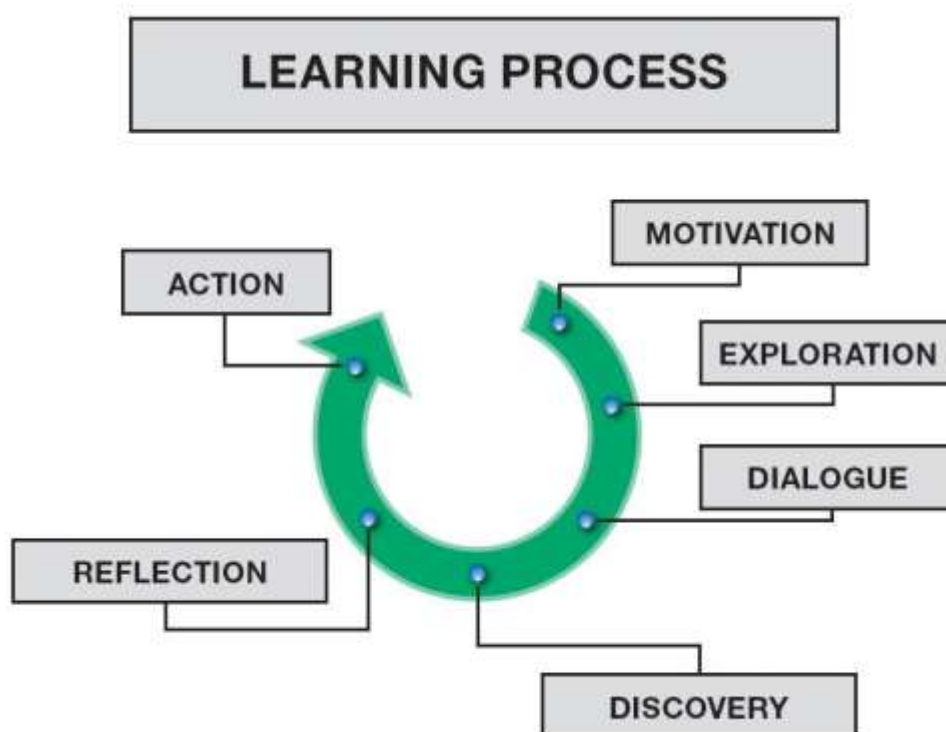
The programme will run in the three pilot schools for six months. The programme will be hosted by the Amani Clubs in the three schools. Club members will meet once every week and have a Amani Hangout once or twice a month. The programme is guided by six general objectives. The programme covers six themes as follows:-

- ❖ Self Identity
- ❖ Good Character
- ❖ National Integration
- ❖ Peaceful Conflict Resolution
- ❖ National Values and Principles of Governance
- ❖ Leadership and Integrity

Under each of the themes are topics, specific objectives, content, activities and a Amani Hangouts Activity.

Learning Process

The programme adopts the Ethics Education approach borrowed from the Arigatou Foundation, *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education* illustrated as follows:-



Adapted from the Arigatou Foundation: 2008, Learning to Live Together Training Manual

The learning process is meant to ensure learners are actively involved in the learning experience. It takes learners through a process of discovery, which leads to reflection and continuous learning. Each of the programme sessions moves through:-

- ❖ Motivation
- ❖ Exploration
- ❖ Dialogue
- ❖ Discovery

- ❖ Reflection
- ❖ Action

Motivation

It can be in the form of stories, songs, poems, activities, photographs or pictures to stimulate the learner's curiosity about the topic, challenge perceptions and motivate the learner to explore.

Exploration

Once the learners are stimulated by a topic, they will want to explore. This is a time for learners to explore ideas and gain new insights and experiences through practical exercises. The facilitator should ensure that they create an atmosphere where learners open up to each other and are free to express themselves.

Dialogue

The learners should be given an opportunity to share and exchange ideas, experiences, discover the others and challenge their perceptions. It is important to ensure safe spaces are created where learners feel comfortable to participate fully without feeling intimidated.

Discovery

This will enable learners to discover new understandings and ideas. This may not come immediately and for all the learners at a go.

Reflection

This is a moment where one finds connection with self. It is therefore important to provide opportunity for self reflection by using note pads where learners can put down their own learning in relation to practical situations and assess their values and attitude.

PREPARATORY SESSION

In preparation for the Amani Hangout Bridges Project, each club will have an orientation session for students that will cover what students will do during the Amani Hangout Bridges (offline and online activities), the use of the tablets and the use of Google Tools. The orientation will incorporate:-

1. Developing club rules of engagement/code of conduct for the members during the Amani Hangout Bridges. The patron will facilitate a discussion in which guidelines for the club and online etiquette will be agreed upon by club members. Key among these should include the following:-
 - All students are encouraged to actively participate in the club online and offline activities.
 - Respect for all contributions made during the online discussions and other group activities.
 - Maintaining eye contact during the Amani Hangouts and avoiding turning away, giggling and bending during the session.
 - Students should avoid making sarcastic comments and should not judge others.
2. Learning how to use the Tablets (guidelines are in folders on the tablets).
3. Learning how to use Google Tools (guidelines are in folders on the tablets).
4. Discussing expectations of the Amani Hangout Bridges.
 - What will you do to make the Project a success?
 - What will you expect your fellow students to do to make the Project successful?
5. What would you like to happen so that you can say the Amani Hangout Bridges was successful for you?
6. Watch a video on Hanging out for Peace.

Lesson Duration#	THEME	SELF IDENTITY
30 Minutes	TOPIC	WHO AM I?
Specific Objectives	By the end of the lesson , the learner will be able to: a) acknowledge who they are b) appreciate individual differences c) relate with others without prejudice.	
Areas to be covered	<ul style="list-style-type: none"> • Who am I • Appreciating others' differences 	
Activity	Activity: Art Work <ul style="list-style-type: none"> • My Tree • My Big Heart 	
Materials Required	Coloured paper, marker pens, cello tape/masking tape and tablets. Students carry a notebook and pen.	
Room Arrangements	In the classroom. Students sit in a U shaped semi-circle.	

This session seeks to bridge the gap of self esteem and self awareness, and critical thinking with regard to appreciating individual differences. This session will enable participants to identify personal strengths and the importance of positive thinking.

A. Motivation

Activity 1

Give each student a coloured sheet of A 4 paper. Ask them to draw a big heart on the paper. On different points of the heart, ask the pupils to write the following:-

- What I like most
- What I can do well
- What makes me feel special

- Who makes me feel special
- What is most important to me

Activity 2

Hands: Identifying strengths and weaknesses.

Give the students two sheets of A4 paper. Ask the students to draw an outline of their hands, the left hand on one sheet and the right hand on the other sheet. They will then write five of their strengths on the right hand image and five of their weaknesses on left hand image.

In pairs students share their strengths and weaknesses, as well as identify how they might work to improve on areas of weakness. In a plenary volunteers share their strengths and weaknesses to the rest of the students.

