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**Report on the
IMPLEMENTATION OF THE PROJECT
GENDER, PEACE AND HUMAN ENRICHMENT
PROGRAMME UNDER THE UNESCO CULTURE OF PEACE
AND THE PROMOTION OF GOOD CITIZENSHIP
INITIATIVE**



Report on the implementation of the project a Gender, Peace and Human Enrichment Programme under the UNESCO Culture of Peace and the promotion of good citizenship initiative.

April 15, 2009

FROM:

TO:

The Centre for Gender & Development Studies (CGDS)
The University of the West Indies
St Augustine

UNESCO Kingston Cluster Office for the Caribbean 3rd Floor, The Towers 25 Dominica Drive, Kingston 5 Jamaica

SUBJECT:


Submission of the first report on the above project

Dear Ms. Bernard:

Please find enclosed the report on the implementation of the first phase of the project Gender, Peace and Human Enrichment Programme under the UNESCO Culture of Peace and the promotion of good citizenship initiative

I do thank your organization for the opportunity to engage in this project. I do look forward to discussing the contents of this report and providing any additional information you may require.

Sincerely,

you

Grace Sirju-Charran (PhD)

Head (Ag)

Centre for Gender & Development Studies

Introduction

The incorporation of peace education and gender sensitive programmes as a means of building peace in schools has informed the work of the Institute of Gender and Development Studies (IGDS) for many years. The IGDS has collaborated with the Ministry of Education Trinidad & Tobago in activities which include the following:

- Reclaiming the Classroom 11: Alternative Strategies for Transforming Secondary Schools towards the elimination of violence in schools
- Creative Strategies 2: Alternatives to Corporal punishment Workshop, organized throughout the eight educational districts of Trinidad & Tobago targeting secondary school teachers and Administrators in each district.

In recent years the work of the IGDS with young people has been centred on out of school youth, mainly participants in the Ministry of National Security Civilian Conservation Corps (CCC). This Training is an ongoing one, forming part of the life skills component of the induction period of this training programme for vulnerable youth. The focus of the gender sensitization engaged in with this group has been, understanding gender based violence and the creation of alternatives in building and nurturing relationships.

Consistent with the work of the IGDS in the past and the commitment of the Centre to Outreach as a critical component of its work the IGDS with the support of UNESCO engaged in a programme entitled Gender, Peace and Human Enrichment Programme. This was undertaken as part of the UNESCO Culture of Peace and the promotion of good citizenship initiative. This work was done mainly through a partnership with EMERJ Ltd a behavioural and restorative justice group of professionals.

Project Purpose, Aims & Objectives

To create a programme for that addressed...

- Learning of communication and mediation (conflict resolution) skills.
- Developing empathy, responsibility & empowerment necessary to restore hope & meaning - thereby enabling personal transformation.
- Development of trans-personal qualities - presence, empathy, attention, reflection, focus, integrity, trustworthiness, truth, beauty, harmony etc.
- A better understanding of the social construction of gender and aspects of psychological and social development
- The integration of physical, emotional/psychological, mental & spiritual life choices.

Target Audience

1. Students 14-17yrs at the Martin School of Learning.

The Martin School is an institution in Port of Spain Trinidad catering to the needs of students who were unsuccessful at the Common Entrance/Secondary School Entrance Exam. The school provides an inclusive learning environment where the teaching staff utilizes integrated and innovative methods of instruction accommodate the needs of the students. The use of these unconventional and highly interactive modalities facilitates these students, (*who are often seen as being unable to manage the mainstream school system*), an opportunity to successfully negotiate the CXC curriculum.

2. Parents of participating students
3. Interested teachers, to facilitate the programme becoming part of the Martin School of Learning regular curriculum

The Training Outcomes

The training processes channelled energy and helped participants to better know and trust themselves. Participants were exposed to teaching on the social relations of gender and as a means of understanding how males and females are differently positioned within a given society, and the power relations of gender among different groups of men and different groups of women as a determinant of social relations and norms.

The "Ripple" Effect from the Training...

- Promote a gender sensitive self-understanding among participants of the necessity of becoming leaders in a community of peace beginning with personal empowerment and transformation - the necessary precursor to any real hope for the reduction of disaffection & violence.
- Establish a tool for social change by demonstrating that young persons "can do it" - reducing the stigma presently attached to "the youth" and that Restorative Justice begins with the self.
- Promote/enable sustainable change.

