

BE THE FUTURE!

SKILL UP

# Building Peace

## An Educator's Guide for the Pacific



European Union





**LIVE & LEARN**  
Environmental Education

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## Dedication

This educator's guide is dedicated to Tom and all the children of the Pacific.

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How you feel about the world Today?

PEACE

LOVE

HELP

HONEST



WORK HARD

MODERATE

RESPECTFUL

LOVE

WAYS In which  
You Can Achieve  
Your Dreams

BE CONSIDERATE

CONSIDERATE!

WONDERFUL

BE A

DATA

SUSAN

LOVE  
O'HARA Love for them  
Pigeon  
Love





# Introduction

Peace is the freedom to pursue our dreams. It is our ability to express ourselves. It is the opportunity to relate to others with understanding, good will and cooperation. We all want peace, but often there are barriers to peace, such as violence, conflict, discrimination and environmental destruction.

The world needs creative solutions right now to overcome barriers to peace. Young people are the future of the Pacific and they need to be involved in creating these solutions. Peace education provides a path and process for children to participate in finding solutions. Peace education is about children developing the knowledge, skills, attitudes and confidence to participate in three main peacebuilding activities:

1. Preventing conflict
2. Resolving conflict peacefully
3. Creating spaces for peace to grow

When children are trusted, given increased responsibilities and the opportunity to learn about self-reflection and values such as respect and compassion, they can be more engaged and accountable in the classroom, as well as the community.

This guide has been produced as part of the 'Strengthening Participation of Children in Peacebuilding in Small Island Nations with a High Prevalence of Violence, Ethnic Discrimination and Tribal Conflict' project. Funded by the European Union, the aim of the project is to strengthen the participation of children in peacebuilding activities in their homes, schools, communities and beyond.

## About this guide

This guide is divided into two parts.

### **PART A: Professional development: teaching peace education**

The professional development covers teaching methods and tips to build children's skills and enhance opportunities for children to participate in peacebuilding activities. Furthermore, it supports you to create a space for peace to grow in the classroom and school. This professional development can be applied to any subject throughout your teaching profession.

## **PART B: Peace education modules**

The key aim of Part B of this guide is for educators to equip children with the skills, knowledge, attitudes and confidence to work with their peers, schools, families and communities to build peace.

Part B includes learning activities about peace, peacebuilding, meaningful participation, barriers to peace and child rights. The children will develop respectful and compassionate attitudes, as well as practise working together in networks to deliver peer education and participate in peacebuilding activities.

Live & Learn has devised a teaching approach to support the promotion of peace education in the Pacific (explained in detail on p. 22). The ‘Peace Education Cycle’ (PEC) comprises the following four stages:

1. **Skill up** – Building knowledge, attitudes and practising skills
2. **Link up** – Participating in leadership networks and practising peer education
3. **Step up** – Designing and implementing projects
4. **Speak out** – Promoting projects and advocating on issues

This guide is part of the ‘Be the future!’ toolkit (see p. 20) and contributes to the ‘Skill up’ stage of the PEC. The Module 5 in this guide formally hands over ‘Your guide to create change’, a peer educator’s guide for the children to use in their networks to complete the Link up, Step up and Speak out stages of the PEC.

## **Who this guide is for**

The guide is for educators of children aged 8–17 years in Fiji, Papua New Guinea, Solomon Islands and Vanuatu. Youth leaders and other facilitators working with children in this age group will also find it useful.

The activities have suggested age suitability. However, it is up to the educator to decide which is appropriate and adapt activities to the learning needs of the children.

### **TIP**

#### **Start with a journal**

Encourage the children to keep a classroom journal. Allow time in the class for the children to reflect on their learning, activities, thoughts and feelings. The journal could contain drawings, have handouts, pictures, photos or records of activities stuck in it, and be as creative as the children like. Start journaling at the start of this guide and carry it throughout the activities.

At the end of each activity in this guide there is a **‘reflect’** section. This contains questions for the children to answer, draw or scrapbook about in their journals.

## How to use this guide

This guide can be used in class time, after-school programs or as part of children/youth network training days and conferences. There is no student handbook to match this guide; the activities encourage children to write in their exercise books or on butcher's paper. In module 5, 'Your guide to create change' (the peer educator's guide from this toolkit) can be used to enhance learning.

This guide is designed for educators to facilitate to children. It is divided into five modules. Each module contains learning outcomes: knowledge, skills and attitudes. The start of each module contains pre-assessment suggestions to gain an understanding of the children's starting point – what they already know. The end of each module has an assessment to review the children's skills, knowledge and attitude development.

Each module is divided into a number of learning topics to achieve the learning outcomes. Topic 5.2 contains a practical component where the children practise being peer educators, participating in networks, designing and implementing projects, promoting projects and advocating on issues – all of the practical skills they will need when using 'Your guide to create change'.

### Each topic is organised into the following sections:

**Background information for educators:** The background information provides facts and tips on the topic. It is important to thoroughly familiarise yourself with the background information before running the activities. You might also like to do your own research if you have any further questions. There are some useful resources recommended at the end of the guide. This is for you to read in your own time and you do not need to read it out to the children.

**Activities:** Each topic contains activities for you to facilitate with the children. The activities encourage dialogue and exploration, so educators and students engage on a journey of shared learning. The activities cover a number of different aspects of the topic and should be taught in succession as they build on the learning. The activities are numbered in the succession in which they should be taught. In some cases there are options for different age groups – these are identified in the guide by a badge.

**Tips:** The tips provide extra information to further understand the topic and practical information for you to enhance the children's learning experiences.

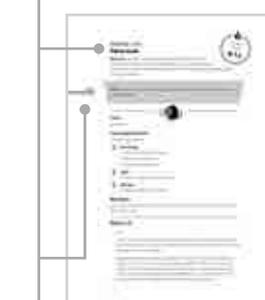
### Extension activities



**Reflect:** After each activity there will be the opportunity to reflect. A large part of this guide is about teaching self-awareness. Self-awareness is achieved through practising reflection and paying attention. It is a continual process where the children think about their learning, behaviour, skills, attitudes, feelings and values.



**Reach out:** After each activity there will be the opportunity for children to reach out to their family, school or wider community. This will give the children an opportunity to share their learning through peer education and practise participating in peacebuilding activities.



## Subject links

This table contains suggested links based on each country's curriculum. As a teacher, you know your subjects best and will have a clearer understanding of which topics will suit your lesson plans.

### Module 1:



### Teaching knowledge, skills and attitudes for peacebuilding

TOPICS	ACTIVITIES	FIJI SUBJECT LINKS
<b>Topic 1.1:</b> Self-awareness and values	1 Value self-portraits	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
<b>Topic 1.2:</b> Compassion	2 Caring is catchy	Social Science, Family Life, Art & Crafts, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	3 Put your anger to sleep	Social Science, Family Life, Art & Crafts, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
<b>Topic 1.3:</b> What are child rights and responsibilities?	4A 'The song of freedom'	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
	4B Through my eyes	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
	5 I have rights too!	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
	6 Two faces of a coin	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education

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<b>PAPUA NEW GUINEA SUBJECT LINKS</b>	<b>SOLOMON ISLANDS SUBJECT LINKS</b>	<b>VANUATU SUBJECT LINKS</b>
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education

## Module 2:



### What is peacebuilding?

TOPICS	ACTIVITIES	FIJI SUBJECT LINKS
<b>Topic 2.1:</b> What is peace?	7A A recipe for peace	Social Science, Mathematics, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
	7B Peace audit	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Geography, Physical Education
<b>Topic 2.2:</b> What is peacebuilding?	8 Who can be a peacebuilder?	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
<b>Topic 2.3:</b> Participation	9 PARTicipation in the nation!	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Music

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<b>PAPUA NEW GUINEA SUBJECT LINKS</b>	<b>SOLOMON ISLANDS SUBJECT LINKS</b>	<b>VANUATU SUBJECT LINKS</b>
English, Personal Development, Social Science, Expressive Arts, Making a Living, Religious Education, Mathematics	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA)
English, Personal Development, Social Science, Making a Living, Community Life, Religious Education, Mathematics	English, Social Studies, Creative Arts, Culture Studies, Geography	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Geography, Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Music, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts (Music), Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education

### Module 3:



### Peace in our lives

TOPICS	ACTIVITIES	FIJI SUBJECT LINKS	
<b>Topic 3.1:</b> Barriers to peace	10	Peace barrier audit	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Geography, Physical Education
	11A	Peace mask	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
	11B	In or out?	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Physical Education
	12	Gender mixer	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
<b>Topic 3.2:</b> Bridges of peace	13	Bridges of peace	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Physical Education

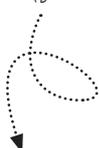
### Module 4:



### Peacebuilding – conflict prevention and resolution

TOPICS	ACTIVITIES	FIJI SUBJECT LINKS	
<b>Topic 4.1:</b> Conflict prevention and resolution	14	Calming classroom conflict	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	15	Negotiation know-how	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education

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<b>PAPUA NEW GUINEA SUBJECT LINKS</b>	<b>SOLOMON ISLANDS SUBJECT LINKS</b>	<b>VANUATU SUBJECT LINKS</b>
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Geography, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Geography, Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Geography, Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Geography, Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education



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English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education

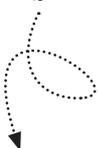
## Module 5:



### Peacebuilding – creating spaces for peace to grow

TOPICS	ACTIVITIES	FIJI SUBJECT LINKS
<b>Topic 5.1:</b> Leadership and peer education	16 Who can be a peer educator?	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	17 Catch the compliment	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Physical Education
	18 Lift-off!	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education, Physical Education
	19 Network knitting	Social Science, Family Life, English, Art & Craft, Conversational Hindi/I Taukei – Vernacular, Religious Education
	20 The ripple effect	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
<b>Topic 5.2:</b> Peacebuilding in practice	21 Finding our cause	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	22 Ready, set, action plan!	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education

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English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education
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English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education, Community Studies



TOPICS	ACTIVITIES	FIJI SUBJECT LINKS
	23 Get active!	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	24 What is the media?	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	25 Looking inside a story	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	26 Preparing to share with the world	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	27 Interview tag team	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education
	28 Skill up, Link up, Step up, Speak out	Social Science, Family Life, English, Conversational Hindi/I Taukei – Vernacular, Religious Education

## Glossary

Some of the words are underlined in the guide. These are words that you or the children may not have heard before or that may be difficult to understand. The definitions of these words can be found in the glossary at the end of the guide. There is space to add any extra words that you do not understand.



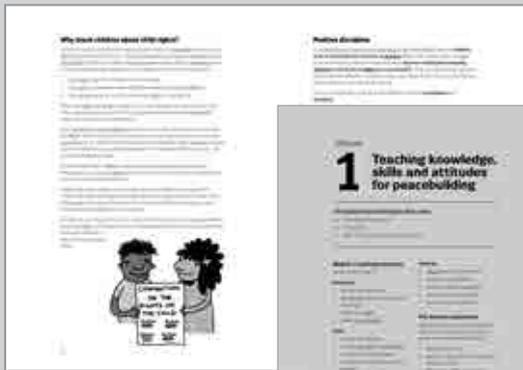
<b>PAPUA NEW GUINEA SUBJECT LINKS</b>	<b>SOLOMON ISLANDS SUBJECT LINKS</b>	<b>VANUATU SUBJECT LINKS</b>
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education, Community Studies
English, Personal Development, Social Science, Expressive Arts, Community Life, Making a Living, Religious Education	English, Social Studies, Creative Arts, Culture Studies	English, Social Science, Arts, Religious Education, History, Health, Nutrition & Agriculture (HNA), Civics Education, Community Studies
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# BE THE FUTURE!