B. Exploration

Activity

Ask students to draw a big tree with four branches, trunk and roots. Have the students write descriptive words for their core beliefs and values on the trunks. On the four branches, the students should write words that describe who they are in the following aspects:

- **Special talents and skills**
- **Special interests**
- **Strengths**
- **Weaknesses**
- **Future dreams and aspirations**

After writing the words which describe who they are, the students will write two statements about themselves starting with "I am.....". The first statement will describe an **outer characteristic** which can be observed by other people (for example 'I am tall') and the second statement will describe an **inner characteristic** which other people may not see (for example 'I am afraid of heights'). The students will then form groups of five and share their drawings and statements with others in the group.

In plenary the facilitator leads the students to discuss the following:-

- a) What do we have in common
- b) What makes us different
- c) What are our strengths
- d) What are our weaknesses

Selected descriptions from those students who are willing to share will then be presented in plenary.

C. Dialogue & Discovery

Activity

The students put up their hearts on the wall with a masking tape. The facilitator then invites all students to walk around and look at the other students' hearts. Ask those who would like to share what they wrote in their hearts to share with the rest of the students in plenary.

The facilitator provides positive feedback and encourages more students to share and mention the similarities they found.

The facilitator then asks the students what they like in the activity and helps them reflect on the similarities and differences amongst them. The facilitator may ask the following questions to stir up the dialogue:

- Was there something surprising for you?
- Were there many similarities and differences?
- Did you know about those similarities and differences before?
- How can we discover our similarities and differences with others?
- Why is it important that people are different?

Using the tablets, take photos of the heart and tree activities, as the students draw or students sticking the hearts on the wall.

D. Reflection

Participants reflect in the group.

Using the tablets, ask students to write one thing they are taking from the activity. Give them 5 minutes. These experiences will be collated into the Amani blog.

Conclusion

The facilitator may summarise the session with the following points:

- People have things in common but also differ in some aspects.
- Similarities and differences bring diversity and richness in the world.
- Just as the hearts, people look the same but they are also different.
- There is need to interact with others so that we can have a deeper understanding of who they are. This will in turn enrich our experiences.
- Our diversity is our strength. Let us celebrate it and make the best of it.

Assignment

Ask students to write mini- memoirs about themselves as eleven (11) year olds to share during the **AMANI HANGOUTS**. The memoirs should include information on:

What were you like? Who were your friends? What were your hobbies? What two teachers do you remember? How would you describe them? What did you believe about yourself, religion and your community? How have you changed? Would you be proud of the person you are now? Do you like who you are?

AMANI HANGOUTS ACTIVITY

Preparation

Before the Hangouts session, the teacher should use the data collected during the Amani Club activities to identify how the groups will be formed. Take the students through the notes on responsible use of technology and the Amani Hangouts session enablers.

Using the tablets provided, students take photos of the various activities during the Amani Club sessions for sharing with other groups. Students get into the Amani Hangouts and engage in conversations with their respective circles in other schools.

Ask the students to introduce themselves to their new online friends.

Students share their experiences from activities undertaken during Amani Club Activities on Self Identity.

- i) What did they discover about themselves?
- ii) What did they learn about diversity?
- iii) What are the most important things for them in life?

Students share their mini memoirs with their group members. The sharing should include the following: *What were you like? Who were your friends? What were your hobbies? What two teachers do you remember? How would you describe them? What did you believe about yourself, religion and the world? How have you changed?*

Conclusion:

Students share among themselves what they have learnt from the session.

Lesson Duration#	THEME	GOOD CHARACTER
30 Minutes	TOPIC	Who is a good person?
Specific Objectives	By the end of the lesson, the learner will be able to: a) Identify attributes of good character b) Determine how to develop good character c) Discuss why character is important	
Areas to be covered	The virtues of Responsibility, Honesty, Empathy & Respect.	
Activity	<ul style="list-style-type: none"> • Strengths and weaknesses discussion • The Moral Dilemma 	
Materials Required	Coloured paper, brown sheets of paper, markers, cello tape/masking tape, old newspapers/magazines, glue and tablets. Students carry a notebook and pen.	
Room Arrangements	In the classroom, students sit in a U shaped semi-circle. This may change during the activities where they use ICT.	

A. Motivation

Ask students to give their individual understanding of vice and virtue.

Ask students to read this poem aloud.

Activity 1

Print out copies of the poem for the students to be used during this session.

POEM

When I am down and feeling dejected
My eyes misty and my legs weak
I remember the words of my grandma
“ Be strong little one, hold your head high
Fear not, I will always be next to you!”
I look at my image in the mirror
I close my eyes and then, reluctantly
Open them wide
Again, and again, and again
Is this who grandma urged on?
Who am I inside? What am I?
When I look deep inside myself, what do I see?
Is what I see what grandma sees from up in the skies?
There is a little sharp lingering pain inside me
Have I been true to myself?
Or have I carved in due to pressure?
Shall I be remembered as a helper or a tormentor?
Will they say I reached out
Or that I folded my hands in rejection?

by Kimani Njogu, February 2016

In twos, students discuss:

- What comes to mind when they read the poem?
- What virtues are brought out in the poem?
- What vices are brought out in the poem?
- Choose one virtue that you associate with and share why you do with your partner.
- In plenary let volunteers share their discussions

Activity 2

This activity is aimed at participants exploring what they perceive as desirable character.

Give orange and yellow coloured papers and ask students to answer the following questions:

1. When you are looking for a friend, what quality is the most important to you? (Orange)
2. What is one step you could take in order to be a better friend? (yellow)

People stick the papers on the Mandala (a brown sheet of paper with two concentric circles, one within the other). The orange will be posted on the inner circle and the yellow on the outer circle.

Ask those willing, to share what they have written and have a general discussion.

B. Exploration

For this exercise you will need old newspapers or magazines. Divide the students into groups of three. Give the groups old newspapers and magazines.

Each group to prepare and present a collage that displays the words or images that come to mind when they hear any of the following virtues:

- Honesty
- Respect
- Responsibility
- Empathy

Ask each group to explain their collage and how it represents the virtue they chose. Each facilitator may choose to add more virtues as necessary. Using the tablets, capture the students making and displaying the collage work. After presentation, guide learners through the following questions:

- What does the virtue require?
- How is the virtue developed?
- How are virtues violated? How can we prevent the violation?
- How can we uphold virtues?
- What happens when we fail to uphold virtues in the society?
- Does this happen in our school?
- Does it happen in our communities?

Listen to all answers. There are no right or wrong answers.

Build on what pupils say and support their answers. Encourage time for listening to one another.

C. Discovery & Dialogue

Individual Work:

Students write down short descriptions of an incident in their lives which showed strength and weakness of character. For example, were they tempted to do something which was not good and yet they did it. How did they feel afterwards? Have they been unfair to other people on account of their backgrounds?

Plenary: Take the students through an analysis of what they may have done while growing up which showed strength and weakness of character. The students then discuss what they have learnt about themselves.

D. Reflection

Activity: What would you do if....?

