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## **APPENDICES**

## APPENDIX 1: DETAILS OF SCHOOLS IN STUDY AND CONTROL GROUPS FOR OBSERVATION OF AGGRESSIVE BEHAVIOUR

### Study Schools

<b>Name</b>	<b>Context</b>	<b>Approx. number of children in 2000</b>	<b>Number of teachers in 2000</b>	<b>Level of training of teachers</b>
FLOC, Johannesburg	Inner-city	70	3	1 diploma; 1 technikon educare; 1 NGO educare
Wesley, Bryanston	Suburban	65	3	3 diplomas in primary education
Sonshine, Observatory	Suburban	50	3	1 diploma in primary education; 2 NGO educare
Nespro, Eldorado Park	Township	35	2	2 NGO educare
Ennerdale	Township	50	2	1 diploma in primary education; 1 NGO educare
Nehemiah, Ivory Park	Informal settlement	110	5	2 diplomas in primary education; 3 NGO educare
Happyland, Klerksdorp	Rural town	75	3	1 diploma in junior primary education; 2 NGO educare
Kefentse Kaolate, Jouberton	Rural township	150	5	5 NGO educare
Alabama	Rural township	45	1	1 NGO educare
Boichoko, Huhudi	Rural township	150	5	5 NGO educare
Heidi, Colerige	Rural township	150	5	5 NGO educare

**Control Schools**

<b>Name</b>	<b>Context</b>	<b>Approx. number of children in 2000</b>	<b>Number of teachers in 2000</b>	<b>Level of training of teachers</b>
<b>Salem, Pretoria</b>	<b>Inner-city</b>	<b>45</b>	<b>3</b>	<b>1 diploma in primary education; 1 technikon educare; 1 untrained</b>
<b>Westview</b>	<b>Suburban</b>	<b>35</b>	<b>2</b>	<b>1 diploma in educare; 1 technikon educare</b>
<b>Little Angels, Johannesburg</b>	<b>Inner-city</b>	<b>55</b>	<b>3</b>	<b>Unknown</b>
<b>Monde, Mofolo</b>	<b>Township</b>	<b>40</b>	<b>2</b>	<b>2 NGO educare</b>
<b>Lebogang, Wattville</b>	<b>Township</b>	<b>150</b>	<b>6</b>	<b>6 NGO educare</b>

# APPENDIX 2 – SCHEDULE FOR NATURALISTIC OBSERVATION OF AGGRESSIVE AND PRO-SOCIAL BEHAVIOUR

## OBSERVATION SCHEDULE

### Aggressive behaviour in pre-school children: pre- and post- implementation of a peace education curriculum

School \_\_\_\_\_ Community \_\_\_\_\_

Date \_\_\_\_\_ Time (actual) \_\_\_\_\_

Time (in school routine) \_\_\_\_\_

No. of children \_\_\_\_\_ Age group \_\_\_\_\_

Gender breakdown \_\_\_\_\_

No. of supervisors \_\_\_\_\_ Location in school \_\_\_\_\_

Distinguishing features \_\_\_\_\_

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Definitions: Hitting, kicking: + biting, scratching, pulling, grabbing, jumping on, bumping, tripping; Throwing/damaging object: + kicking doors etc, overturning furniture, knocking materials off shelves, breaking materials or equipment; Shouting/verbal abuse: + threatening physical assault, verbally resisting instructions, stating dislike or other negative feelings about another person, name-calling or other derogatory remarks, threatening physically destructive actions, verbal attempts to exclude another child from an activity; Sharing, co-operating: + assisting; Physical support/affection: + carrying another child, physically helping; Verbal help/affirmation: + instructing another child, verbally offering help or to share, agreeing to a request made by another child.

**Frequency of aggressive and co-operative behaviours:**

<b>Hitting, kicking, etc.</b>	<b>Throwing/damaging objects</b>
<b>Shouting/verbal abuse</b>	<b>Aggressive fantasy play</b>
<b>Sharing, co-operating</b>	<b>Physical support/affection</b>
<b>Verbal help/affirmation</b>	<b>Comments</b>



# APPENDIX 3: TEACHERS' JOURNAL SHEETS

Research Project - "How can we educate for peace in South Africa?"

## Teacher's Journal - Initial observations of aggressive / withdrawn / rejected child

1. What is your name? \_\_\_\_\_ 2. At which school do you teach? \_\_\_\_\_

3. What is the name of the child you have chosen? \_\_\_\_\_

4. How old is s/he? \_\_\_\_\_ 5. This child is: 

female	male
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6. I would describe this child as (tick only one):  
Aggressive  Shy/withdrawn  Rejected

7. Why have you chosen this child? Describe his/her behaviour, giving specific examples.

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8. How have you handled this child's behaviour up to this point? What techniques have you tried and do you think they have been effective?

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher's Journal - Monthly observations of aggressive / withdrawn / rejected child**

1. Month: \_\_\_\_\_

2. Teacher's name: \_\_\_\_\_

3. Name of school: \_\_\_\_\_

4. Child's name: \_\_\_\_\_

5. Child's age: \_\_\_\_\_

6. This child is

female	male
--------	------

7. I would describe this child as (tick only one):

Aggressive

Shy/withdrawn

Rejected

8. Describe her/his behaviour this month, giving specific examples of incidents.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Has there been any change in this child's behaviour since last month?

yes	no
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10. If you ticked "yes", describe the change/s in behaviour.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Why do you think this change occurred?