## TOOLKIT

### 'Be the future!' toolkit

This guide is part of the 'Be the future!' toolkit that comprises the following resources:



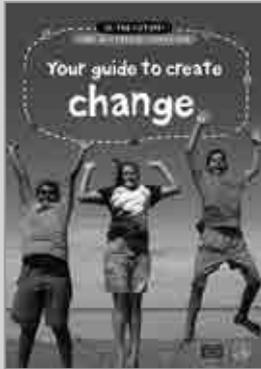
1 *Building Peace: An Educator's Guide for the Pacific* (teacher's guide)



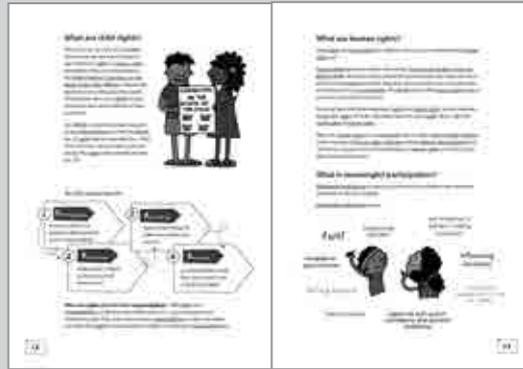
2 *Child rights cards*



3 *The song of freedom* (children's storybook)

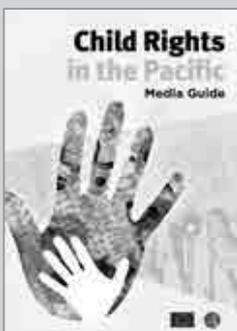


4 *Your guide to create change*  
(peer educator’s guide)



5 *Rights of the child poster*

The resources are designed to complement each other, however, can be used separately. Where there is a crossover in resources, this will be clearly highlighted. In the case that you need additional, or other resources in this toolkit, visit [www.livelearn.org](http://www.livelearn.org) or contact your local Live & Learn Environmental Education office (see contact details at the front of this book).



To complement children participating in peacebuilding activities, a media guide was developed to provide guidelines and practical recommendations to assist the media with the representation of children and their rights. It also provides useful tips on how the media can support children to express their rights through various communication tools.

*Child Rights in the Pacific: Media Guide*

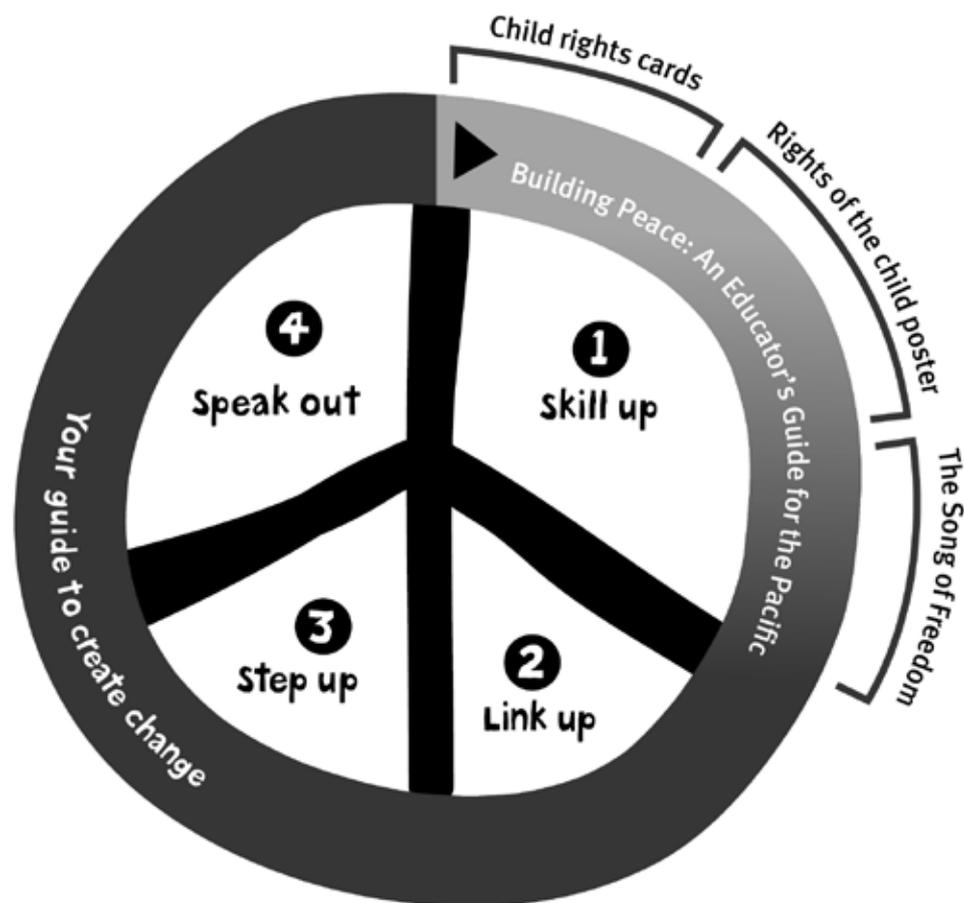
## Teaching approach

In support of this initiative, Live & Learn has devised a teaching approach to help promote peace education in the Pacific. The 'Peace Education Cycle' (PEC) builds on the existing and ongoing work of Live & Learn through the Asia-Pacific region. It comprises the following four stages:

1. **Skill up** – Building knowledge, attitudes and practising skills
2. **Link up** – Participating in leadership networks and practising peer education
3. **Step up** – Designing and implementing projects
4. **Speak out** – Promoting projects and advocating on issues

While the Peace Education Cycle has been devised for this peace education initiative, it can be adapted to support teaching and learning throughout the Pacific.

*Figure 1: How the 'Be the future!' toolkit resources fit into the Peace Education Cycle*



The resources should be included in your copy of the 'Be the future!' toolkit. In the case that you need additional resources, contact your nearest Live & Learn office (see contact details at the front of this book).

## Involving parents

Professional development workshops and meetings with parents have shown that parents and teachers in the Pacific believe their children to be valuable citizens.

However, some adults in the community have misconceptions about child rights and peacebuilding. These misconceptions can prevent children from meaningful participation in the community and in peacebuilding activities. These misconceptions also influence how parents discipline their children.

### Use appropriate terminology for children's carers

Teachers should be mindful of whether children are cared for by people who are not their parents, and to use appropriate terminology in their classes/sessions, i.e. teachers could say 'parents or grandparents' or 'parents or carers' or whatever is appropriate for children in their classroom.

### Meaningful participation

Meaningful participation means children are more involved in activities, and that they take ownership and responsibility for themselves and the decisions they make. In the process, they become valuable and involved citizens.

**TIP**

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**TIP**

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To ensure the success of the 'Be the future!' toolkit and your classroom activities, parents and members of the wider community need to be included and provided with the correct facts about child rights, peacebuilding, meaningful participation and discipline.

At any opportunity, encourage children to involve their parents in what they are learning throughout this guide and the rest of the toolkit. The **'Reaching out'** section at the end of each activity suggests opportunities to share ideas with parents and the community. 'Your guide to create change' contains a variety of creative activities to involve the wider community in peacebuilding activities.

As a teacher, it is important to listen to parents' and other people's concerns, and to talk to them about why teaching child rights and peacebuilding, as well as using positive discipline is important.

It may be a good idea to look first at how your community looks after children. Caring for children is an important, shared part of family and community life in the Pacific. Although there are examples of children at risk in our communities, there are also many examples where children are educated, cared for and looked after. There may be community structures in place that make sure that children go to school, have opportunities to play and learn, are fed and looked after, and are protected if they are at risk of danger or have been abused or hurt.

## Talking about children's rights

'Talking about children's rights can make some parents feel anxious about where they stand in relation to setting limits for their children. There is sometimes confusion that children having rights means that somehow parents lose their power/control, 'but this is not the case' <sup>1</sup>. They might think that it sounds like a foreign idea. Some parents will say that child rights are against culture and traditional ways of decision-making. It is important to reassure parents of their roles as caregivers and mentors to their children.

Today, children have access to a lot more information about rights. Sometimes children can try out these phrases at home, particularly when they are upset or not getting what they want. Children might say, 'I have the right to ... and you can't make me.' Children wanting their own way or testing the limits is not about rights. Challenging parents is a common part of growing up and moving into adulthood.



It is great if you can share with parents new information about child rights. This can be done using the *Child rights cards* as a way of introducing concepts of child rights and responsibilities.

You can also talk to parents about positive discipline. There is more information about positive discipline on pages 29–32. You may like to share the positive discipline techniques you use in the class and talk about the results. It is important as a teacher to share this information with parents, and to encourage them to clarify their questions and concerns about child rights, peacebuilding, meaningful participation or discipline.



### Engaging parents

- Be prepared when talking to parents. Learn to articulate the reasoning for your approach to education. Provide the evidence.
- At the beginning of the year, send a letter to parents explaining what students will be learning and why.
- Find ways to involve parents in the content of the class and activities.
- Produce an information newsletter.
- Invite parents into the classroom.
- Focus on an issue, such as child behaviour, and talk about child rights and peacebuilding from there.
- Visit parents in their home so that they feel comfortable with you.
- Share student work with parents to recognise the importance of their perspective.

### Inviting parents to an information night

Many parents and teachers meet at class meetings, information nights or Parent and Teacher Association (PTA) meetings. This is a good opportunity to inform them about peace education, including child rights. It is important to do this before or at the start of teaching the modules in this guide so that parents are supportive from the start. You may like to facilitate some of the activities to the parents.

# PART A

Professional development:  
teaching peace education



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## *Educators have the greatest impact on children's learning.*

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Educators – young and old, new and established – should be given the time to reflect and develop; to share and to train in order to meet the needs of an evolving audience – their students.

By building your capabilities as an educator – particularly expertise, intellectual development, professional judgment and networks – you improve learning outcomes for children.

The way in which children are provided with the opportunity to learn the knowledge, skills and attitudes to build peace is as important as what they learn. The following professional development topics will assist you as an educator to prepare, support and provide opportunities for children in their peacebuilding efforts.

### **The professional development topics, include:**

- **Self-reflection in teaching**
- **Why teach children about child rights?**
- **Positive discipline**
- **Reporting child abuse**
- **Child-centred learning**
- **Human rights-based approach to teaching**
- **Analysis**
- **Systems thinking**
- **Networking**

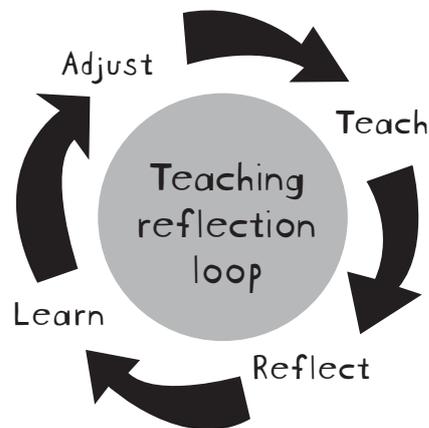
## Self-reflection in teaching

In Module 1, you will begin to teach the children about self-reflection and practise this throughout the guide. Encouraging children to self-reflect provides the perfect space for you to reflect on your teaching practices. Whenever you ask the children to ‘reflect’, take the opportunity to reflect yourself.

Teaching is a challenging and rewarding profession. The way to succeed in teaching is to undertake regular and honest self-reflection. This means to practise looking at what has worked and what hasn’t worked in the classroom. Once you have reflected, the next step is to learn from your reflection. Be flexible, experiment and try something new – see if it works.

Continually teaching, reflecting, learning and adjusting will ensure a high-quality teaching environment (see figure 2 below) as you will be adjusting to the needs of the children – taking a child-centred approach (see p. 44). It will also mean that the children are actively participating in how they learn, as you ask and reflect on their feedback.

**Figure 2:** How to create a high-quality teaching environment  
– Feedback loop



### Suggested teaching reflection questions

- What worked in this lesson? How do I know this?
- What would I do the same or differently if I could reteach this lesson? Why?
- Why did the children behave in a particular way?
- How do the children learn best? Am I teaching in a way that encourages each child’s unique learning styles?
- Do I listen to the children about what they enjoy and what they do not enjoy?
- Do I experiment with different teaching methods and topics?
- Do I look at different teaching guides and research innovative methods?
- Do I share my teaching experience with other teachers?
- Do I involve the parents?
- Do I involve the community?
- If I am too busy, why is that?
- How can I reduce the burden on myself?



## Why teach children about child rights?

All over the world, people have recognised that children are vulnerable to being hurt or abused and need extra protection. The United Nations Convention on the Rights of the Child (UNCRC) introduces children and young people to basic human entitlements and to fundamental principles of justice. It encourages children and adults to discuss:

- what rights mean for individuals and for societies
- how rights can only have meaning if they are balanced by responsibilities
- how young people can and do exercise their rights in everyday life.