Develop a series of moral dilemmas and have the students discuss what they would do in those situations. You may use any of the examples below, or enrich the list with examples suited to your context. Example: **Personal character development:**

What would you do if as a KCSE candidate, a friend tells you they have the actual Mathematics Paper II? What would you do if you knew that your friend was taking drugs? What would you do if your poor neighbour was very sick and your parents have advised you not to interact with neighbours? What would you do if you were told to visit your grandmother in the village during the holidays and she has no electricity in her house? What would you do if you were offered 10 million shillings to drop out of school?

Example: **Exploring empathy and responsibility towards others:**

What would you do if your friend intends to drop out of school because of a relationship? What would you do if your friend intends to drop out of school because she is pregnant? What would you do if your friend is dropping out of school to get married?

Discuss what the consequences of the moral dilemmas presented might be?

How would you work through the consequences?

Conclusion

The facilitator may conclude thus:

- We have to make choices as human beings.
- The choices we make can have long lasting consequences.
- It is important that we maintain our dignity, integrity and respect and not be tempted to take short cuts through life or forfeit our long term vision because of financial gains.
- Good character is developed and nurtured, it should be protected.

Amani Hangouts Activity

Using Google Docs, students in the various circles start writing a collaborative, imaginary story about any of the following virtues: **Responsibility, Honesty, Empathy and Respect**. The circle in one school will work on the Introduction, the other school circle on the Body and the third school circle on the Conclusion. The circles will edit, make suggestions and resolve issues as they collaboratively improve the story. The story should be at least 800 words long.

Lesson #	THEME	NATIONAL INTEGRATION
1 Month	TOPIC	NATIONAL SYMBOLS
Learning Objectives	<p>By the end of the lesson , the learner will be able to:</p> <ul style="list-style-type: none"> a) To identify and describe the national symbols b) To explain the meaning and importance of the national symbols c) acquire skills which will help him/her develop the behavior of a responsible citizen d) demonstrate appreciation for being Kenyan 	
Areas to be covered	<ul style="list-style-type: none"> •National Flag , The National Anthem, The Coat of Arms •Patriotism 	
Materials Required	<p>The national flag and national anthem, picture of the coat of arms, Blackboard and pieces of chalk of different colours, White paperboard and pencil (markers) of different colours, Tablets. Students carry a notebook and pen.</p>	
Room Arrangements	<p>In the classroom the students sit in a round table arrangement.</p>	

A. Motivation

Activity

The teacher initiates the discussion by asking the learners the following questions:

1. *What is a nation, a state and a country?*
2. *What does the flag mean to you personally?*

The learners discuss in groups and present their findings. The teacher summarizes the discussions by explaining to the learners the differences between a state, a nation and a country; and exploring the students' attitudes towards the flag.

Ask the students to describe the national flag.

- Name the colours of the national flag and the order in which they appear on the flag.
Now display the national flag in front of the classroom and confirm the accurate description of the national flag.
- Ask the students to discuss the significance of the colours and images on the flag.

B. Exploration

The national flag is a symbol of unity for a country. Ask the students to discuss:-

- What else can serve as a symbol of national unity (Answers: National Anthem, Coat of Arms, national language)
- How can students use ICT technology to contribute national unity? (Answers may include: provide information, help people process information, improve decision making, reduce scarcity, support relationships for collaboration on initiatives, help people understand each other etc)

Activity

The students select an activity that will use ICT technology to contribute to national unity and undertake it as one of the major tasks for this project. **Choose from:-**

- **Develop a school blog** where students can post content that promotes peace and national unity e.g. poetry, visual art pieces, photos of students undertaking Amani Club activities. The content for this Blog will be uploaded by the Team Leader and the Deputy and will share information about the activities undertaken.
- **Compose a poem or a song** that promotes peace and national unity. Work with other schools during Hangouts to use different languages in the piece.
- Document a **traditional song/poem/dance/story from your culture**, and translate it into Kiswahili and English to enable those from other cultures to understand it. Share the

song/poem/dance/story with students from other schools during the Hangout sessions. The other school can learn the piece for presentation during final event.

Students may come up with any other activity which uses ICT. Students should collaborate within the Club to undertake the selected activity. This will be presented during the final event at the end of the project.

C. Discovery and Dialogue

Activity

Another symbol of national unity is the Coat of arms.

- Display the image of the coat of arms in front of the student (on the tablet)
- Ask them to identify and name the different images which make up the coat of arms. In groups of five, students discuss the meaning of the various components that make up the Coat of Arms.
- Each group leader will present to the class their group findings.
- The teacher accepts and writes the ideas on the blackboard or any suitable place. The teacher should provide reinforcement to ensure that the ideas provided are clear and complete.

D. Reflection

Reflect on what values you stand for as a group. What would your group coat of arms consist of?

PATRIOTISM

A. Motivation

Ask the students to watch or listen to a patriotic song (for example Daima Kenya, Jambo Kenya). Ask the following questions to get the discussion started:-

- What is patriotism? Why is it important? From the song, what words made you think of patriotism?

Activity

Ask the students:-

- Name the national days that you know and describe their significance?
- Name any of the Presidential/National honours awarded to distinguished Kenyans.
- Do you know of some Kenyans who were recently declared national heroes?
- If you were in charge, is there any person in your school community whom you would give an honour to? Why?

B. Exploration & Discovery

Activity

Students will work in groups of three:-

- i. Identify a national hero/heroine.
- ii. Using Google Slides, prepare a short slide show that presents the life of your selected hero/heroine. Include pictures and text in your presentation giving information on their lives, their contributions to the country and why they are your hero/heroine.

C. Reflection

What has your hero/heroine inspired you to do, that is a reflection of patriotism. You may share your thoughts with your club members.

AMANI HANGOUTS PROJECT

Preparation: Assume the school has students from different religious, cultural, ethnic and racial backgrounds.

Activity 1: The teacher asks the students to prepare a presentation for the **"AMANI HANGOUTS "** on a traditional game, cheer songs or a sport from their cultural community. They can use material from the internet, books, magazines or from their family experiences.

Examine the following questions as they develop the game/ sport:

- a. What is the name of the game/cheer song/sport?
- b. Does it have any meaning?
- c. Does the game/cheer song/sport promote cooperation and cohesion? or competition?
- d. Does the game/cheer song/sport promote any other values that are not as direct?
- e. What skills does the game/cheer song/sport require?
- f. What is the main focus of the game/cheer song/sport?
- g. Was the game/ sport designed for boys or girls or both and why?
- h. Can the game / sport be played by people of different faiths, religion, ethnicity or race?

Each group in The Amani Hangouts shares a traditional game/sport from their community using the notes prepared before the session.

During the presentation, students will find out the following:

- Similarities among the different games/ sports
- Differences among the different games/ sports
- Whether their own game/ sport was played in the other schools, and if so, if it was similar or the same and if it had the same meaning

N/B: Special attention to be paid to the values which might be embedded in the nature of the game or sport.

Activity 2: **Student Presentation: National Anthem in a local language and sheng**

The three Amani Clubs from the participating schools undertake a joint project which will incorporate working together to promote unity, creativity and innovation.

a) Each Amani Club will translate the **first stanza of the national anthem** into a local language and practice singing it in the selected language. They will then teach the stanza to the members of the other Amani Club who will then present it during the face-to-face event. Club members may make short videos of themselves singing the anthem in their selected language and share with the other club for ease of learning.