The Implementation in the context of peace

- The longer project goal was the continued care & transformation of female & male adolescents, their teachers and their parents through the creation and development of a human enrichment/life skills programme.
- Utilizing techniques for the development of the will programme was structured to directly address core aspects behind lack of focus, direction and commitment and/or emotional adjustment, confidence and self esteem issues among participants
- The programme included seminars, workshops and one-on-one sessions with a psychotherapist. The Human Enrichment/Life Skills training used both theoretical

(using material supplied in the Work Book) & experiential - through the application of techniques & exercises framed by the respective session facilitators.

- On completion of the training, EMERJ will revisit the group and keep track of progress/setbacks.
- The *Participant Work Book* supplied the necessary syllabus (for continued use throughout the designated school - Martin's School of Learning, Woodbrook).

The Experiential Training Focussed on the following:

- Problem Solving, Interpersonal Relationships & Power
- Group Work, Thinking Focus, Analysis
- Gender and Social Development
- Best Communication & Right Relationship Practices
- Conflict Resolution & Mediation
- Creativity & Mind Development

Project Implementation and Feedback

Administration of the pre-workshop questionnaire (see detailed questionnaire Appendix 1)

Prior to the start of the course, participants were invited to complete a pre-workshop questionnaire. The questionnaire sought to establish for the participants and the facilitators an understanding of the workshop expectations and provide a preliminary agreement and negotiation on the way forward. When invited to complete the questionnaire and highlight issues to be addressed in the course the following responses were forthcoming:

The participants' responses displayed basic comprehension of the content of a life skills course. They expected to participate in exercises to build self-esteem, enhance cooperation and manage conflict. When asked how they wished to benefit from the programme, several expressed their desire to strengthen inter-personal relationships, especially within the family, while others wanted to improve their communication skills in personal and professional settings. Handling peer pressure and developing their ability to work as a team were also mentioned.

- "I would like to be a better person towards others."
Female participant, 15 years old
- "The changes I would like to experience with other people is that everybody get along." Male participant, 13 years old
- "In this programme, I would like to know how to approach a situation when you trust and care for someone like your own flesh and blood; but they do not appreciate your efforts and would not give you the time of day." Female participant, 17 years old
- "Life skills are certain attitudes and skills and values that are necessary for your future life." Male participant, 17 years old

Day 1 & 2: Who Am I? & DJA Assessment

These 2 days are structured to engage participants in a number of processes. They looked at ways in which they used knowledge as power, self-knowledge, knowledge of my community and other forms of knowledge. The establishment of this knowledge is seen as fundamental to the process of beginning to make changes in 'my life to develop myself I must know who I am - my past, my present situation and where I want to go'.

The DJA Assessment provided a level of insight into the process in which the participants were involved:

DJA Assessment

The DJA is an assessment of a person. The participants were invited to draw pictures in boxes and answer questions after interactive discussion

- Describe your present way of functioning in these areas
- Reflect if it is working for you in a positive and healthy way
- How is your inner world (pictures 3 & 4) influencing your outer world (pictures 1 & 2)?
- If a picture needs to be changed, how do you want to change it?

Day 3- Human Enrichment and Gender

Human Enrichment and Peace Module

This module was facilitated by Dr. Michael Camps. He provided the course participants with a detailed presentation on early childhood development and human enrichment. This included discussion on:

- the importance of providing children with adequate intellectual, social and physical stimulation
- the critical importance of affection to development affection during the first three years of life. Several examples of appropriate stimuli were outlined
- appropriate forms of discipline to be used on children and the building of a culture of peace in seeking non-violent forms of punishment
- the possible psychological and emotional trauma that results from physical abuse

Additional Information

- The session was closed by Dr. Camps closed his presentation by discussing general first aid techniques; including the Heimlich manoeuvre, wound care and other areas of general home safety and care.