When child rights are abused, people are hurt. The damage can last a long time and have a big impact on our communities. Teaching and learning about human rights means you can protect your community.

Teaching rights and responsibilities is essential to the aims of education. Article 29 of the UNCRC refers to the purpose of education as being the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups, and persons of indigenous origin.

By promoting children's rights to children, they will experience healthy personal development, and learn to respect all parts of the community and how to participate in it. They will learn how to build peace.

Healthy and happy children are more likely to become healthy and happy adults. Children who know their rights and are protected from abuse are more, not less, likely to be respectful to adults, successful in life, care for adults when they grow up, and contribute to a strong family and community.

As a teacher, it is important for you to understand the importance of educating children about their rights, and to talk to others, including parents, about why this is good for the community and how it leads to a more peaceful world.<sup>2</sup>



## Positive discipline

The United Nations Convention on the Rights of the Child (UNCRC) says that **children must be protected from all forms of violence** (Article 19). Children have the right to be protected from being hurt and mistreated. **Any form of discipline involving violence or the threat of violence is unacceptable.** There are other ways to discipline children that are effective in helping children learn about family and social expectations of their behaviour. So, how can we do this?

Firstly, it is important to understand the difference between **punishment** and **discipline**.

### Punishment or discipline?

**Punishment** – A method of stopping a particular behaviour, often through fear of the use or threat of physical punishment, such as hitting, slapping, whipping, shaking or burning a child; or psychological punishment, such as shouting, ridicule, isolation, ignoring the child, verbal abuse or threatening violence.

**Positive discipline** – An approach to discipline that is centred on **respect** and **responsibility**. It allows the child to **participate** in their discipline so they can **learn** how to behave better in similar situations in the future.

**TIP**

Many adults think that physical punishment is a form of discipline, however, this is not always true. Physical punishment is violence, which is a violation of children's rights. This does not mean that adults cannot discipline children. It means that they must use another way. One option is positive discipline.

### What is positive discipline?

Positive discipline is an approach to discipline that is centred on respect and responsibility. It encourages us, as adults, to empathise with a child's point of view. This means trying to understand how the child is feeling, and viewing the situation from the child's perspective. Once this is done, adults can negotiate with children, instead of simply forcing the adult's perspective on them. Positive discipline builds children's self-confidence and instils a love of learning that can last a lifetime.

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*Positive discipline aims to educate the child without using, or threatening to use, violence.*

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Positive discipline is a form of teaching, as well as discipline. It shows the child that they have done something wrong and that this behaviour or action is unacceptable. The child is then encouraged to find an alternative behaviour or action, so they learn how to make responsible decisions in the future.

Positive discipline focuses on finding lasting solutions. This kind of approach strengthens the child's ability to solve their own problems in the future. We can teach children to take care of and respect themselves and others, only if we take care of and respect them. <sup>3</sup>

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## *We teach children by the way we behave towards them.*

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### **The difference between discipline and punishment**

 <b>Discipline ...</b>	 <b>Punishment ...</b>
Tries to teach the child	Tries to stop annoying behaviour
Strategies involve reasoning, explaining and praising the child	Uses power to control children's behaviour
Teaches children self-control	Relies on punishment, which makes children dependent on adults to control behaviour
Shows children that they are loved and <u>respected</u>	Shows children that they are not powerful
Prepares children to make good decisions for themselves	Prepares children to obey orders because of fear
Never includes <u>violence</u>	Is a physical or psychological form of <u>violence</u>
Questions the actions of the child, not the child themselves	Questions the child, not their actions
Offers a better way for the child to act	Does not offer any other options for the child
<p><b>Example</b></p> <p>Child: 'I don't want to go to bed.'</p> <p>Parent: 'How do you feel if you don't sleep? You'll be tired tomorrow. Go to bed now.'</p>	<p><b>Example</b></p> <p>Child: 'I don't want to go to bed.'</p> <p>Parent: 'Go to bed or you'll get a spanking.'</p>

## **If I shouldn't hit children, then what else can I do to discipline them?**

Violent behaviour is learnt behaviour. If we hit our children, there is a high chance that when they grow up they will believe hitting others is an acceptable means of dealing with issues. This means they will not be able to resolve conflict peacefully and will not build peace. We need to set an example and teach our children peaceful ways of communication.

So what can you do instead?

### **1. Be calm**

If you feel angry and out of control and you want to spank or slap the child, then try to leave the situation if you can. Calm down and be quiet. In that quiet time, you will think of another idea or solution to the problem. Sometimes parents and teachers get cross because they are very busy or stressed. If you cannot leave the situation, then try to quiet your mind and count to ten.

### **2. Take time for yourself**

Parents and teachers are more likely to spank or slap a child when they haven't had any time to themselves and they feel very tired. It is important that parents and teachers take time for themselves to exercise and to talk with peers or friends.

### **3. Be kind but firm**

Instead of spanking or hitting children, try to get down to their level, make eye contact, touch them gently and tell them clearly what it is you want them to do, for example, 'I want you to go to bed now,' or 'I want you to complete the activity.'

### **4. Give choices**

Give children choices about their behaviour instead of just telling them to stop what they are doing. For example, 'Would you like to go to bed now, or not be allowed to play soccer tomorrow?'

### **5. Use appropriate consequences**

Discipline the child so that they learn to take responsibility for their actions. If you spank a child, then they learn to hide their mistakes, blame it on someone else or try not to get caught next time! If you discipline them for what they have done without using violence, they learn to take responsibility for their actions. For example, if your child breaks a window at the church when playing soccer nearby, ask them to do something to help repair the window or to help the church by doing a job, such as cutting the grass.

### Using positive discipline in the classroom

Sometimes children's behaviours can be mystifying to teachers. It might not be clear why children won't stop talking or why they do not complete their homework. When you take time to understand child development and recognise the importance of individual differences, you have the information you need to solve these mysteries.

The first step for finding solutions involves generating as many possible reasons for a child's behaviour as you can think of. As you do this, be sure to consider all aspects of children's development such as:

- the child's experiences before entering school
- the child's home environment
- how children think at this stage of development
- how children understand emotions at this stage
- children's social relationships at this stage
- children's physical development (brain and body) at this stage
- the child's temperament
- specific learning challenges.

When you have considered all possible reasons for the child's behaviour, you can then think about how to apply warmth and structure in a way that leads towards a supportive learning environment.



### CASE STUDY

#### Positive discipline case study

Moses lives in his village in Vanuatu with his parents. He is 12 years old and goes to school a few kilometres from his home. Every morning Moses gets up early to stoke the fire and boil hot water for his family to have breakfast. His mum and dad often scold him if he doesn't do certain tasks at home before going to school. After classes, his father often says, 'Come on Moses, do the dishes, feed the animals, cook our evening meal ...' Sometimes his father threatens to beat him up. Moses feels sad and sometimes mentally and emotionally stressed.

#### Case study reflection questions

- *Is this punishment or positive discipline?*
- *Even though Moses' parents do not physically beat him, is it punishment?*
- *What are some things Moses' parents could do instead of scolding and threatening him?*

## Reporting child abuse

As a teacher you are in a position of trust and responsibility for many children each day. As a part of your position, you get to know and understand each child very well. In facilitating the activities in this guide or simply getting to know each child, you may uncover that a child is being neglected or abused – physically, emotionally or sexually. It is your responsibility to stop the child from being hurt. You have a duty to protect the child.

### Warning

The following text from pages 33-43 may be distressing for you to read. However, it is reality and you need to know what abuse is and how to identify it.



For definitions of the different forms of child abuse and neglect, see p. 119.

As a teacher, you have a challenging, yet rewarding job. It is important that your school has policies and processes in place to be able to support you to achieve the goals of your job and to focus on teaching. It is your responsibility to ensure you are familiar with and understand the policies and processes in place. If you have ideas on how the policies and processes in your school on reporting child abuse could be strengthened, don't stay silent – share them!

You may be in a position where you are need to investigate a case further. Pages 42–43 provides a checklist of things you should consider.

### Questions to consider when reviewing your school's policies and processes on reporting suspected child abuse:

- Does your school have an internal policy that protects children from abuse, neglect and exploitation? If so, what is it? Is the policy written down and easy to find?
- Does the policy outline a clear process for reporting suspected child abuse?
- Is there an established national policy and process for teacher's reporting suspected child abuse? If so, what is it?
- Are teachers familiar with the process for reporting child abuse?
- Do teachers believe reporting abuse is their responsibility?
- Do teachers know what child neglect and abuse are?
- Do teachers know how to identify child neglect or abuse?
- Is the process in the best interests of the child? Does the process consider the child's health, welfare and rights as a priority?
- Is there immediate action to remove the child from danger or hurt?
- Should non-government support services be involved?
- Is there an easy reporting checklist to follow?

**Confidentiality is your responsibility**

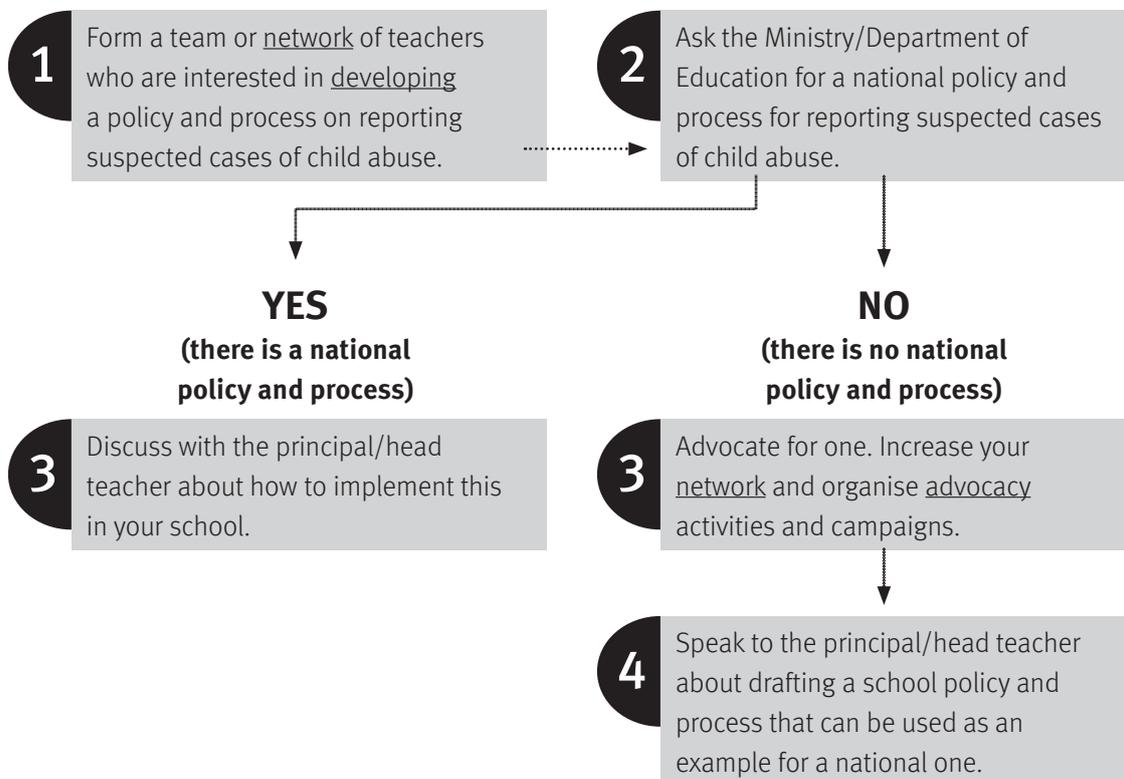
When you suspect child abuse or report a case, you are dealing with other people’s private lives. It is your responsibility to respect the privacy of the child. Consider how the child may feel if their abuse is made public or shared with more people than needed. It may also increase the risk of the child being hurt again or severely punished for telling others. When faced with a suspected case of child abuse, always step back and put yourself in the child’s shoes and ask: ‘How would I feel if I were the child?’