- School A Amani Club will translate the first stanza of the national anthem into a local language and learn it. Then using Google tools (such as Hangouts, Blogger, Docs) they will teach it to the School B Amani Club members.
- School B Amani Club will translate the first stanza of the national anthem into a local language and then teach it to School C Amani Club members.
- School C Amani Club members will translate the first stanza of the national anthem into a local language and learn it, then teach it to the School A Amani Club members.

b) All three Amani Clubs work collaboratively to translate the national anthem into Sheng. Each school will take the lead in translating one stanza and receive input from other schools. Clubs will build consensus on the words to use for each stanza.

- School A Amani Club will translate the first stanza of the national anthem into Sheng; School B Amani Club will translate the second stanza; and School C Amani Club will translate the third stanza of the national anthem.

Lesson Duration#	THEME	NATIONAL VALUES AND PRINCIPLES OF GOVERNANCE
	TOPIC	<ul style="list-style-type: none"> • Values • National Values and Principles of Governance • Inclusiveness and people participation
Learning Objectives	By the end of the lesson ,the learner will be able to students will be able to :- a) differentiate between nation, state and republic; b) identify the national values; c) appreciate the importance of national values.	
Areas to be covered	<ul style="list-style-type: none"> • Values • National Values and Principles of Governance • Inclusiveness and people participation 	
Materials Required	Coloured paper, marker pens, cello tape / masking tape. Tablets and good internet access. Students carry a notebook and pen.	
Room Arrangements	In the classroom. Students sit in a U shaped circle.	

National Values and Principles of Governance

A: Motivation

Learning activity

1. *What is the school motto, vision, mission and values?*
2. *What do they mean to you?*
3. *Have you heard of Kenya's national values? Name them.*

Facilitator displays the list of values on manila paper/tablets.

B. Exploration

Activity

Introduction: Kenya is made up of different peoples and cultures. Each of these communities contribute to making Kenya the nation it is. All the unique qualities can be used to make Kenya great. The facilitator leads the learners in a discussion based on the differences and similarities among the people living in their county.

The facilitator divides the learners into small groups to discuss :-

- *why it is important for all to be included in school governance?*
- *What happens when some get excluded in school governance?*
- *What is the importance of inclusion in governance of the county and country?*

The facilitator summarizes the discussions.

C. Dialogue & Discovery

Activity

Lead learners to sing the National Anthem. Study the Anthem and identify the values outlined by the song.

Tip: Justice, peace, liberty, unity, rights and freedoms.

D. Reflection

Organize learners into discussion groups. Assign each group a set of values from the 18 national values. Instruct the learners to discuss:

1. *How the values are practiced in their school.*
2. *How practice of the value could be improved in the school.*
3. *How the values can help improve the social and physical environment of the school.*

People Participation

The Constitution of Kenya gives great importance to the participation of People in decisions affecting their welfare. It encourages the exercise of a person's democratic right in making decisions such as choosing their leaders through voting.

A. Motivation

Activity

Option A: *Juma and Amani are pupils at Upendo Primary School. They live in a village with no good roads, schools are too far from each other and this forces them to walk many kilometers to school. After school they help in fetching water and the river is very far from home. They experience a lot of challenges. They want to change the situation.*

- i. The teacher prompts learners in small groups to explain ways of solving the problems.*
- ii. The learners present the group work in plenary.*
- iii. The teacher summarizes the views of the learners.*

Option B

- 1. Have you participated in any school election? Why? Allow students to share experiences.*
- 2. How can you improve the election process or make it more effective?*
- 3. Have the students engage in a mock voting exercise to demonstrate the improvements.*

B. Exploration

Activity

Ask the learners to:-

1. Visualize their school with the challenges in Option A or B above.
2. In small groups the learners make pictorial representations of their school in the two situations- with the challenges and when the challenges are addressed.

Amani Hangouts Activity: A Values Riddle

Organize learners into discussion groups. Assign each group the following values:- Patriotism, Democracy and participation of the people, Human Dignity, Equity, Integrity Accountability, Inclusiveness, Good governance, and Inclusiveness.

Each member picks three values that are important to him or her. For ten minutes they create riddles using words and pictures and symbols which suggest the three values they have chosen. They come back to the hangout and ask members of their circle the answers to the riddle in the words, pictures and symbols they have drawn. They can then put the riddles in the school blog and share them across the Amani

Lesson Duration#	THEME	LEADERSHIP AND INTEGRITY
30 Minutes	TOPIC	
Specific Objectives	By the end of the lesson , the learner will be able to:- a) Define the terms 'leadership' and ' integrity' b) Identify leadership qualities c) Discuss importance of integrity	
Areas to be covered	<ul style="list-style-type: none"> • Meaning of the terms 'Leader' and 'Integrity' • Leadership qualities • Importance of integrity 	
Activity		
Materials Required	Coloured paper, marker pens, cello tape/masking tape, tablets. Students carry a notebook and pen.	
Room Arrangements	In the classroom. Students sit in a U shaped circle.	

A. Motivation

Activity

Instruct the learners to sketch an imaginary figure of a leader in school/community. On the sketch, let them indicate the qualities they think the leader should have. Let a few learners volunteer to discuss the qualities they have they illustrated.

1. Who is a leader?
2. What values do you consider as you choose a leader in school?
3. Show the students pictures of leaders from across the world. What leadership values come to mind when you see these people?
4. Draw a circle with spokes pointing outwards. Write 'good leadership' at the centre of the circle. On each spoke write a value of good leadership.

B. Exploration

Ask learners to role play situations where integrity has been compromised in their school/community. After observing the role play, lead a discussion to bring out the importance of observing integrity in all aspects of life.

C. Discovery & Dialogue

Activity

Read either of the short passages and discuss the questions that follow:-

Story 1

David Munyakei helped to expose the Goldenberg scandal, one of the largest and most complex financial scandals in Kenyan history. Munyakei, a newly employed clerk at the Central Bank of Kenya (CBK) in 1992, noticed that a company called Goldenberg International was receiving unusually large sums of money for the alleged export of gold and diamonds. He blew the whistle on the Goldenberg scandal by providing CBK documents to opposition members of parliament. These documents revealed illegal transactions between the Central Bank and Goldenberg International. This resulted in Munyakei's arrest, sacking, and possibly the loss of his only parent. On July 31st 2006, Kenya's biggest whistleblower passed away in rural obscurity, 14 years after exposing the Goldenberg scandal, Kenya's biggest economic scandal to date, estimated at over USD 1 billion. **(Wikileaks, The True Story of David Munyakei)**

Story 2

One of Prof. Wangari Maathai's most famous actions was in 1989 when on learning of the planned construction of a sixty story building at Uhuru Park, she sent letters of protest to various government offices, the media, the British High Commission, UNEP and UNESCO among others. Parliament responded by expressing outrage at Maathai's actions and complained of her letters to foreign organizations. The then President Daniel arap Moi stated that those who opposed the project had "insects in their heads". Her campaign drew international attention, and the project was eventually dropped when foreign investors pulled

out. Maathai remained a vocal opponent of the Kenyan government until Moi's political party lost control in 2002. After several failed attempts, she finally earned a seat in the country's parliament that same year. Maathai soon was appointed Assistant Minister of environment, Natural Resources and Wildlife. In 2004, she received a remarkable honor. Wangari Maathai was given the 2004 Nobel Peace Prize for "her contribution to sustainable development, democracy and peace," according to the Nobel Foundation website. (Wikipedia, www.greenbeltmovement.org)

1. How do you feel about this story?
2. What would you have done if you were David Munyakei/ Prof. Wangari Maathai?
3. What would you have done if you were a national leader at the time?
4. Which virtues have been violated in this situation?
5. What is integrity?
6. How do we develop integrity? Why is it important?
7. Give examples of people with integrity or incidences of integrity in practice.