Participants' response

The participants were invited to discuss their own opinions of appropriate and effective ways of discipline children. Nearly all indicated that they had experienced some form of physical punishment as a means of discipline and that they supported this as an appropriate way to control children's behaviour

Dr. Camps persisted in explaining the harmful effects emanating from the use of physical punishment as a means of discipline; arguing that if a child learns violent behaviour from its parents, they will probably continue this violent behaviour as an adult outside of the

home. Moreover, physical punishment as a means of discipline will always lead to escalation, as more beating is often necessary to elicit the same results each time disciplinary action is necessary.

The participants generally listened attentively to this presentation. Several disagreed with Dr. Camps' opinions on discipline; this allowed for much discussion on the issue. As a follow-up to the sharing of different points of view on discipline, and the forms it should take, the afternoon session paid some attention to the topic.

During the afternoon, the participants were encouraged to have a free discussion regarding their own experiences of physical discipline.

The administrators of the course attempted to stimulate discussion by sharing their own experiences. One administrator admitted that she felt that the beatings she had received as a child had helped her, but that she still has bad dreams about these instances.

- One boy discussed his experiences of the physical punishment exacted upon him by his father. He now does not speak with his father and does not think the beatings helped him. He also does not think that he will use physical discipline in the future.
- Several other participants joined the discussion, often laughing as they told of their personal experiences.
- A girl admitted that she could not remember incidences of physical discipline, despite clearly remembering that they had occurred.

The administrators emphasized that there are other ways of expressing sadness, disappointment or anger due to a child's behaviour. Removing a child's privileges, for example, can be more effective.

At this suggestion, a girl admitted that she would prefer a beating over having her privileges taken away. A boy shared that this had been his parent's primary method of discipline.

The use of physical punishment as a means of discipline is generally accepted in Trinidad and Tobago and many believe that it is the only method to properly discipline children.

Gender Presentation

This component of the workshop explored the construction of gender and the ways in which Caribbean gender stereotypes and norms could place some persons in the society at a disadvantage. Additionally, it looked at the ways in which these norms at times facilitate the advancement of violence and human rights violations against some groups.

Within this context much of the discussion centred on the how homosexuality among men and women is perceived and treated within our society. When invited to share on the issue the some of the responses included;

Most of the male participants expressed their disapproval of gay men,
Homosexuality among women were condoned by the young males in the group
The female participants attacked this double standard.

The administrators invited the participants to remember that homosexuality goes beyond sexual intercourse and that gay people enjoy relationships like those of straight couples. Central to this period of discussion for the facilitators was highlighting the fact that being gay is not only about sexual acts, but involves the same emotions experienced in straight partnerships. They stressed that the participants should try to see homosexuals as ordinary people, as they also experience feelings of joy, fear, love and sadness. Participants were also encouraged to adopt an attitude of live and let live.

The majority of the participants admitted that they believe people are born either gay or straight. Most also stated that they know someone who is homosexual. There were two people who admitted that they were gay or bisexual.
When asked how they might react to finding out that a friend is homosexual or bisexual, most of the male participants affirmed that they would feel uncomfortable
The female students remained quiet

The Social Construction of Gender

The discussion on gender minorities was an introduction for the deliberations on the social construction of gender and the difference between sex and gender. Participants were asked to name attributes associated with being male and female (i.e. sexed bodies and the biology of maleness and femaleness versus the social understanding and location of masculinity and femininity). This was done through an interactive session where they were invited to list characteristics they associated with maleness and femaleness.

Maleness was associated with being the breadwinner or being strong and powerful

These characteristics could not be shared with being female

Students were then invited to explore why the characteristics they had associated with being male, could not also be associated with being female; or why males could not, for example, also be nurturers. During this discussion the students arrived at the conclusion that

Traditional gender roles disempowered men from contributing to the nurturing process. These traditional roles are instilled in children from an early age.

Gender roles within the public and private

The place of gender beyond the personal and the intimate was also explored as being necessary in building a just society where gender equity and equality forms a part of sustainable development. This discussion started with an investigation of the place of women's work, the valuing of women's work and work traditionally seen as feminine within the society. Also forming part of the discussion was the ways in which work outside of the home, traditionally seen as masculine differs in value from traditionally female sectors. Based on these deliberations the participants shared their own views on the ways in which they saw gender norms shaping their own perceptions and lived reality.

Women's work within the home is not given the same value in society.

Moreover, while brute strength was once an important attribute of a provider, this has changed women now hold many of the same occupations as men. They even hold technical jobs, such as plumbers or electricians.