**Use your networks to strengthen policies and procedures on reporting suspected child abuse.**

In activity 19 the children start to learn about the power of networks. Also consider that teacher networks can be powerful too. Are you a part of any? You could create a network to advocate for improved policies and processes. Alternatively, you could start within your own school and ensure the process is strong there. Perhaps you could establish a school committee to deal with abuse, organise staff training on child protection or develop the school’s own child protection policy. Contact Save the Children in your country for further support of training.

The following section looks at indicators of abuse and neglect, and what is happening in each country.

**What to do if your school does not have a policy or process for reporting suspected child abuse?**



## Recognising abuse and neglect in children

When looking out for signs of child abuse, don't just think bruises and broken bones. There may also be behavioural or emotional signs, or a combination of several signs. For example, unexplained injuries accompanied by a change in the child's behaviour could be a sign that something is wrong.

Having one or two bruises does not necessarily mean that the child is being abused. But when signs appear repeatedly or in combination with other symptoms, we should be concerned.

Note that the list is not exhaustive and some indicators are common to other forms of abuse.

### Warning

The following text from may be distressing for you to read. However, it is reality and you need to know what abuse is and how to identify it.

### Signs and symptoms of physical abuse

#### Some physical signs:

- |   |  |
|---|--|
| <input type="checkbox"/> vomiting, lethargy, breathing difficulties   | <input type="checkbox"/> repeated injuries over a period of time |
| <input type="checkbox"/> unexplained injuries on the face (e.g. cuts, bruises, sores)   | <input type="checkbox"/> repeated poisoning or accidents.        |
| <input type="checkbox"/> injuries (bruises, lacerations, cuts, swelling, burns, bite marks, etc.) that cannot be properly explained |  |

#### Some behavioural and emotional signs:

- |   |   |
|---|---|
| <input type="radio"/> inability to remember or to offer a consistent explanation of how injuries occurred | <input type="radio"/> fear of the dark (especially young children)  |
| <input type="radio"/> describing him/herself as bad and deserving to be punished                          | <input type="radio"/> having frequent nightmares  |
| <input type="radio"/> displaying extreme behaviour, aggressiveness or <u>abusive</u> behaviour            | <input type="radio"/> fear of being close to, or touched by, people, especially adults (may flinch if touched unexpectedly) |
| <input type="radio"/> being overly obedient and/or eager to please  | <input type="radio"/> avoiding physical contact with parent/guardian/caregiver  |
| <input type="radio"/> suffering from depression and experiencing abnormal sleeping patterns               | <input type="radio"/> expressing dislike or hatred for parent/guardian/caregiver  |
|   | <input type="radio"/> covering up in long sleeves and pants (to conceal bruises, etc.)                                      |

Continue to the next page

- fear of going home
- playing truant from school, behaving differently and doing poorly in studies (especially adolescents)
- runaway attempts (especially adolescents)
- showing signs of suicidal behaviour (especially adolescents).

### Signs and symptoms of emotional abuse

#### ***Some physical signs:***

- suffering from speech disorders, such as stammering or stuttering
- suffering from ulcers, asthma or severe allergies
- showing delayed physical development (e.g. slow to start speaking, not putting on weight, etc.)
- abusing alcohol and drugs.

---

#### ***Some behavioural and emotional signs:***

- displaying abnormal habits (sucking, rocking, biting)
  - feeling insecure, antisocial, destructive
  - suffering from depression and experiencing abnormal sleeping patterns
  - behaving in a neurotic manner (e.g. acute anxiety, depression, desperate need for love, approval or attention, compulsive acts, extreme irritability, etc.)
  - behaving in an extreme manner (passiveness, aggressiveness, etc.) and experiencing mood swings
  - expressing dislike or hatred for parent/guardian/caregiver
  - showing delinquent behaviour (especially adolescents)
  - attempting to run away (especially adolescents)
  - showing signs of suicidal behaviour (especially adolescents).
-

### Warning

The following text may be distressing for you to read. However, it is reality and you need to know what abuse is and how to identify it.



## Signs and symptoms of sexual abuse

### *Some physical signs:*

- |   |   |
|---|---|
| <input type="checkbox"/> torn, stained or bloody underwear                        | <input type="checkbox"/> suffering from frequent urinary infections and/or abdominal pains                    |
| <input type="checkbox"/> difficulty walking or sitting                            |   |
| <input type="checkbox"/> redness, swelling, bleeding, itching in the genital area | <input type="checkbox"/> sudden changes in appetite and massive change in weight (sudden weight loss or gain) |
| <input type="checkbox"/> signs or diagnosis of a sexually-transmitted disease     | <input type="checkbox"/> pregnancy.   |
- 

### *Some behavioural and emotional signs:*

- |  |   |
|--|---|
| <input type="radio"/> becoming fearful and clingy  | <input type="radio"/> saying things that show a level of sexual knowledge not appropriate for age (often in younger, pre-pubertal children) |
| <input type="radio"/> displaying behaviours that the child should have outgrown (e.g. thumb-sucking, bed-wetting, not speaking properly) | <input type="radio"/> displaying sexual behaviour that is extreme or not appropriate for age (often younger, pre-pubertal children)         |
| <input type="radio"/> fear of adults of a specific gender  | <input type="radio"/> behaving promiscuously (especially adolescents)   |
| <input type="radio"/> feeling threatened by physical touching or closeness to someone else   | <input type="radio"/> having relationship problems (especially adolescents)   |
| <input type="radio"/> sudden reluctance to go out with, or be with, someone  | <input type="radio"/> trying to run away (especially adolescents)   |
| <input type="radio"/> showing sudden changes in <u>personality</u>   | <input type="radio"/> showing signs of suicidal behaviour (especially adolescents).   |
| <input type="radio"/> experiencing depression and anxiety  |   |
-

## Signs and symptoms of neglect

### **Some physical signs:**

- |  |   |
|--|---|
| <input type="checkbox"/> looking weak or skinny; crying continually  | <input type="checkbox"/> falling ill without getting medical attention or supervision   |
| <input type="checkbox"/> no shelter or home  | <input type="checkbox"/> showing persistent symptoms of conditions that are not treated (e.g. scabies, head lice or other skin disorders) |
| <input type="checkbox"/> being inappropriately dressed and having poor hygiene (e.g. smelling dirty)   | <input type="checkbox"/> showing developmental delays (e.g. slow to start speaking, not putting on weight, etc.)                          |
| <input type="checkbox"/> not eating properly and showing signs of malnutrition, such as bloated stomach or appearing extremely thin and weak |   |
- 

### **Some behavioural & emotional signs:**

- |  |  |
|--|--|
| <input type="radio"/> no involvement or interest from parents in child's activities            | <input type="radio"/> dropping out of school (especially adolescents)  |
| <input type="radio"/> reporting that no caregiver is at home                                   | <input type="radio"/> taking over adult role of parenting or caring for younger children (frequently seen in older children in the family) |
| <input type="radio"/> stealing food, or begging for food from classmates                       | <input type="radio"/> becoming involved in delinquency or <u>illegal</u> activities (especially adolescents)                               |
| <input type="radio"/> demanding constant attention and affection (especially younger children) | <input type="radio"/> <u>abusing</u> alcohol or drugs (especially adolescents)   |
| <input type="radio"/> not being able to trust others   | <input type="radio"/> inflicting self-injury   |
| <input type="radio"/> unable to control behaviour and impulses                                 | <input type="radio"/> showing signs of suicidal behaviour (especially adolescents). <sup>4</sup>   |
| <input type="radio"/> suffering from depression  |  |
| <input type="radio"/> always being fatigued or listless, falling asleep in class               |  |
| <input type="radio"/> not showing up at childcare centre or school                             |  |
-

## Reporting suspected child abuse in Fiji

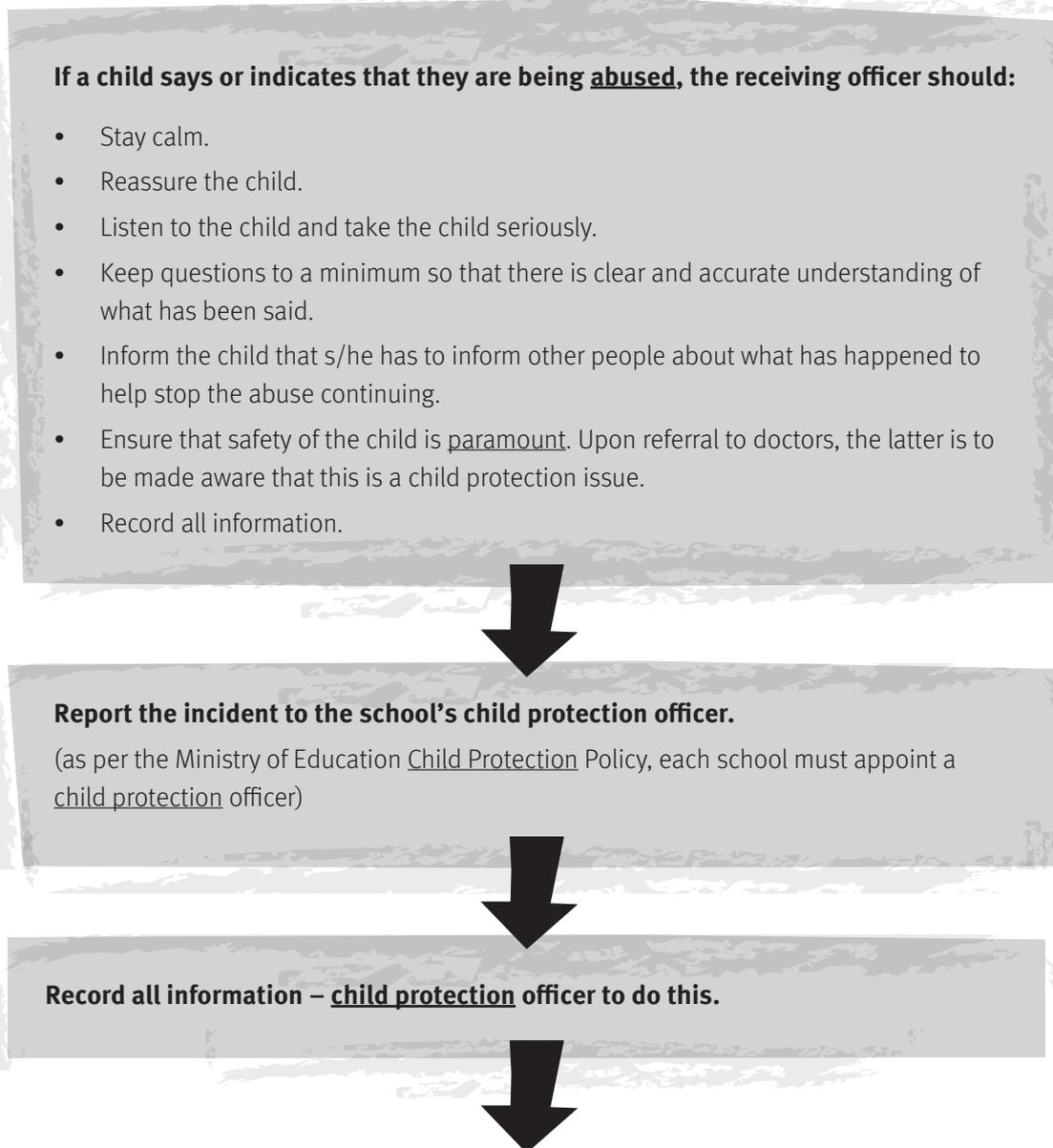
### **Policy**

The Ministry of Education in Fiji has a Child Protection Policy – *Policy in Child Protection of the Ministry of Education and Fiji Schools*. The policy outlines a zero tolerance on abuse, child labour trafficking, neglect and exploitation of children. It also provides a framework for the protection, identification, managing and reporting incidents of child abuse in schools, religious establishments, social centres and wherever organised educational programs are conducted.

### **Process**

Within the national policy, there is a process (procedure 6.9) for responding to suspicions and allegations of child abuse<sup>5</sup>.

**Figure 3:** Responding to suspicions and allegations of child abuse





### **Investigate**

Child protection officer shall proceed to investigate claims of abuse.



### **Report**

The child protection officer will then report to the school head teacher. Upon receiving the report of alleged abuse, the head teacher will report to the Divisional Education Office, who then forwards this report to the Human Resources Management Section of the Ministry of Education (MOE).