D. Reflection

In small discussion groups, ask the learners to reflect on the above scenario and discuss similar situations they may have encountered in school, at home or in the community.

What needs to be done to address such situations?

AMANI HANGOUT PROJECT

Discussion with Hangout Friends

1. What are some of your principles (basic beliefs) that you wouldn't compromise no matter what? Describe a time in your life when you stood up for this principle. How did you feel? What did you learn from that experience?
2. Imagine you were invited to talk with younger people about dealing with integrity. What would you tell them?
3. How do you personally deal with a situation which would compromise your integrity?

Lesson Duration#	THEME	PEACEFUL CONFLICT RESOLUTION
1 Month	TOPIC	PEACE
Learning Objectives	By the end of the lesson, the learner will be able to :- a) Demonstrate awareness that peace is not just the absence of war but involves the alleviation of poverty and an end to suffering. b) develop critical thinking skills in relation to their own society a) demonstrate inspiration to build peace in the society	
Areas to be covered	Visions of peace in the society.	
Materials Required	Coloured paper, marker pens, cello tape / masking tape, and tablets. Students carry a notebook and pen.	
Room Arrangements	In the classroom. Students sit in a U shaped semi-circle.	

Visions of Peace for Our World

This lesson aims to explore the different ideas people have about peace, thus enabling the students to consider their own vision for peace. The extracts are taken from three Nobel Peace Prize winners who share what peace means to them. The three extracts selected emphasize that there is no peace when there is poverty or abuse.

Motivation: Ask the students 'What do you understand by peace?'

Materials: Quotations of the three people on peace.

"In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace." **Wangari Maathai**

"When I pick up a person from the street, hungry, I give him a plate of rice, a piece of bread, I am satisfied. I have removed that hunger. But a person who is shut out, who feels unwanted, unloved, terrified, the person who has been thrown out from the society-that poverty is so full of hurt and so unbearable, and I find that difficult...And so let us meet each other with a smile, for the smile is the beginning of love, and once we begin to love each other naturally we want to do something." **Mother Teresa - India**

"We have built Kenya over a long period of time, why do we want to destroy it in one day?"
Joseph Musyoka Nthenge, Acting Senior Superintendent of Police, 2008

Activity

In groups of five:-

1. Ask three different students to read the quotations to the class.
2. Read the quotations again, ask the students to listen for what peace means to these three people.
 - a. What is the vision of peace each of these people have?[Answers might include: A world where people are not hungry, where money is not spent on weapons but on people's needs, a world without suffering, putting the nation first etc.]
 - b. How do we know when we have peace? [Answers might include: when human rights are respected, when no one dies from disease or hunger, no poverty, when the environment is protected, etc.]
4. Ask students to draw a picture which represents their vision of peace. E.g symbols of peace



Locate other symbols online. Discuss the vision of peace in the Hangout Session.

Conclusion

Peace is more than an absence of war. When people are hungry, suffering, exploited, or abused they do not live in peace. When we eradicate these conditions in our country, then we can have true peace in our world.

Lesson Duration#	THEME	PEACEFUL CONFLICT RESOLUTION
30 Minutes	TOPIC	PEACE MAKING
Learning Objectives	By the end of the lesson ,the learner will be able to: a) explain the concept of peace making b) evaluate their own characteristics and how they impact on peace and conflict c) demonstrate ability to contribute to peace building in school	
Areas to be covered	<ul style="list-style-type: none"> • Concept of peace making • Peace makers in the community • Student contribution as peace builders in school 	
Materials Required	Coloured paper, marker pens, cello tape / masking tape, and tablets. Students carry a notebook and pen.	
Room Arrangements	In the classroom students sit in a U shaped semi circle.	

Who are the Peace Makers in our Community?

Introduction

Usually we consider those who make peace to be government representatives or religious leaders, local and international NGOs. This is true, but we also have ordinary people who make peace in our community. This lesson enables students to consider their own

community and family members as peacemakers, and to consider what characteristics and qualities makes someone a peacemaker. It also encourages them to think about their own role as a peacemaker or in their daily life, at school, at home, with their friends and family.

Who is a peace maker? Examples of peace makers in the community?

Materials: Quotation from Dekha Ibrahim Abdi 1964-2011, a peace activist from Wajir.

“A peace process is not about the mathematics of numbers and percentages in relation to who is in majority or minority. It is about plurality, diversity, participation and ownership of all affected by the conflict and who live in the context hence nothing less than full participation and ownership.” Dekha Ibrahim Abdi, Peace Activist, Livelihood Award Acceptance Speech, Dec. 7, 2007.

Some Definitions

Peacemaker - anyone who helps to harmonious relationships, or helps to resolve conflict. It may be an official person, a member of our family or local community. Peace makers can even be people in this school.

Peacemaking - the process of resolving conflict to develop harmonious relations between people who are in conflict. Peace will not just happen by itself. We need to work for it. So people need to help to create peace in every community.

A. Motivation

Activity

The teacher reads the quotation to the class. Repeat it a few times to be sure that students have heard it clearly.

What are the important characteristics of a peace process according to Dekha Ibrahim Abdi?

Write students' responses on a flip chart paper/black board. [Possible Answers: selflessness, teamwork, cooperation, strives for peace, is not interested in fame, glory, honour]