Some of the male participants stated that they felt that women do not need men. The female participants disagreed with this assertion and argued that they felt men needed to be more proactive in taking on responsibilities within the home.

Day 4 & 5: Coping With Stress, Best Communication Practices

Days 4 and 5 were instrumental in having participants understand their own understanding of stressful environments, their processes of dealing with these environments and the place of communication in negotiating challenging spaces and fostering inner peace as a means of building communities of peace. These sessions were informed by the details of the manual, starting with-

In the Box below draw or write the names of the things that cause you stress.

How does stress affect me?

- If I were not a boy would I be expected to deal with stress differently?
- If I were not a girl would I be expected to deal with stress differently?
- What are some of the ways I have been taught/shown how to cope with stress?

Building Right Relationship and Peace

- The participants were invited to discover, to accept, share and relinquish power appropriately. The process aimed to show the desirability and the importance of qualities such as tact, patience and respect both intra and interpersonally.
- After lectures and interactive discussions and role-play the participants were invited to answer the following questions in their workbooks

DAY 6: Personal and Interpersonal Effectiveness, Leadership & Team Building

After lecture, interactive discussion, role play etc. participants were invited to reflect their learning in the workbook as follows...

- What do I need to learn to be who I want to be?
- Do you need to ask for help from others?

Positive change

- What is working for me?
- What is not working for me?
- What do I need to work on?
- My good habits
- My bad habits

Day 7: Sexuality, STI's, Drugs, HIV/AIDS

After a lecture about the above (see Manual) the participants engaged in lively discussions which were reflected in the work book under headings

- Name four Sexually Transmitted Infections
- Describe their symptoms?
- What is AIDS?
- How could I get HIV?
- How can I avoid getting HIV?
- How does HIV/AIDS affect the human body?

Dealing with Drug Abuse

- What are the most commonly abused legal drugs?
- What are the most commonly abused illegal drugs?
- What effect does drug abuse have on the individual?
- What effect does drug abuse have on the society?

(See Manual for the Interactive Exercise which acted as a very real eye-opener for all)

Day 8: Anger Management, Restorative Justice

The main points of the lecture on anger management and restorative are reflected in the workbook

What is Anger?

- The Nature of Anger
- Expressing Anger
- Anger Management
- Are You Too Angry?
- Why Are Some People Angrier Than Others?
- Strategies to Keep Anger at Bay - Relaxation, Cognitive Restructuring, Problem Solving, Better Communication, Humour, Changing Your Environment, Assertiveness Training

What is Restorative Justice?

- Why do we need restorative justice?

The participants created theatre pieces reflecting their understandings of the causes of and the effects of anger on self, family, friends and the community in general.

The concept of Restorative Justice was new to all and after comparison with the present Retributive Justice system was deemed a necessary and complimentary step forward for the people of Trinidad and Tobago

Day 9: Mediation and Conflict Management

As part of this session participants were exposed to the following discussion areas and strategies in dealing with conflict:

- Conflict is part of life.
- Every conflict is an opportunity for change
- Many disputes result from poor communication and misinformation. The stress generated by conflict propels confusion and emotion. Conflict escalates and tempers flare
- It is possible to interrupt the development of a conflict, and de-escalate it
- Quite often the opportunity to reach a mutual understanding is a bonus on top of the solution to a problem. In this way positive bonds strengthen relationships and build community.
- Mediation is considered the most empowering of the facilitated negotiation approaches.
- Conflict Resolution Strategies

Using 3 Scenarios (see workbook)

1. Eldon, the Feared Neighbour
2. The Mighty Python
3. The Congregation

The participants learned the 5 Basic Methods for Resolving Conflict as well as Essential Mediation Skills i.e. Listening, Summarizing

Summary of the Day

During the morning of the ninth day, the participants were given the opportunity to practice their group theatrical performances they worked on over the period of the workshop. They were encouraged to use the performances to address issues regarding conflict resolution. The members of the two groups seemed to take their performances seriously.

Clear leaders had emerged in each group who took on the responsibility of directing the others in their roles. After the practice session, the groups rehearsed their performance pieces in front of the other participants and the administrators.