Where there is a complaint against an officer of the MOE, a school teacher, employee or volunteer, there may be two types of investigation:

1. A criminal investigation, in which case the police are involved immediately.
2. A disciplinary or misconduct investigation, in which case the school will be involved.

## **Reporting abuse in Papua New Guinea**

### **Policy**

- *Lukautim Pikinini Act 2009* came into effect in 2010, replacing the Child Welfare Act. The Office of the Director of Child Welfare in the Department of Community Development (Child Welfare Division) is responsible for implementing the *Lukautim Pikinini Act 2009*.
- The *Criminal Code Act 1974* specifically prohibits trafficking of children for commercial exploitation and slavery.
- The Constitution prohibits child labour. The Department of Labour and Industrial Relations is responsible for enforcing child labour laws.
- Behaviour Management Policy 2009 by the National Department of Education (NDoE) aims to improve student behaviour and welfare. The NDoE has no specific policy to address abuse in schools but currently all Guidance and Counselling Officers are working on one, which is a policy for 'Vulnerable Children' in schools. Any abuse cases are dealt with by the Child Welfare Division in the Department of Community Development.

In PNG, the Office of Child Welfare within the Department of Community Development has primary responsibility for child protection. This agency is supported by the child protection legislation and provides the government with ongoing technical and policy advice.

### **Process**

- The teachers and children are bound by the school rules and regulations as developed by the school itself.
- Serious cases of child abuse are dealt with by the school and the parents, and are then referred to the Child Welfare Division. In many cases, the school and parents also make a police report.
- Cases outside the school are dealt with by the parents/guardians who report the case to the Child Welfare Division and the police.
- Many child abuse cases that end up with the police are not dealt with accordingly. In response, the public are now slowly taking matters to the Child Welfare Division for help with these cases.

## **Reporting abuse in Solomon Islands**

### **Policy**

The Ministry of Education has issued a school handbook. In the handbook there is no mention of child abuse.

### **Process**

There is no formally established process. Generally, cases of abuse are referred to the school chaplain who provides counselling. Normally the case stops there and there are no further inquiries or reporting.

Teachers in the Solomon Islands have a great opportunity to support the development of a policy and procedure for reporting suspected child abuse.

## **Reporting abuse in Vanuatu**

### **Policy**

The Ministry of Education has an established support service division that deals with issues relating to child abuse.

### **Process**

- Teachers report a suspected case to the head of the school, zone curriculum advisor or community leader.
- The head of the school or teacher concerned provides a report to Ministry of Education Child Desk focal point immediately.
- The child desk officer informs the director responsible for schools immediately upon receiving the report.
- The director acts immediately, either to instruct the Teaching Service Commission (TSC) (if the perpetrator is a TSC staff member) to discipline the staff member concerned or report the matter to the police department.

## Checklist of information to collect when reporting suspected child abuse



### Personal details:

- Child's full name
- Date of birth/age/year level
- Current address
- Contact numbers
- Full name of siblings
- Full name of parents/carers
- Does the child have a disability?
- Alleged perpetrator's name, age, address, relationship to child, current whereabouts
- Current whereabouts of child/young person
- Child's next contact with the alleged perpetrator

### Reporter's details:

- Your full name, job title or role in the school
- Name, address and contact number of school
- Your relationship to child/young person of concern
- What type of contact do you have with the family? How frequent?
- In what capacity are you working with child/family?



**Details of concerns:**

- If child disclosed: what did child say? How did the child appear emotionally?
- Who saw/heard what and when?
- Size and location of injuries; description of any bruising
- Has child been seen by a doctor? If so, get name and contact number
- Description of caregiver behaviours of concern: frequency/severity
- Description of any of child's behaviours of concern: frequency/severity



**Other family details:**

- What is known about the functioning of the family?
- family violence
- animal cruelty
- violence to people outside of the family
- drug/alcohol abuse
- mental health problems
- extended family or other support networks
- childcare arrangements
- any relevant health factors



**Documentation of your actions:**

- Make sure the school has recorded the actions it has taken in following up on its concerns.



## Child-centred learning

Child-centred learning should influence all classroom activities, not just a particular lesson. Child-centred learning ensures the child has meaningful participation in their learning and promotes respect between the children, and between the teacher and the children. All the activities in this guide promote a child-centred approach. The main principles of child-centred learning are:

- Children are actively involved and participate (learn through doing).
- Children learn from each other and practise communication, valuing different contributions and respecting them.
- Children become self-aware and reflective about their learning.
- The relationship between children is more equal, promoting growth and development.
- The teacher becomes a facilitator and resource person.
- There is shared respect between the children and teacher.
- The teacher understands that individual children and the group have different needs, learning styles and abilities, and changes lessons to cater for this.
- The teacher builds a relationship with the children's families to communicate about the children and their learning.

“

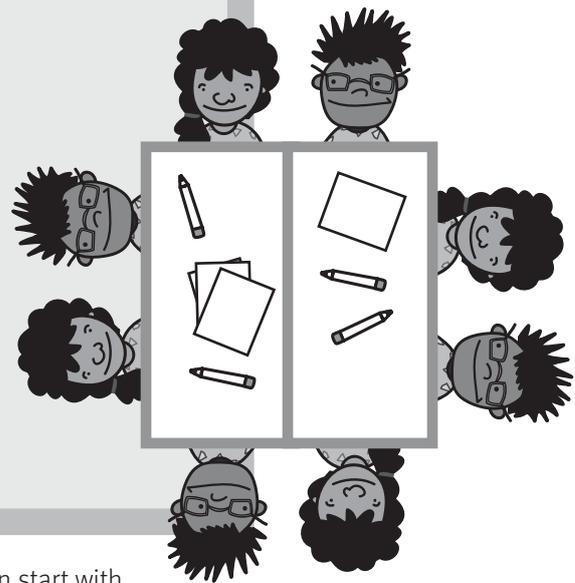
Tell me and I forget. Teach me and I remember.  
Involve me and I learn.

”

~ Benjamin Franklin

### Child-centred teaching examples

- » Group work
- » Working in pairs
- » Projects
- » Peer tutoring
- » Outside play
- » Discussing and sharing ideas
- » Exposure to new materials and resources
- » Exploring different topics and themes
- » Problem solving together
- » Working with different peers regularly



Moving towards a child-centred classroom can start with arranging the chairs in groups or facing each other instead of the board and encouraging children to sit next to a new person each day.

## Human rights-based approach to teaching

'The goal of human rights-based approach to teaching is simple: to ensure every child a quality education that respects and promotes her or his rights to dignity and optimum development.'<sup>6</sup>

Similar to the child-centred learning approach, the human rights-based approach should influence classroom activities. A human rights-based approach to teaching follows the main principles of human rights which are discussed on page 66. The activities in this guide promote a human rights-based approach to education. There are things you can do as a teacher to promote rights-based education in your classroom.

### Tips to create a rights-based teaching environment

- **Be inclusive of all children** no matter what their age, gender, language, culture or social background is.
- **Respect** every child equally.
- **Always think** of what is best for the child.
- **Offer good quality teaching** and a quality learning environment. Education should be appropriate for the children's different levels, abilities and learning capacities. Reflecting as a teacher can help you achieve this.
- **Provide a safe, healthy and protective school environment.** Children should be protected from violence, abuse and harm, and learn about respect, tolerance and democracy.
- **Be gender-sensitive** and support and promote both boys and girls.
- **Encourage the participation of children,** families and the community in all aspects of school life.
- **Teach respect for human rights.** Promote a school and community where there is understanding, peace, tolerance, equality and friendship.
- **Respect** the child's privacy.<sup>7</sup>

TIP

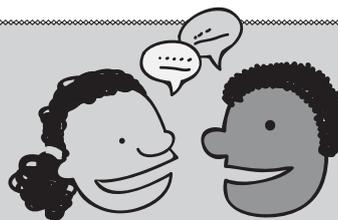
## Analysis

As part of the learning activities, the children will explore different barriers to peace, particularly discrimination. It is important to understand why there is no peace or why something is challenging peace before you can start to think about solutions and beginning appropriate peacebuilding activities. Important skills in understanding barriers to peace are analysis and systems thinking.

To analyse means to investigate something in detail to try and understand all of the parts. These skills are useful for children to understand how to prove a point, debate, interpret information and parts of a problem, and identify solutions. The ability to make informed judgments about the worth, validity and reliability of opinions, ideas and knowledge is crucial in every child's education.

### Tips to encourage analysis and critical thinking in children

The following activities will encourage children to start analysing.



**Asking questions:** Questions can occur at any time during class. By asking questions, you not only turn children into active participants, but you can also maintain their interest and comprehension. Encourage children to ask questions at any time. It will encourage them to begin conducting more formal investigations.

**Pros and cons list:** A pros and cons list identifies advantages and disadvantages of any issue and helps children develop analytical and evaluative skills. It also forces children to go beyond their initial reactions, search for at least two sides to the issue, and weigh the value of competing claims.

**Brainstorming or mind mapping:** In this activity, children generate ideas that you record on the board or paper. When beginning a new topic, you might begin by saying, 'Tell me everything you know about ...'. You may decide to put the children's comments into categories, or you might ask children to suggest categories and comment on the accuracy and relative importance of facts and interpretations. The main rules of brainstorming and mind mapping are to acknowledge every offering by writing it down and save any critiquing until after the idea generation time is over.

Mind mapping extends on brainstorming by encouraging the children to analyse how the different ideas/suggestions link with each other.

**Think-pair-share:** In its simplest form, children think about a particular question or scenario, then they pair up to discuss their ideas. They then share their results in a large class discussion. Think-pair-sharing forces all children to attempt an initial response to the question, which they can then clarify and expand on as they collaborate. This process should take 5 to 10 minutes, depending on the question's complexity. An extension of this format is to have two pairs join each other and compare answers.

**Debates:** Debates allow you to add a participatory dimension to your class without compromising your control of the class. One strategy is to divide children according to where they happen to sit. Another approach is to ask them in advance to seat themselves in the section representing a particular side of the debate. When some children refuse to choose one side or the other, create a middle ground and invite their reasons for choosing it. Before concluding, you should ask two or three volunteers to make summary arguments for each side.<sup>8</sup>

## Systems thinking

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“ We can't solve problems by using the same kind of thinking we used when we created them. ”

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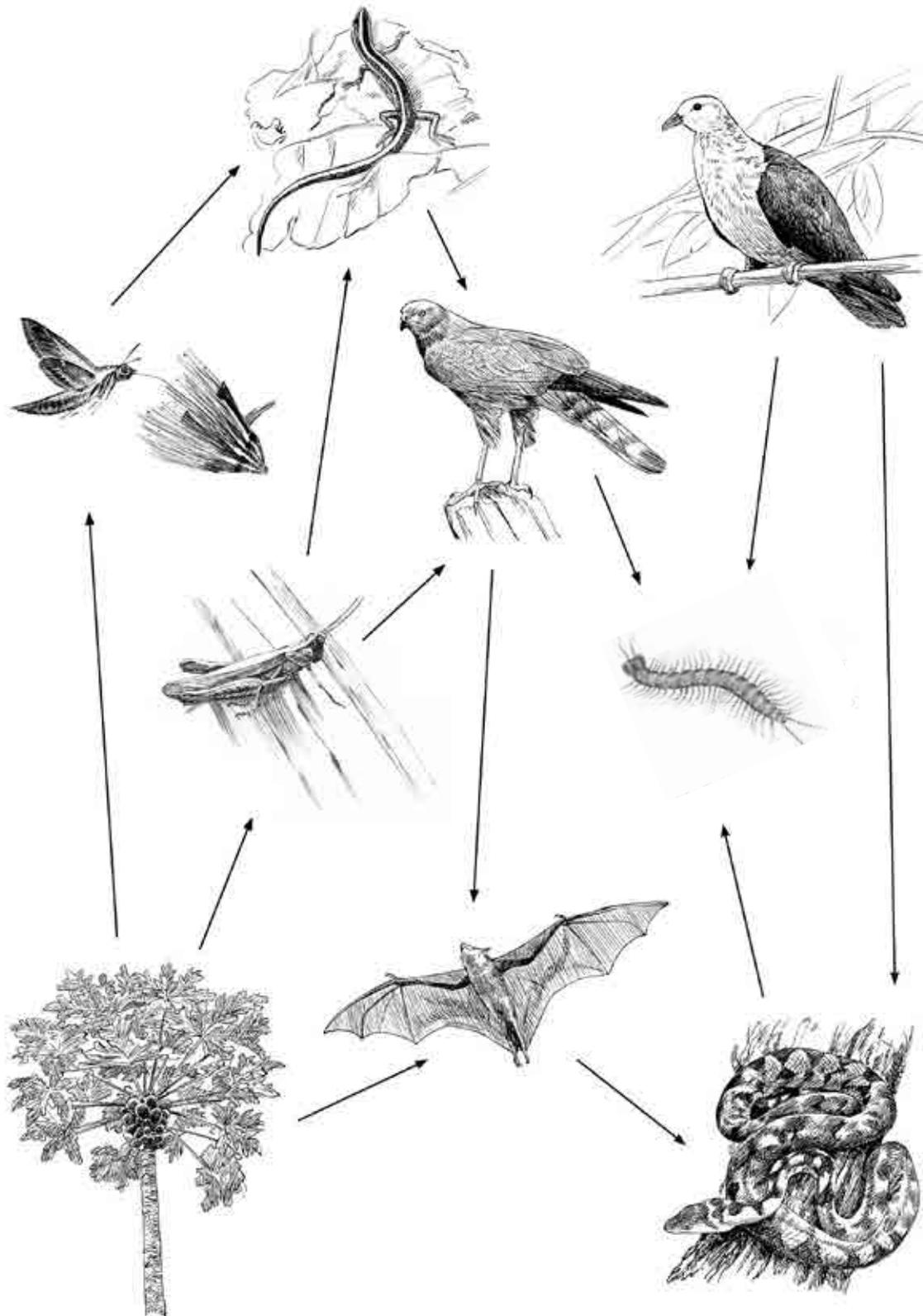
~ Albert Einstein