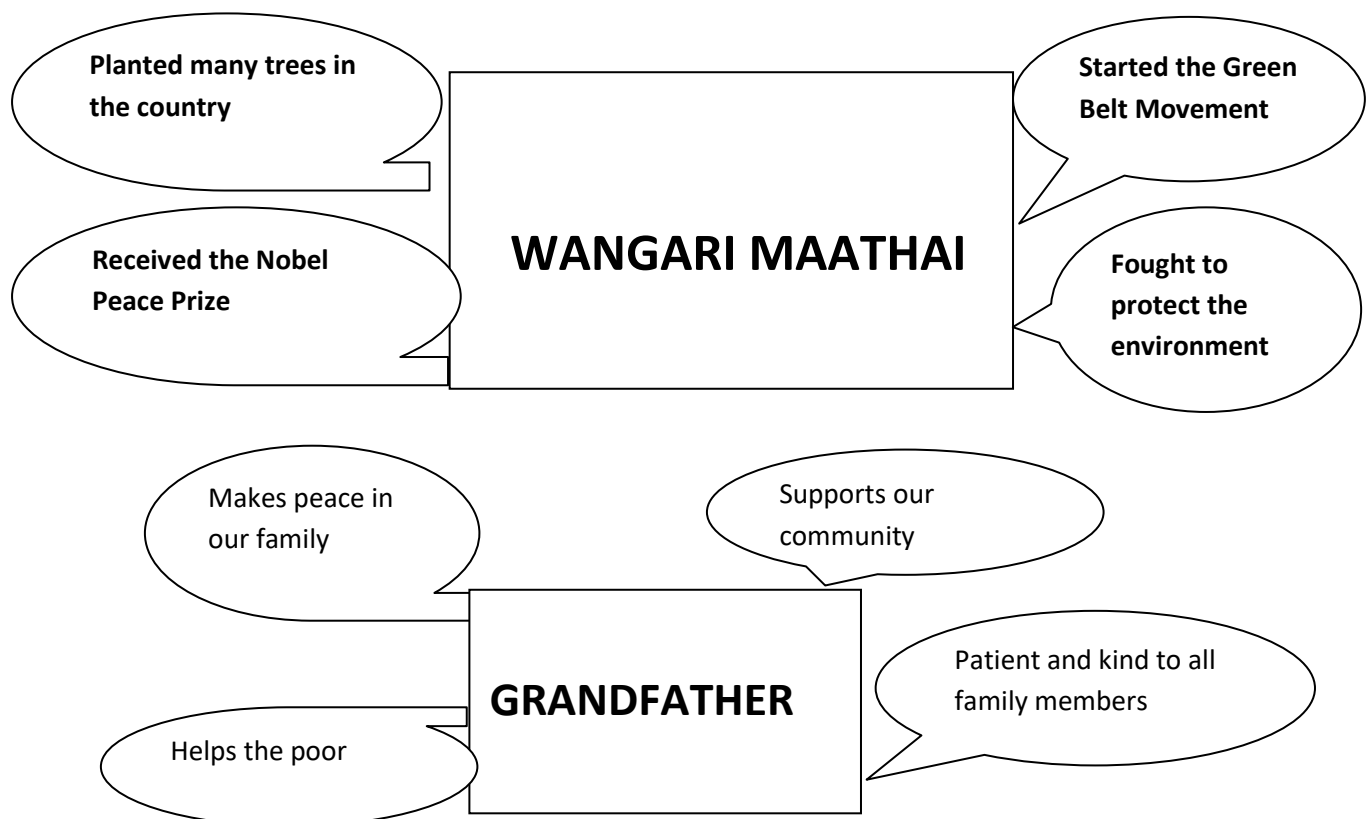
B. Exploration

Activity

Facilitator asks the student to brainstorm other characteristics they consider important for peacemakers. Write students' responses on a flip chart. [Possible answers: patience, kindness, politeness, likes people, accepting of others different to ourselves, friendly, etc.]

Facilitator then asks students to brainstorm the names of other peacemakers they know. Encourage students to consider members of their own community as well as national peacemakers. Write students' responses on a flip chart and put them up on the wall with a masking tape. Then ask students to move round the room to read the list quietly.

The teacher asks each student to select one peacemaker from the list on the flip chart. Ask students to write what they have done for peace, and what kind of characteristics they have. Provide the following examples on a flip chart for the students to follow:



C: Discovery & Dialogue

Activity

Give the students five minutes to complete the exercise and five more minutes to brainstorm with a partner. The students will then to put up their work on the wall. Request any volunteers to share what they wrote with other students in a plenary session.

Ask the students to share your personal experience as a peacemaker (at school, family, community etc). Continue the discussion during the Amani Hangout session.

D. Reflection

Students reflect on the richness and diversity of the world and the importance of learning and respecting others' practices in order to better understand them, thus promoting social cohesion.

Using their tablets, students can document (photo, video etc) an activity in which they are involved in advancing peace. They then prepare to share during the Hangout and share on the blog.

Amani Hangout session

Students work on their collaborative essay on Google Docs.

Lesson Duration#	THEME	PEACEFUL CONFLICT RESOLUTION
1 Month	TOPIC	MEDIATION
Learning Objectives	By the end of the lesson ,the learner will be able to pupils will be able to:- a) Explain the meaning of mediation b) describe the qualities of a mediator c) discuss steps of mediation d) demonstrate ability to mediate conflicts	
Areas to be covered	<ul style="list-style-type: none"> • Who is a mediator? • Qualities of a mediator • Steps of mediation 	
Materials Required	Coloured paper, marker pens, cello tape / masking tape. Students carry a notebook and pen.	
Room Arrangements	In the classroom with students sitting in groups in a round table for discussion.	

Introduction

Mediation is not just a process which happens between national politicians or well educated people. High school students can also be mediators for each other. In some countries, school students are especially trained to help solve problems with other students. Their role is to listen to each side and help them agree on a solution. Their role is not to tell others what to do, but to provide a way for solving problems between conflicting parties.

Vocabulary:

Mediation - A process to solve differences facilitated by a third, neutral party.

Mediator - A neutral third person who helps to solve a problem between two conflicting parties. They do not decide the solution but help decide the parties to talk to each other.

A. Motivation

Activity

Teacher asks the students:-

- a. What is mediation?
- b. What is a mediator?
- c. What are the important qualities of a mediator? [Possible answers: neutrality, a good listener, understanding, committed to helping parties find a solution]
- d. Can you think of someone who is a mediator in your community? [Possible answers: village chief, grandmother, monk, teachers, older brothers/sisters; Amani Hangouts Discussion]
- e. Do you think you can be mediators in this school?

Activity

The teacher gives the following qualities of a mediator:-

Qualities of a Mediator

- Big eyes in order to assess body language.
- Big ears in order to listen actively/ listen a lot.
- Small mouth to talk less.
- A large body to absorb criticism.
- A hard head in order to consolidate issues.
- A big heart to love impartially.
- Wide eyes to see far visionary.
- Big feet to stand firmly against all odds.

The teacher then asks students to draw a pictorial representation of a human figure with the discussed qualities of a mediator.

Activity

Play musical chairs. Select two parties in conflict that has come up during the game who can discuss and share their experience. Students can share ideas on how to resolve the conflict.

Facilitator then introduces the steps for mediation:

STEPS FOR MEDIATION

Ground Rules

1. The mediator tells the two parties that there are four ground rules that each of them need to agree to:-

- Not to interrupt
- No physical fighting
- No name calling
- To be as honest as possible

Ask both parties if they agree to these rules.

Define the Problem

2. Give each person time to answer the following questions:

- Can you tell us what happened?
- How did that make you feel?

3. Summarize what each person has said.

Getting Agreement

4. Ask each person:-

- What do you need from the other person to have this problem solved?
- What can you do to solve this problem?
- (Ask the listening disputant) Is that ok with you?
- Is this problem solved?