Each group had four separate pieces focusing on the topics covered by the course, including:

- Tolerance and respect for different lifestyles,
- Physical punishment/discipline within the home,
- Breaking out of traditional gender roles and
- Exercising leadership.

After the performances, the groups were given advice and guidance on style and content by facilitators.

Some of the guidance took the form of a brief presentation regarding mediation and conflict resolution discussing the five principle ways of dealing with conflict:

- Suppression,
- Dominance,
- Compromise and negotiation,
- Collaboration and
- Arbitration.

The participants were divided into five groups and each group was assigned a different scenario involving conflict.

The groups were asked to identify the source of the conflict, discuss the methods of resolution already attempted in each situation and recommend their own methods for resolving the conflict. After they had been given an opportunity for discussion, the groups presented their scenarios and their recommendations.

The participants engaged in a lively discussion, often disagreeing with the other groups' recommendations on how to solve the conflict. After the discussion and the facilitator-participant exchange the group was invited to explore the pros and cons of each method of dealing with conflict. At the end of the session participants arrived at the following summary:

- Suppression often works well to begin with as it encourages the parties involved to smooth over their differences. However, the original source of the conflict often resurfaces, as it was never fully dealt with.
- Dominating a conflict allows one party to have control over the conflict and this often leaves the others involved feeling trampled or left out.
- Compromise and negotiation is used most often among friends.
- Collaboration works well if you have the time required to sit down with the other parties involved and decide on the right approach to resolving the conflict.
- Arbitration engages the assistance of an outside party to mediate the conflict. This is the correct approach when the parties involved are not able to reach a conclusion on their own. Trust is an important element of all these methods.

Day 10: Evaluation, Presentation of Certificates

Day 10 was the last day of the deliberations. Participants were invited to complete the post-workshop questionnaire (see results in Appendix 3). Additionally, workshop participants used drama in education techniques to present the different themes they were exposed to over the ten (10) day period. Guests at this interactive session included the Secretary General of the National Commission for UNESCO Trinidad & Tobago - Ms Susan Shurland and Head of the Centre for Gender and Development Studies Dr Grace Sirju-Charran who brought greetings on behalf of their respective organizations.

Appendix 1

QUESTIONNAIRES AND DISCUSSION EXERCISES

The Pre-Course Questionnaire

Name/Age:

Address:

What do you expect from a programme called Human Enrichment & Life Skills?

What are Life Skills?

What would you like to have in the programme?

What changes do you want to experience

- In you?
- Within your family?
- With other people?

DAY 1 & 2: Who Am I? & DJA Assessment

Knowledge is power. Before I can begin to make changes in my life to develop myself I must know who I am - my past, my present situation and where I want to go.

The participants were guided to fill in the following information

- My Gender:
- My Relationships:
- My Roles:
- My School:
- My Skills:
- My Qualities/Strengths:
- My Qualities/Weaknesses:
- My Desires/Wishes/Ambitions: If I Had A Magic Wand I Would:

Empowerment/Projections

- I care very much about
- I get very angry when
- I take pride in
- I am disappointed with
- I am worried about
- I am happy when
- I am excited about
- I enjoy sharing
- I hate
- I love
- I admire/want to be like

How do you behave towards a male/female when you are....?

- Angry
- Disappointed
- Sad
- Tense
- Joyful
- Excited

How do you behave towards a female/male when you are....?

- Angry
- Disappointed
- Sad
- Tense
- Joyful
- Excited

DJA Assessment

The DJA is an assessment of a person. The participants were invited to draw pictures in the boxes and answer questions after interactive discussion

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- Describe your present way of functioning in these areas
- Reflect if it is working for you in a positive and healthy way
- How is your inner world (pictures 3 & 4) influencing your outer world (pictures 1 & 2)?
- If a picture needs to be changed, how do you want to change it?

Day 4 & 5: Coping With Stress, Best Communication Practices

In the Box below draw or write the names of the things that cause you stress.

How does stress affect me?

- If I were not a boy would I be expected to deal with stress differently?
- If I were not a girl would I be expected to deal with stress differently?
- What are some of the ways I have been taught/shown how to cope with stress?

Best Communication Practices

- What does my body say?
- Does my gender influence what my body says?

How important is my overall look?

- My Posture
- My Dress
- My Eye Contact
- How Do I Sound To Others?