Analysis is an important skill and is helpful when you want to understand the basic parts of something or simpler problems. However, it is important to understand the relationships of parts – how these parts interact. Combining analysis with systems thinking provides a powerful set of tools with which to approach life. Systems thinking helps us to expand our understanding. It shows us how to:

- see components of the world around us as linked, rather than as single events or 'snapshots' of life
- see and sense how the parts of a system work together, rather than just see the parts as a collection of unrelated pieces
- see how the relationships between the parts in a system influence the result
- understand that life is always moving and changing, rather than static
- understand how one event can influence another – even if the second event occurs a long time after the first, and far away from the first
- know that what we see happening around us depends on where we are in the system
- challenge our own assumptions about how the world works
- think about both the long-term and short-term impact of our actions and the actions of others
- realise we are part of systems and have an important role to play.<sup>9</sup>

A good example of a system is an ecosystem. An ecosystem is a community of plants, animals and other organisms that interact with each other in the natural environment. It is very important to understand the connections. If a plant or animal were to disappear from an ecosystem, then this would very likely affect other animals and plants in the ecosystem. On the next page is a picture of a food web. A food web shows how plants and animals interact with each other in an ecosystem. Imagine if you removed the snake from the food web – what would happen in the ecosystem?

Figure 4: A food web



### Questions to encourage systems thinking when looking at a problem:

- What parts of the system can change?
- How are the different parts connected?
- Are your actions causing the parts to change?
- What happens when you change one thing? How does it affect the other things?
- Did you notice any patterns or trends?
- What are the consequences of doing or not doing \_\_\_\_\_?
- What unintended consequences did you notice?

Continue to ask 'why' – don't stop with the first answer.

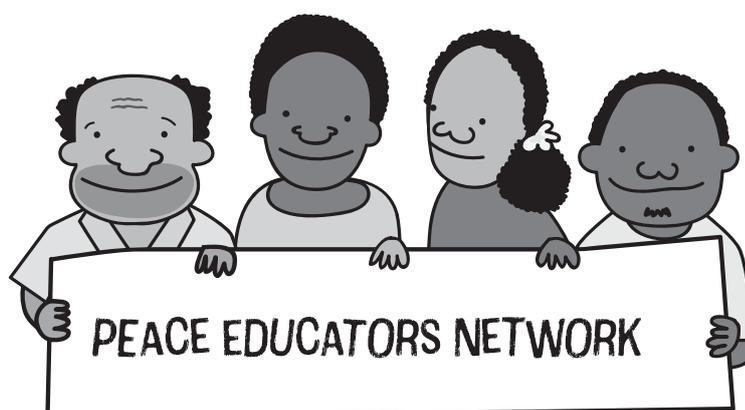
WHY?  
WHY?  
WHY?

## Networking

A network is where individuals or organisations interact or engage in informal communication and activities with others for shared assistance or support.

For sharing information, learning and professional development on teaching, it is beneficial to join a teachers network. Is there one in your area? Perhaps you could start one – a peace educators network!

As a teacher, you have the capability to transform the lives of thousands of children. This is an inspirational case study about teachers at Vilelo school in the Biella District in West New Britain Province, Papua New Guinea, who saw the problems brought on by palm oil production – for example, drug abuse, domestic violence, irresponsible alcoholic consumption, etc. – as a barrier to peace in their school and the surrounding community. As a network of teachers, they joined together and built a non-violence program for children, teachers and community members. This case study reminds us all that anything is possible if we work together.



## CASE STUDY

### Vilelo Primary School, PNG: Non-Violence Program

Vilelo Primary School is situated in a community that was established by the Oil Palm Land Settlement Scheme. This is where people are given four to five hectares of land to plant oil palm and about a hectare of land for kitchen gardens. Over time the four hectares of oil palm became insufficient to support two to three generations of families. This resulted in socioeconomic problems, for example drug abuse, domestic violence, irresponsible alcoholic consumption, etc. These problems often cause violence.

A large number of the students who attend Vilelo Primary School come from agricultural families who depend on palm oil and are exposed to or have experienced violence. With advocacy efforts from the teachers, Vilelo Primary School began a non-violence program with the vision 'to promote students behaviours and create an environment where students are valued and learn the acceptable way of behaving'.

The school administration allocated a 40-minute period from personal development lessons for non-violence lessons per class per week. The lessons continue today and cover topics such as 'I'm special', 'take care of myself', 'developing my character', 'I am unique' and 'personal choices and practices'. Trained non-violence teachers teach these topics.

Apart from teaching students about non-violence, teachers and the community were also taught about it. The teachers program was called the HELP INCREASE PEACE program. The teachers were taught strategies on how peace can be increased in the home, classroom and community. Teachers from other schools have joined and it is still an ongoing in-service program for schools in the Biialla District.

The non-violence program has also extended to the community, where women from the community are given training on how to reduce violence and increase peace in the community. A women's group was set up, which aims to address issues that women in Vilelo face each day. During National Women's Day on 24 March 2013, women gathered together to learn about the different forms of violence women and children face.



**PART B**  
Peace education modules



## Module

# 1 Teaching knowledge, skills and attitudes for peacebuilding

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### This module has three topics that cover:

- 1.1 Self-awareness and values
  - 1.2 Compassion
  - 1.3 What are child rights and responsibilities?
- 

#### Module 1 learning outcomes

Children will be able to:

##### Knowledge

- increase self-awareness
- identify difference between a need and a want
- define child rights
- define responsibilities

##### Skills

- practise self-reflection
- practise empathy and compassion
- practise anger management
- practise communication and active listening
- practise cooperation

#### Attitudes

- develop respect for difference
- develop a caring attitude
- develop ecological awareness
- develop social responsibility
- develop world-mindedness.

#### Pre-module assessment

Ask the children to discuss the following questions in small groups, or they can answer them in their exercise books.

- What do you value?
- Are you a caring person? What caring things do you do?
- What is the difference between a need and a want?
- What is a child right?
- Do you have rights?
- Do you need to help others enjoy their rights?



Topic \_\_\_\_\_



# 1.1

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## Self-awareness and values

### Background information for educators

#### Self-awareness

Teaching children to be self-aware is the first step in building a peaceful society.

Self-awareness is achieved through practising self-reflection. This is a continual process of critically thinking about your behaviour, attitudes, beliefs and values. It helps children gain increased awareness, compassion and purpose in life, and is a skill that will aid in the children's continual learning. If the children start to reflect and learn about who they are within, they will be able to build stronger relationships and be more effective. Self-awareness is an important characteristic of all good peaceful citizens as it promotes 'peace in me' (for more information on 'peace in me', see p. 92).

Self-awareness improves:

- mental focus
- academic performance
- emotional balance.

It also develops human and compassion.



#### Self-awareness gives 'peace in me'

Once a child has found or understands peace within, he or she is more capable of creating peace in the world around them.

## Values

Values are the meanings we attach to certain beliefs, experiences and objects. When we like something or something is important to us we might say we ‘value’ it.

People are shaped by what they value – their attitudes, assumptions, decisions and actions are guided by what they value in life. People set their goals according to their values.

Our values shape our behaviours. If children are aware of their own values, they are more likely to be aware of their own and others’ behaviours. They will then be able to adjust their activities and advocacy style to address the values at play when building peaceful communities.

### **Values in religion, custom and human rights**

In Fiji, PNG, Solomon Islands and Vanuatu, as in other places around the world, talking about human rights can be challenging. Custom and culture are important to people’s lives, and some people think that human rights and traditional values cannot exist together. Actually, many of the values in Pacific communities’ custom and culture are similar to human rights values, they just have a different name. Values like **respect, dignity and caring for one another** are very important in communities in Fiji, PNG, Solomon Islands and Vanuatu. These are also the core values of human rights.

Analysing personal values allows children to see that religion, custom and human rights share many values. It also deepens understanding, motivation and responsibility with regards to making positive personal and social choices.<sup>10</sup>

### **Here are a few suggestions to encourage self-awareness and reflection of values for children.**

- Delegate responsibilities to children in the classroom. For example, organising the class before the teacher arrives, reading, etc. This allows the children to discover their strengths and capabilities, raise their self-esteem and realise they can accomplish tasks. Ask the children for feedback about what they liked or disliked about being given responsibility.
- Encourage sports, music, art and other forms of self-expression in the classroom. These activities provide an opportunity for the children to express themselves.
- Allow the children to make decisions about the classroom. For example, how the desks are arranged. You could have a class voting system.
- Encourage children to create their own passport, with their photo or self-portrait at the front. As they complete the activities, they can record their thoughts and feelings on their learning and activities (their mental journey).



## Start with a journal

Encourage the children to keep a classroom journal. Allow time in the class for the children to reflect on their learning, activities, thoughts and feelings. The journal could contain drawings, have handouts, pictures, photos or records of activities pasted in it, and be as creative as the children like. Start journaling at the start of this guide and carry it throughout the activities.

At the end of each activity in this guide there is a **'reflect'** section. This contains questions for the children to answer, draw or scrapbook about in their journals.

## Activity

The following activity encourages children to start practising self-reflection and learning about what they value. This activity is suitable for all age groups, even adults.



## Activity 1: Value self-portraits



**Summary:** Children are asked to draw a self-portrait and write or draw things that are important to them around their portrait. In thinking about what is important to them the children look at their values. They start to explore why they have these values, what influences them and how their values may influence what they think and how they act. They will then look at how people have different values and the importance of respecting these differences.



### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- increase self-awareness



#### Skills

- practise self-reflection



#### Attitudes

- develop respect for difference.

### NOTE

Younger children may need more time and prompting with answering the questions.

### Materials:

butcher's paper, markers

### What to do

1. Say:

*When you draw a picture of yourself it is called a self-portrait.*

*Draw a self-portrait.*

*Write or draw what motivates you around your portrait. What makes you get up in the morning? What is important to you?*

Try not lead the children too much with examples, let them think of ideas. Allow enough time for the children to draw (15 minutes or longer). Perhaps you would like to participate in this activity as well. The children will enjoy seeing what is important to their teacher.