B. Exploration

Activity

Ask students to form groups of three and think of a conflict they have seen at school e.g. Sports/ Drama Festival has been banned in your school so that students can concentrate on academics, Mid terms has been cancelled for students to focus on studies, how would you mediate this conflict? One student takes up the role of a mediator and the other two students pretend to be in the conflict with each other. Another student records the mediation for sharing on the blog and during the Hangouts. The mediator in each group should try to use the mediation steps taught above.

The facilitator should document this session for the Amani Club Blog.

C. Dialogue & Discovery

Activity

After the exercise, the facilitator asks students:-

- In your group-were you able to solve the problem? Could the two parties find an agreement?
- Was it easy to be the mediator- why or why not?
- What did you learn by being the mediator?
- What did you learn as one of the people in conflict? Did it help to have a mediator?
- Is mediation necessary in solving problems in schools? Why or why not?
- What is the role of a mediator?
- Do you think you can be a mediator? Why or why not?

Conclusion

Mediation is an important process of solving problems and mediating conflicts. Mediation can happen for the smallest problems. Sometimes when we get into a dispute with someone else we do not know how to solve the problem. A mediator can help clarify out thinking and finding possible solutions. We can all be mediators, especially to our friends, neighbours and family members.

D. Reflection

Students are asked to write in their note books what they learnt and take away about mediation and indicate what was the best part of the activity and why? Which one was not so good and why?

AMANI HANGOUT PROJECT

During the Amani Hangout, Students will start the session by discussing the following:

1. Do you think there are peacemakers in your school? Give examples about what kind of activities they do or how they behave.
2. Can you be considered as a peacemaker? Give reasons for your answer

Participants then collaborate on the projects to contribute to national unity.

Conclusion

Peacemakers think more about others than themselves. They cooperate and work with others to bring about peace in their community and in their nation. Kenya has had many different peacemakers. They include religious leaders, government representatives and of course members of our own family and community. We can all be peacemakers if we choose.

ANNEX

TEACHERS NOTES

CHAPTER 3 NATIONAL SYMBOLS

Nation

A nation is a large human community, generally found on the same territory and which has a historical, linguistic, cultural and economic system. Such a community is defined as a political entity only when it exists on a certain territory or groups of territories and is institutionally organized as a state.

Country

A country is a geographically defined territory with a state administrative structure.

Motherland

This is a person's country of origin.

State

This is a legal entity governed by public laws and having defined structure of governance such as legislature, executive and judiciary.

Patriotism and Nationalism

Patriotism is love and devotion to one's motherland or nation. Patriotism and nationalism are often used interchangeably. However patriotism is at a higher level than nationalism. One can be nationalist without being patriotic. Nationalism is a doctrine, which considers the interests of the nation as most important compared to the interests of the groups, or individuals who constitute it.

Nationalism is also a positive popular movement that aims at political independence and hence becomes a sentimental feeling for freedom and self-determination. It is hence a collective people's feeling against foreign occupation and administration. If not well-managed nationalism can easily evolve into fascism and xenophobia. This is negative nationalism.

Nationalists were easily identified during the fight for independence when they sacrificed their lives for the achievement of freedom in their respective countries.

Characteristics of a Patriot

A patriot has the following characteristics:

- ✓ Respect for national symbols and values
- ✓ Respect for public property
- ✓ Prompt payment of taxes
- ✓ Promotion of peace, national unity and reconciliation
- ✓ Defense of fellow-citizens, their properties and territorial integrity
- ✓ Contribution to sustainable development of his/her country

Respect for National Symbols and Values

Respect for national symbols and a value is a sign of commitment and support for one's nation. In addition to the respect for national symbols, a committed citizen who loves his/her motherland believes in and is guided by the following values:

- Co-operation
- Solidarity
- Autonomy
- Justice
- Equity
- Respect
- Tolerance

The content of this theme covers the following topics. The content shall be used hand in hand with the activities provided above. Each nation has its own symbols, which characterize and distinguish it from others. These symbols include:

- The National Flag
- The National Anthem
- The Coat of Arms

The National Flag



Figure 1: Kenya National Flag

The national flag is a symbol of identity and sovereignty of a country. Except for international conference venues of international conferences, the hoisting of a national flag means that the sovereignty of that nation has been extended over that territory. In the event of war between countries, when a flag is hoisted on a foreign territory it is a sign that this foreign territory has been conquered and submitted to the conquering authority.

The national flag is thus a symbol of political sovereignty and is very significant for citizens of a particular nation.

Description of the Kenyan National Flag

The Kenyan national flag has four colours:- black, red, green and white. These colours are arranged in ascending order, starting with green at the bottom, Red in the middle, white in between the other colours and black at the top. The colours of the national flag symbolize the following:-

The Colours of the National Flag

(i) Black

It stands for the Kenyans black people

(ii) Green

It symbolizes the hope for prosperity brought about by reasonably using the strength of Kenyan and other resources available in the country.

(iii) White

It stands for happiness and peace, which Kenyans must strive for in order to enjoy sustainable development

(iv) Red

It symbolizes the blood that was shed by Kenyans as they fought for independence from colonial rule

The National Anthem

The national anthem is a song that is sung in honor of a nation and expresses the noble feelings of its citizens. It expresses the ideals of the nation, acts as a unifying force for the citizens and as a symbol of national sovereignty. It is sung during official functions such as when the Head of the State addresses the nation or in schools etc. In a foreign country, the national anthem is sung on the occasion of international sport competitions, commercial, cultural, political meetings, etc. in honor of the nations present during these meetings. The national anthem is also sung on national radio and national television.

The national anthem of a country is also sung in honor of a nation whenever a Head of State visits another country abroad or overseas. The national anthem and the national flag are complementary symbols, which convey the ideals of a nation and the pride of people to belong to this nation.

Kiswahili	English
Ee Mungu nguvu yetu	O God of all creation
Ilete baraka kwetu	Bless this our land and nation
Haki iwe ngao na mlinzi	Justice be our shield and defender
Natukae na undugu	May we dwell in unity
Amani na uhuru	Peace and liberty
Raha tupate na ustawi.	Plenty be found within our borders.
Amkeni ndugu zetu	Let one and all arise
Tufanye sote bidii	With hearts both strong and true
Nasi tujitoe kwa nguvu	Service be our earnest endeavour
Nchi yetu ya Kenya	And our homeland of Kenya
Tunayoipenda	Heritage of splendour
Tuwe tayari kuilinda	Firm may we stand to defend.
Natujenge taifa letu	Let all with one accord
Ee, ndio wajibu wetu	In common bond united
Kenya istahili heshima	Build this our nation together
Tuungane mikono	And the glory of Kenya
Pamoja kazini	The fruit of our labour
Kila siku tuwe na shukrani	Fill every heart with thanksgiving

The Coat of Arms

A coat of arms is a symbol of official authenticity. To make them valid all official government documents and communications must have the national emblem printed on them and signed by administrative and or political authorities of the country. On the national emblem appear the national motto and the symbols, which express the socio-political, economic and cultural ideals of the country.



Figure 2: The Coat of Arms

The National Honours Act 2013

AN ACT of Parliament to give effect to and establish procedures and mechanisms for conferring of national honours by the President under Article 132 (4) (c) of the Constitution and for connected purposes.