Physical Awareness: When I get angry what happens –

- To my breathing
- To my voice
- To my arms
- To my legs
- To my stomach
- To my brain

Check List

1. Are my thoughts well organized when I present them?
2. Am I willing to compromise?
3. Am I too willing to compromise?
4. Do I talk too much?
5. Am I fearful of being wrong?

6. Do I speak clearly?
7. Do I ask questions when I have them?
8. Do I ask questions just to get attention?
9. Do I speak forcefully enough to be heard?
10. Do I stick to my point?
11. Do I stick to my point just to defend my ego?
12. Am I usually prepared?
13. Do I look directly at people when I speak to them?
14. Do I listen carefully?
15. Does my mind wander when others speak?
16. Do I tend to dominate a group?
17. Do I give in too easily on an issue?
18. Do I have strong and unsupported prejudices?
19. Do I arrive on time?
20. Am I sincere?
21. Do I feel I am a worthwhile person?
22. Do I make my ideas clear by using examples or illustrations?
23. Am I objective in my problem-solving attitude?
24. Am I able to approach others and make them feel welcome and worthwhile?

Day 4 & 5: Coping With Stress, Best Communication Practices

In the Box below draw or write the names of the things that cause you stress.

How does stress affect me?

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Best Communication Practices

- What does my body say?
- Does my gender influence what my body says?

How important is my overall look?

- My Posture
- My Dress
- My Eye Contact
- How Do I Sound To Others?

Physical Awareness: When I get angry what happens –

- To my breathing
- To my voice
- To my arms
- To my legs
- To my stomach
- To my brain

Check List

25. Are my thoughts well organized when I present them?
26. Am I willing to compromise?
27. Am I too willing to compromise?
28. Do I talk too much?
29. Am I fearful of being wrong?

30. Do I speak clearly?
31. Do I ask questions when I have them?
32. Do I ask questions just to get attention?
33. Do I speak forcefully enough to be heard?
34. Do I stick to my point?
35. Do I stick to my point just to defend my ego?
36. Am I usually prepared?
37. Do I look directly at people when I speak to them?
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42. Do I have strong and unsupported prejudices?
43. Do I arrive on time?
44. Am I sincere?
45. Do I feel I am a worthwhile person?
46. Do I make my ideas clear by using examples or illustrations?
47. Am I objective in my problem-solving attitude?
48. Am I able to approach others and make them feel welcome and worthwhile?

DAY 6: Personal and Interpersonal Effectiveness, Leadership & Team Building

After lecture, interactive discussion, role play etc. participants were invited to reflect their learning in the workbook as follows...

- What do I need to learn to be who I want to be?
- Do you need to ask for help from others?

Positive change

- What is working for me?
- What is not working for me?
- What do I need to work on?
- My good habits

- My bad habits

Leadership & Team Building

- Am I A Team Builder/Leader?
- Why?
- Why not?
- Does my gender affect whether or not I can be a team builder?
- Does being a female make it easier to be a team builder?
- Does being a male make it easier for me to be a team builder?
- What makes a leader?
- Do Males make better leaders?
- Do Females make better leaders?
- Who leads my life?

The world and me

- *I would like to be remembered by my immediate family as*
- By my extended family as
- By my neighbours as
- By my schoolmates as
- By my community as
- By my country as
- By the world as

Goal Setting

- What are some of your educational goals?
- Do you think it is easier for girls to set educational goals?
- Do you think it is easier for boys to set educational goals?
- How do you intend to achieve them?
- Describe your first step
- What will get in the way/hold you back?
- Where will you be/what will you be doing in
- 1 year?
- 5 years?
- 10 years?
- Do you think it is more difficult for boys to achieve their educational goals? (They have more things that get in the way/hold them back)

- Do you think it is more difficult for girls to achieve their educational goals? (They have more things that get in the way/hold them back)

Day 7: Sexuality, STI's, Drugs, HIV/AIDS

After a lecture about the above (see Manual) the participants engaged in lively discussions which were reflected in the work book under headings

- Name four Sexually Transmitted Infections
- Describe their symptoms?
- What is AIDS?
- How could I get HIV?
- How can I avoid getting HIV?
- How does HIV/AIDS affect the human body?