2. Say:

*Find a partner and sit down together with your portrait. I will read out questions for you to discuss with your partner. Remember there is no right or wrong – we are all different and will have some different values.*

3. Ask each question slowly. Allow time after each question for the children to share their answers with their partner. Ask:
- *What did you write or draw around your self-portrait? Why did you choose these things?*
  - *How do these things make you feel?*
  - *When you are your parents' age, do you think the same things will motivate you? Why or why not?*
  - *Are these things important to you? Why or why not?*
  - *Do you think your parents would draw or write the same things? Why or why not?*
  - *Did you draw or write the same things as your partner? Why or why not?*

4. Encourage at least three children to share their portraits and answers to the questions with the class.

5. Say:

*When we look at things that are important to us we might say we 'value' it. When you wrote or drew what motivates you or what is important to you around your self-portrait, you wrote or drew some of your values. Values shape why we think a certain way, why we like certain things and how we make decisions.*

*For example, if I value my family and I have to make a decision to either go to the beach or spend time with my family at home, I will think about how much quality time I have spent with them in the last week. My values influence what I think about to make a decision.*

*Many things around us like our culture, religion and family influence our values. As we have new experience, our values may change. It is OK for you to change your values. It is a part of growing up.*

6. Ask each question slowly. Allow time after each question for the children to share their answers with a partner. Ask:

- *What influences your values?*
- *Do you think your values influence your decision-making? Why or why not?*
- *Do you have different values to your family members? Community members? People in other places in the world?*
- *Is it OK that people have different values? Why or why not?*
- *How can we live together if we have different values?*

Encourage at least three children to share their responses to the questions with the class.

7. Say:

*Having different values is OK. We can live together by respecting others, knowing that it is OK to have different values and caring for one another.*

*Respect means to understand that people are different and not to be mean to others just because they are different.*

8. Ask:

*Do you think respect is an important value to have? Why or why not?*

9. Say:

*For those who think respect is an important value, perhaps you would like to include it on your self-portrait.*

*We will return to our self-portraits later on this year to see if our values have changed and we can update them.*

10. Hang the self-portraits in the classroom as a reminder of reflection, self-awareness and values. You can refer to them at any time in the class.

### Reflect

Ask:

- *What are values?*
- *What do values do?*
- *What influences your choice in values?*
- *Do values influence you? If so, how?*
- *Is it OK for people to have different values?*
- *How can we live together if we have different values?*
- *Is learning about values important to you? Why or why not?*
- *How did this activity make you feel?*



### TIP

#### Do this activity again at the end of the year

Revisit this activity at the end of the year to see if the children's values have changed with peace education and practice.

### Reach out

- Invite parents and the rest of the school to come and view the self-portraits in the classroom. Each child can stand in front of their portrait and explain what it means.
- Encourage the children to interview their parents about what is important to them. The children can see if they share the same values and then explain about values.



Topic \_\_\_\_\_



# 1.2

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## Compassion

### Background information for educators

Compassion is the desire to relieve feelings of suffering in others. People experience suffering when they are subjected to something bad or unpleasant. Some of the barriers to peace in discussed in Module 3 cause suffering in others (see p. 116). A compassionate person considers the suffering of others as his or her own. Compassion is a combination of experiencing the suffering of another and taking action to reduce that suffering.

Given the violent environments that some children may be exposed to, there is a need to make specific efforts to teach compassion to children. All education begins in the home and school, and so does teaching compassion. Teaching compassion to our children is more relevant now than it was ever before. It is the atmosphere in homes and the classroom that reflect on society as a whole.

**TIP**

### Anger management

A large barrier to being compassionate is anger. Sometimes people act straight away out of anger, hurting others. It is important to always talk about feelings in the classroom and encourage the children to reflect on how they are feeling and express themselves. Through self-awareness, children can monitor what makes them angry. Not only do the children need to understand what makes them angry, they need techniques to manage their anger.

A simple technique to manage anger is to encourage children to:

**stop,**      **breathe,**      **walk away,**      **talk to an adult about how you feel**

Encourage the children to practise this technique in all parts of their lives.

## TIP

### Encouraging compassion

Here are a few suggestions to encourage compassionate actions in children.

- Explain the benefits of compassion and compassionate behaviour. Children need to understand how being compassionate can help them contribute to the society that they live in and make their world a more peaceful place.
- Be a role model. The first thing that you need to know if you want to teach compassion is that a child's strongest example is when you exhibit compassion yourself. Compassionate acts speak louder than words!
- Volunteer as a class. The act of giving up certain things to others and helping others can provide a great sense of achievement and fulfilment to an individual. A classroom tradition of community service goes a long way in nurturing compassion so that it becomes an essential feature in the mindset of children.
- Identify a local or regional compassionate hero as a class and talk about why they are compassionate. Stories of famous compassionate people can help in developing high moral values in children. Choose people like the Dalai Lama, Mother Teresa, Mahatma Gandhi and Martin Luther King Jr who are renowned for their compassion and moral attitudes.

### Activities

The following two activities encourage children to reflect on caring behaviours and how these contribute to peace in the world, as well as practise anger management techniques. Both activities are suitable for all age groups.



## Activity 2: Caring is catchy



**Summary:** Children examine caring and uncaring behaviour. They explore how being compassionate can help contribute to their community and make their life more meaningful, worthy and peaceful.



### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- increase self-awareness



#### Skills

- practise empathy and compassion



#### Attitudes

- develop a caring attitude.

### Materials:

blackboard, chalk

### What to do

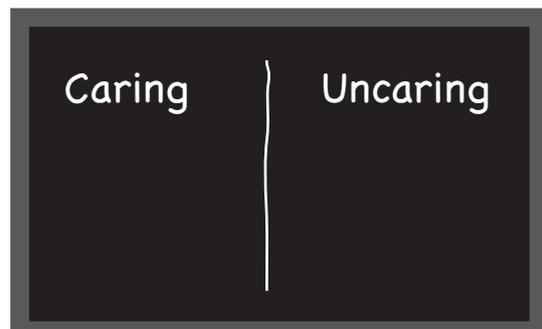
1. Say:

*Compassion means understanding someone's suffering or pain, and doing something to reduce it. It is about caring for them.*

2. Divide the children into pairs and ask them to discuss the following questions. Ask each question slowly. Allow time after each question for the children to share their answers with their partner. Ask:

- *Describe the most caring thing anyone has ever done for you.*
- *What effect did that have on you?*
- *Have you ever cared for others? How?*
- *How do you show care at school?*

3. Write the two headings below on the blackboard: Caring and Uncaring.



4. In a large group, ask:

- *What are some examples of uncaring behaviour you have seen at school?*
- *What are some examples of caring behaviour you have seen at school?*

Write down the answers in the columns as the children come up with them.

**Note:** Emphasise that this is not about blaming people and ask the children not to name names.

5. In a large group, discuss:

- *What happens when people behave in a caring way?*
- *What happens when people are uncaring?*
- *How does uncaring behaviour affect you?*
- *What is the main reason for people to act in uncaring ways?*
- *What would it take to turn uncaring behaviour into caring behaviour? Would people need to change the way they do things? If so, how?*
- *Are there people who aren't cared for in our community? Who are they? Why aren't they cared for? Who should care for them?*

### Reflect

Ask:

- *What is compassion?*
- *Describe the last time you were compassionate.*
- *How did it make you feel when you were compassionate?*
- *Have you ever been uncaring or seen another person be uncaring? If so, what happened and why? How did it make people feel?*



### Reach out

- Ask the children to create a list of how to make their homes a more caring place. Encourage children to take the list home and talk about it with their parents.
- Ask children to create a list of how to make their school a more caring place. Provide opportunities for the children to share their ideas at a school assembly, place them in the school newspaper or on a poster and stick them around the school.



## Activity 3: Put your anger to sleep

**Summary:** A barrier to being compassionate is anger. The children reflect on anger and what it does to their lives, and learn techniques to manage it.



---

### Time:

45 minutes



### Learning outcomes

Children will be able to:



#### Knowledge

- increase self-awareness



#### Skills

- practise anger management



#### Attitudes

- develop respect for difference.

### Materials:

blackboard, chalk, paper, markers

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### What to do

1. Say:

*Anger is the main reason why people do not act in a caring way. They let their anger control their actions.*

*What do you get when you put a 'D' in front of the word anger? Danger! Danger means the possibility of suffering harm or injury. When we are angry, we may cause ourselves or others to suffer harm or injury.*



2. In pairs, ask children to discuss the following questions. Allow at least 10 minutes for the children to discuss their ideas. Ask:
  - *How does anger help you live a happier life?*
  - *How does anger help solve problems?*
  - *What can we do instead of getting angry?*

Encourage at least three children to share their answers with the class.

3. Divide children into small groups (five to eight children) and say:

*In groups, share stories of times when you got angry. As a group, choose one example and think about what you could have done instead of getting angry.*

*Present a 2-minute drama to the class showing the example, including what you can do instead of getting angry.*

Allow the children 15 minutes to discuss and prepare.

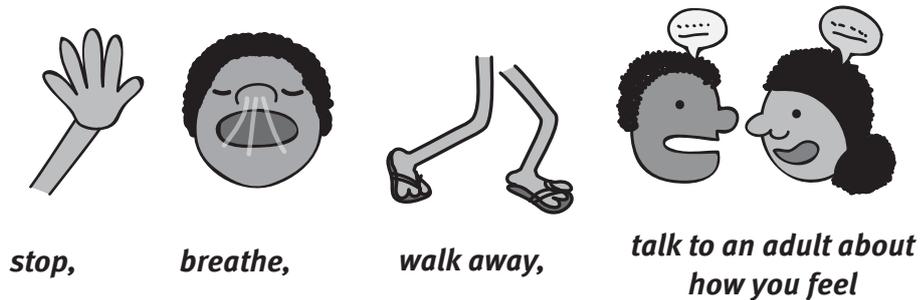
4. Allow each group to present their role-play. At the end of each drama ask the class:

- *What did this group do instead of getting angry?*
- *Do you think you could do this? Why or why not?*

5. Say:

*Every now and again other people do things that annoy us or upset us. This can lead us to get angry straight away. However, anger does not solve the problem. Sometimes it can make the problem worse. Getting annoyed does not make anybody happy. Instead of getting angry we need to:*

*STOP, BREATHE, WALK AWAY, TALK TO AN ADULT ABOUT HOW YOU FEEL*



*When you do this, you have time to calm down and think about another way to solve the problem.*

6. Write on the blackboard:

- Stop
- Breathe
- Walk away
- Talk to an adult about how you feel

## Reflect

Ask:

- *Can you give an example of someone whose behaviour was uncaring. Were they uncaring because they were angry?*
- *What makes you angry?*
- *Do you think getting angry helps you be happy?*
- *Do you think being angry solves problems?*
- *What can you do instead of getting angry?*
- *How did this class activity make you feel?*
- *What was the most important thing you learnt today?*



## Reach out

- Encourage the children to share their anger management technique with their families: stop, breathe, walk away and talk to an adult about how you feel. They can explain why this is important.
- Ask the children to create a catchy song about: Stop, breathe, walk away and talk to an adult about how you feel. They can share this song with their family and the school. The song could have hand gestures and dance moves.
- Ask the children to design a poster to remind us to: Stop, breath, walk away and talk to an adult about how you feel. Stick the posters around the classroom and school to remind the children about managing their anger.



Topic



# 1.3

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## What are child rights and responsibilities?

### Background information for educators

Child rights are human rights for children, which offer them extra protection because they are often vulnerable. Human rights are about important values in our community. Human rights are important to all areas of our lives. A peaceful community is one where everyone is happy, healthy, safe and strong – all of their human rights are protected.

A community where rights are respected is not just good for the individual but also for the wellbeing of the community as a whole. Protecting human rights is about contributing to a safer community for everyone.

Unfortunately not everyone's human rights are always respected. Some groups of people are more likely to experience human rights abuses. Women, youths and children are routinely not involved in decision-making, which also makes them vulnerable to being left out or unprotected.

### What are human rights?

We are all born with certain fundamental rights, our human rights, but we must also respect the rights of others. All people have the same rights. This is called the 'universality' of human rights.

When our human rights are not respected, this is called a human rights violation. Some examples of human rights violations include child abuse, sexual abuse, domestic violence, discrimination, poor health care, police using violence against citizens and

children not going to school. By protecting our human rights, we protect each other and strengthen our communities.

Human rights have been written down and agreed upon around the world to make sure that everyone is protected and respected in their daily lives.