National Honours are awarded by the President of Kenya "in recognition of outstanding or distinguished services rendered to the nation in various capacities and responsibilities". Awards are made by the president upon the advice of a National Honours and Awards Committee in the president's office. Individuals are nominated for awards by district committees, government ministries, religious organisations, non-governmental organisations, individuals and others.

The awards that are issued are:-

- The Order of the Golden Heart of Kenya
 - 1st Class – Chief of the Order of the Golden Heart of Kenya (C.G.H.)
 - 2nd Class – Elder of the Order of the Golden Heart of Kenya (E.G.H.)
 - 3rd Class – Moran of the Order of the Golden Heart of Kenya (M.G.H.)
- Uhodari Medal
- The Order of the Burning Spear
 - 1st Class – Chief of the Order of the Burning Spear (C.B.S.)
 - 2nd Class – Elder of the Order of the Burning Spear (E.B.S.)
 - 3rd Class – Moran of the Order of the Burning Spear (M.B.S.)
- The Order of the Grand Warrior of Kenya
 - The Distinguished Conduct Order
 - The Distinguished Service Medal
 - The Silver Star of Kenya
 - Head of State's Commendation –Military & Civilian Division

CHAPTER 7

Leadership

Leadership is the ability to guide, direct or influence people. Leadership is a position of responsibility through which a person influences and directs the action and guides change.

Leadership involves offering services to the people.

Leader

A leader is a person who guides others towards a common goal. He is committed to directing a team to achieve its objects.

Integrity

This is the quality of being honest and strong about what you believe to be right. Integrity is an important attribute of good leadership.

Responsibilities of leadership

Authority assigned to leaders should be carried out in a way that:-

- i. is consistent with requirement of the Constitution,
- ii. demonstrates respect for the people,
- iii. brings honor to the nation and dignity to the office,
- iv. promote public confidence in the integrity of the office,
- v. ensure responsibility to serve the people rather than the power to rule them.

Guiding principles of leadership

The Constitution (Art. 73) provides the following guiding principles for leadership and integrity:-

- Selection on the basis of a person's integrity, competence and suitability, or being elected in free and fair election.
- Objectivity and impartiality in decision making by ensuring that the decisions are not influenced by nepotism, favoritism and other improper motives or corrupt practices.
- service to the people without fear or favour.
- Accountability to the public for decisions and actions.
- Discipline and commitment in service to the people.

CHAPTER 7

The Nation

The nation of Kenya is made up of people who belong to different ethnic groups. These people share a common land, territory, history, values, language, nationality and government.

State and Republic

A State is a self-governing or politically independent nation. A State can also be called a country. The people in a state are referred to as citizens. A state can be made up of many nations. Kenya is a state as it is independent and governs itself through a political process. When a state is led by a democratically elected president it is known as a republic. Kenya got independence on 1st June 1963 and was declared a republic on 12th December 1964.

CHAPTER 8

VALUES

Values are acceptable standards of a person or a group while principles are standards of moral or ethical decision making. Values are beliefs or ideals shared by a group of people about what is good or desirable and what is not. National values guide the actions and behavior of a nation's citizens. They can also define a people's identity. They influence how the citizens relate with each other and with other communities. Promoting the national values will help to:-

- establish a national identity,
- provide value guidelines,
- help people to judge the performance of the government
- guide people on how to relate with each other

The Constitution provides national values and principles which every citizen is expected to uphold in all spheres of life.

The national values and principles are stipulated in Article 10. These are:-

1. *Patriotism*: is love for and devotion to one's country. A patriotic citizen is proud of identity as a Kenyan and serves the nation
2. *National unity*: is a feeling of being united as a country at all times
3. *Sharing and devolution of power*: Sharing is distribution of authority while devolution is the transfer of authority from the central government to local levels of governance
4. *Rule of law*: is being regulated by the law
5. *Democracy and participation of the people*: is the involvement of stakeholders in decision making and governance
6. *Human dignity*: is regarding people as being worth irrespective of their social class, race, gender, nationality, culture, sex, education, religion or any other divisions and social stratifications

7. *Equity*: act of treating others in a fair and just manner
8. *Social justice*: fairness and impartiality towards all people in the society
9. *Inclusiveness*: is non-discrimination against a person or a group of persons based on gender, religion, race, age, disability or ethnicity
10. *Equality*: is the value of ensuring parity, fairness and equal opportunity
11. *Human rights*: refers to the freedoms and liberties that every person is entitled to
12. *Non-discrimination*: treating all people without prejudice irrespective of their age, gender, class, religion, race or culture
13. *Protection of the marginalized*: refers to safeguarding of persons or groups of persons who are sidelined or disregarded in the allocation of resources, power and decision making process
14. *Good governance*: refers to effective system of authority in the management of the citizens by the government
15. *Integrity*: refers to human quality of being honest trusted and reliable guided by moral principles that the individual upholds
16. *Transparency*: is a quality or state of an individual or office being open and frank
17. *Accountability*: is the state of an individual or an entity being responsibly answerable and liable to an obligation or conduct
18. *Sustainable Development*: a pattern of resource use that aims to meet human needs while preserving the environment so that the needs can be met by present and future generations.



HANGOUT BRIDGES KENYA – PARTICIPATION CONSENT FORM

Twaweza Communications and the National Cohesion and Integration Commission are committed to the promotion of peace, acceptance of difference and intercultural understanding in Kenya through wide ranging approaches. Under the sponsorship of Google Kenya, the institutions will use Google tools to promote peaceful coexistence among high school students in a project known as **Hangout Bridges: Initiative for Peace and Coexistence in Kenya.**

The project will involve Amani Club members participating in guided and supervised online discussions with Amani Club members from two other schools twice a month for six months and . In this initial edition, the Amani Clubs in Arya Girls High School, Matuga Girls High School and the Nairobi School are participating. The topics to be covered include Identity, Character, National Integration, National Values, Leadership and Integrity and Peaceful conflict resolution and reconciliation.

The Hangout Bridges will incorporate moderated online activities and face to face events where participants interact, engage in peer to peer experience sharing and showcase their collaborative works.

Confirmation from Parents

This is to confirm that I have authorized my son/daughter.....
(name) in (school) to participate in the
Hangout Bridges as part of the initiative to promote peace and inter cultural understanding
among the youth in Kenya.

Signed by

Name.....Signature.....
Relationship.....Date.....

Confirmation from School Administration

This is to confirm that the Amani Club inHigh School is
participating in the Hangout Bridges as part of the initiative to promote peace and inter
cultural understanding among the youth in Kenya. The students participating in the pilot are
as listed overleaf.

Signed by

Name.....Signature.....
Designation.....Date.....
Institution.....

AMANI HANGOUT BRIDGES

LESSON EVALUATION TOOL

	Theme	Duration	Amani Club lesson or Hangout	Date	Activity	Comments (feedback from students, comments on participation, etc)
1	Self-Identity	30-40min	Club Lesson		e.g. My Tree, My Big Heart	
2	Self-Identity	30-40min	Hangout		e.g. Hangouts – Mini Memoir	
3						
4						

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