Dealing with Drug Abuse

- What are the most commonly abused legal drugs?
- What are the most commonly abused illegal drugs?
- What effect does drug abuse have on the individual?
- What effect does drug abuse have on the society?

(See Manual for the Interactive Exercise which acted as a very real eye-opener for all)

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The main points of the lecture on anger management and restorative are reflected in the workbook

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- Expressing Anger
- Anger Management
- Are You Too Angry?
- Why Are Some People Angrier Than Others?
- Strategies to Keep Anger at Bay – Relaxation, Cognitive Restructuring, Problem Solving, Better Communication, Humour, Changing Your Environment, Assertiveness Training

Appendix 2

List of Participants

1. Jimel Pierre
2. Stephen Agard
3. Emilio Luces
4. Traci-Ann Mitchell
5. Abigail Blackman
6. Shemeka London
7. Denilia Narine
8. Delicia Pierre
9. Nzinga Jaramogi
10. Benedict Wooding
11. Ruth Charles
12. Shandelle Loregnard
13. Damani Quashie
14. Josanne Williams
15. Michael Sealey
16. Arun Lakhani
17. Nialah Harewood
18. Keennan Knights
19. Mario Francis
20. Shannon De Peza
21. Micah Rogers
22. Atiba Hunte

Parents who attended the middle-Saturday programme-information session

1. Myrtle Luces
2. Gini Pierre
3. Raquel Jacob (Teacher)
4. Enid Mitchell
5. Charmain Williams
6. Brian Pierre And Charmain Williams
7. Ingrid And Henley Wooding
8. Amanda Blackman
9. Patricia Burke

Appendix 3

Overview of the Pre-Course Questionnaire

Prior to the workshop intervention the participants expressed the following as expectations and required outcomes of the workshop;

- use skills on a daily basis
- improve communication skills within the family - build trust through improved communication - cooperation with family and friends
- have new experiences - build confidence - improve public speaking
- be more comfortable around other people - relationships with friends, family and significant others
- improve confidence and cooperation with others - improve speech
- to be able to help others help themselves - closer connection with their family
- improve professional skills - improve ability to work in a team
- how to be more open and friendly towards others - improve self-esteem
- how to improve cooperation within the family through better communication
- ethics within the workplace - independence
- how to handle peer pressure - how to handle difficult situations with confidence
- strengthen relationships - avoid confrontation

Overview of Post-course Questionnaire

On completion of the workshop intervention the participants provided feedback on having been exposed to and practicing the following:

- how to interact with others
- how to sit properly - importance of body language
- leadership skills - more activities, less talking - more group exercises
- longer programme needed
- improved communication with parents - more easily share opinions with family members
- more confidence in interactions with others - able to listen to others more easily
- more open-minded to different lifestyles - respect for other peoples' opinions and lifestyles
- enjoyed the depth of discussion
- more visual examples of the topics covered
- more self-reflection - more activities geared towards the "inner self"
- how to disagree with others respectfully
- continue the programme beyond summer
- less work from the manual
- learned to go beyond their comfort zone
- deal with conflict in a more constructive way
- how to discipline children without using physical violence
- enjoyed movement exercises
- developed leadership skills

Additional Feedback

Every participant indicated that they enjoyed the course and that it had improved their lives in some way.

- The majority stated that the course had improved their verbal and non-verbal communication skills. They admitted feeling more confident in speaking in front of their peers, interacting with family members, expressing their feelings and voicing their opinions.
- Some mentioned that they felt they had improved their knowledge of appropriate body language.
- A few participants stated that the course had taught them more respect for different lifestyles and opinions.
- Others indicated that they had learned new ways to address conflict and control their anger.
- Many also found the leadership skills training useful.

The most popular session included

- The team performances
- The presentation by Dr. Michael Camps on early childhood human enrichment
- The movement exercises.

Several of the participants expressed their wish for the programme to be longer and involve deeper discussion. Some discussed the need for more activities to explore the inner self. There were several others, however, who felt that the discussions and written exercises were too lengthy. They suggested that more physical or group activities were needed. One participant proposed that visual examples of topics covered would have assisted him in assimilating the information.

- "I liked that I learnt how to approach different situations in the right way."
- "I think all the activities helped to boost my confidence."
- "I learnt how to speak to people without being aggressive."