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12. What activities / sections from the peace education curriculum have you used with your class this month?

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13. What special attention, if any, did you give to this specific child when covering this peace education work?

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14. Any further comments?

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX 4 - QUESTIONNAIRE**

**SAKHA UKUTHULA:**  
**Educating for Peace in South Africa**  
An initiative of the Methodist Church of Southern Africa  
(Central District)

### **QUESTIONNAIRE FOR TEACHERS AND PRINCIPALS**

**Pre-school Peace Education Programme**  
**Chain of Hope**

**OCTOBER / NOVEMBER 2000**

## SECTION 1 – INFORMATION ABOUT YOU

1. What is your age?

2. Are you:

male	female
------	--------

3. In which of the following broad categories would you place yourself?

Black	1
Coloured	2
Indian	3
White	4
Other	5

4. If you chose "other", please specify:

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5. What is the name of the school you work in?

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6. Where is the school?

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7. What position do you hold?

Teacher	1
Principal / Director (non-teaching)	2
Principal/Director (teaching)	3
Other	4

8. If you chose "other", please specify:

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9. For how long have you been teaching:

- At this school?

Years

Months

- In total

Years

Months

10. What is your highest school Standard passed (using the old system: Grade 1 / Sub A – Standard 10)

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11. What is the highest level of formal teacher education that you have received?

Ntaitaise / Khululeka – Level 1	1
Ntaitaise / Khululeka – Level 2	2
Diploma	3
Degree	4
NCS	5
Other	6

12. If you marked number 3, 4, 5 or 6, what is the name of your qualification, or the name of the training you have done?

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**SECTION 2 – SAKHA UKUTHULA WORKSHOPS**

13. Did you attend Workshop 1: An introduction to peace education?

yes	no
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Do you think that Workshop 1 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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14. Did you attend Workshop 2: Self esteem & Introduction to discipline?

yes	no
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Do you think that Workshop 2 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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15. Did you attend Workshop 3: Discipline for peace?

yes	no
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Do you think that Workshop 3 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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16. Did you attend Workshop 4: Conflict management?

yes	no
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Do you think that Workshop 4 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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17. Did you attend Workshop 5: Healing the wounds?

yes	no
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Do you think that Workshop 5 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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18. Did you attend Workshop 6: Curriculum launch?

yes	no
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Do you think that Workshop 6 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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19. Did you attend Workshop 7: Healing the wounds 2?

yes	no
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Do you think that Workshop 7 was:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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20. Are there things from the workshops that you have tried to use in your teaching or your personal life?

yes	no
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21. If so, what are they?

22. Have you noticed any changes in your school since you and your colleagues have been attending these workshops?

yes	no
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23. If you answered "yes", what kinds of changes have you seen? (Tick as many as you have seen.)

Relationships between teachers are better.	1
Relationships between teachers and children are better.	2
Teachers are using less corporal punishment and more alternative methods.	3
Children and teachers are more comfortable with sharing difficult emotions at school.	4
Other	5

24. What could be done to make the workshops better? (Tick each one that you think is appropriate.)

Hold them more frequently	1
Hold them less frequently	2
Make them more practical	3
Use different facilitators	4
Cover other topics	5
Other	6

25. If you chose "other", please give more details.

### SECTION 3 – THE PEACE EDUCATION CURRICULUM

26. What do you think of the peace education curriculum document?

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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27. Did you find it easy to use?

yes	no
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28. Suggestions for improvement:

29. Generally speaking, how would you rate the activities themselves?

They are:

1. Very unhelpful	2. Unhelpful	3. Neither helpful nor unhelpful	4. Helpful	5. Very helpful
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30. Would you use these activities even if the Methodist Church did not require you to use them?

yes	no
-----	----

31. Why or why not?

#### SECTION 4 – IMPACT OF THE CURRICULUM

32. Have you noticed any changes in your school since the curriculum has been introduced?

yes	no
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33. If you answered "yes", what kinds of changes have you seen? (Tick as many as you have seen.)

The children are kinder to each other.	1
There is less aggression and fighting.	2
Children who were withdrawn are more assertive.	3
Relationships between the children are better.	4
The children are using non-aggressive ways of dealing with their conflicts.	5
Other	6

34. If you chose "other", please give more details:

35. Please give one example for each of the changes you have seen.

36. If you have not seen any changes in your school, what do you think the reasons might be?

37. Do you think peace education should be introduced into more pre-schools in South Africa?

yes	no
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38. Why or why not?

39. Should peace education be introduced into primary and high schools?

yes	no
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**40. Is there anything else you would like to say about Sakha Ukuthula's peace education programme?**

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.**

## **APPENDIX 5: INTERVIEW SCHEDULE**

- **What has been your experience of the Sakha Ukuthula peace education programme:**
  1. **As a participant?**
  2. **In terms of what you have observed in the schools?**
  
- **In your opinion, what has been the impact of the programme, if any, on the schools?**
  
- **Is it possible to differentiate between the impact of the SU peace education programme and the impact of Ntaitaise/Khululeka?**
  
- **How could the programme be improved in terms of:**
  1. **The workshops?**
  2. **The curriculum?**
  
- **Is there anything else you would like to say about the Sakha Ukuthula programme?**