The Universal Declaration of Human Rights (UDHR) is the basis for the protection and promotion of human rights around the world. Many countries have included parts of it in their laws and constitutions. The UDHR stresses that human rights apply to everyone, everywhere, every day.<sup>11</sup>

## What are child rights?

Children's rights are human rights for children. They are listed in the United Nations Convention on the Rights of the Child (UNCRC) and outline the entitlements of every young person below the age of 18 around the world. Children have their own set of rights because they are often vulnerable and need extra protection.

UNCRC is a legal document adopted by the United Nations (UN) in 1998. For a child-friendly version of the UNCRC, see p. 69. It outlines the primary rights of the child and promotes the positive development of children. The UNCRC has 54 rights that are important for a child to be cared for, happy, healthy, safe and strong. They can be divided into the four 'P's.

### The CRC and the four 'P's

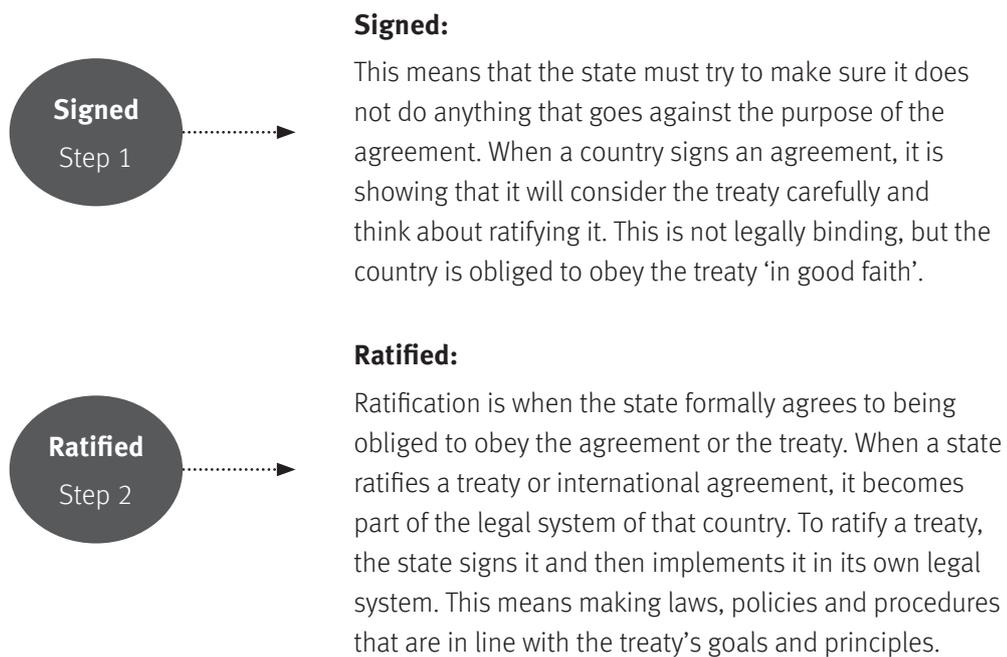
- PARTICIPATION** → involving children in decisions affecting them, and in community life
- PROTECTION** → looking after children so they are not left alone, abused or taken advantage of
- PREVENTION** → doing certain things to make sure children are not hurt
- PROVISION** → providing children with their basic needs, such as food and shelter.

**TIP**

When children are protected from harm and provided with basic needs, including education, they are more able to participate in their communities and take part in peacebuilding activities. Peacebuilding activities promote the four 'P's.

The UNCRC promotes the 'best interests' of a child. Adults can sometimes make decisions about children, believing that 'they know best', without considering things that are important to the child. Decisions made in a child's 'best interests' are decisions that take into account the child's safety, wellbeing, desires, and educational and cultural needs. It involves listening to what the child wants. When our countries signed and ratified the UNCRC, they agreed to make sure that all the laws and policies provide protection for children and look after children's best interests.

Figure 5: Signature and ratification



When a country ratifies a treaty, it is agreeing to what it says. It must then RESPECT, PROTECT and FULFIL the rights contained in the treaties.

## Respect, protect and fulfil human rights

### Respect

The state must not interfere or make laws that prevent people from enjoying their human rights. For example, the right to education would be violated if the country did not let pregnant girls continue in the school system.

### Protect

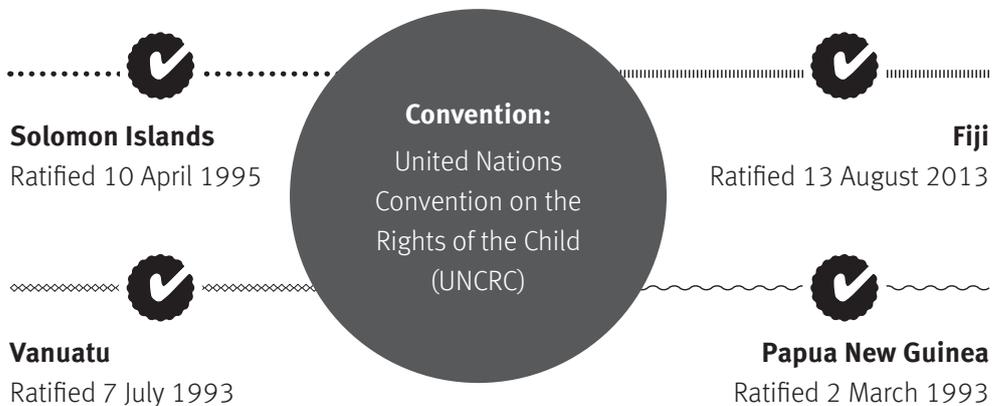
The state must not violate the rights of its people. It must also protect the rights of its people from third parties – that is, other people or systems. For example, the state must make sure that the health system provides basic care for mothers and babies, otherwise it may be a violation of a woman's or child's right to health care at birth. Also, violence against women and children are examples of the failure to protect them from violence and abuse.

### Fulfil

The state must make any changes that are needed so that the country maintains the rights outlined in the agreement.

When a state ratifies a treaty it must act as quickly as possible to meet its obligations to respect, protect and fulfil the rights outlined in the agreement or treaty. Having limited resources is not an acceptable excuse for not fulfilling its obligations under the treaty.

## Has your country signed and ratified the UNCRC?



## A child-friendly version of the United Nations Convention on the Rights of the Child

1. **Everyone under the age of 18 has ALL of these rights. You have the right to ...**
2. Be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live.
3. Have adults always do what is best for you.
4. Have all of these rights protected by your government.
5. Be given support and advice from your parents and family.
6. Live a full life.
7. Have a name and a nationality.
8. An official identity.
9. Not be separated from your parent/s, unless it is for your own good.
10. Be reunited with your parent/s if they have to move to another country.
11. Not be taken out of your country illegally.
12. Have your own opinion, which is listened to and taken seriously.
13. Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.
14. Think and believe whatever you want to and practise any religion, with guidance from your parent/s.
15. Be with friends and join or set up clubs, unless this denies other people their rights.



16. Have your privacy and family respected.
17. Get reliable information from newspapers, books, radio, television and the Internet, as long as it is not harmful to you.
18. Be brought up by your parents, if possible.
19. Be protected from being hurt or badly treated in any way.
20. Special protection and help if you can't live with your parents.
21. The best care possible if you are adopted or in foster care.
22. Special protection and help if you are a refugee.
23. Access to education and any support you may need if you have a disability.
24. The best health and medical care possible, and information to help you stay healthy.
25. Have your living situation checked regularly if you are looked after away from your family.
26. Help from the government if you are poor or in need.
27. A basic standard of living: food, clothing and a safe place to live.
28. An education.
29. An education that develops your personality and abilities, and encourages you to respect other people and cultures and the environment.
30. Enjoy your own culture, religion and language, even if these are not the same as most people in your country.
31. Rest, play and relax.
32. Be protected from work that harms your health or education.
33. Be protected from dangerous drugs and their trade.
34. Be protected from sexual abuse.
35. Not be kidnapped or sold.
36. Be protected from being taken advantage of or exploited in any way.
37. Not to be punished in a cruel or hurtful way.
38. Protection and care in times of war. If you are under 15 you should never be forced to join an army.
39. Special help if you have been hurt, neglected or badly treated.
40. Be helped and treated fairly if you are accused of breaking the law.
41. Be protected by national or international laws.
42. **ALL children and adults should know and learn about these rights.**

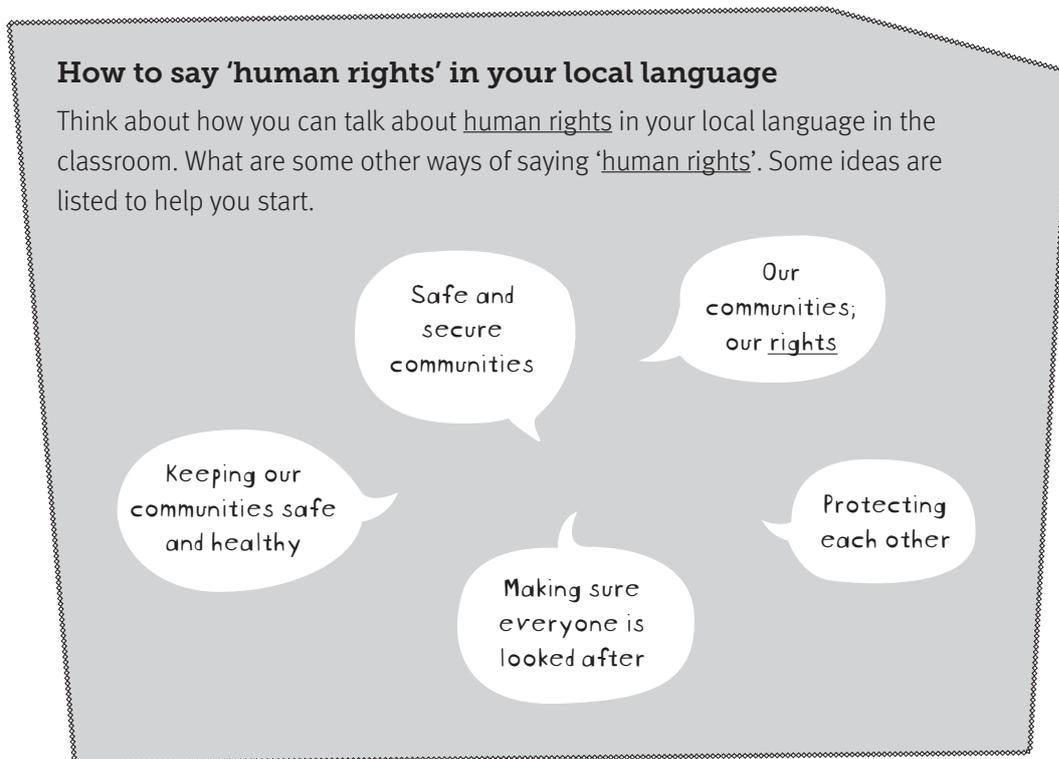


This is a simplified version of the United Nations Convention on the Rights of the Child. The Convention has been signed by 191 countries. The Convention has 54 articles in total. Articles 43–54 are about how governments and international organisations should make sure children have access to their rights.<sup>13</sup>

*For a full version of the United Nations Convention on the Rights of the Child, see: [www.unicef.org/crc](http://www.unicef.org/crc)*

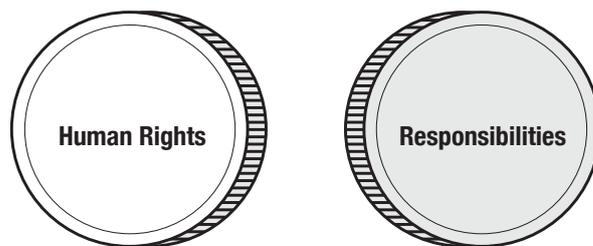
## How to say 'human rights' in your local language

Think about how you can talk about human rights in your local language in the classroom. What are some other ways of saying 'human rights'. Some ideas are listed to help you start.



## Rights and responsibilities

As humans, we all have human rights. No one can take them away from us – no other person, company, government or organisation. While we all have rights, we can only use our rights in a way that does not violate or disrespect other people's rights. This means that we cannot use our rights to hurt another person or do something that takes away their rights.



'Human rights' and 'responsibility' are like two sides of a coin – you cannot have one without the other. While we all have rights, we also have the responsibility to make sure that the rights that belong to other people are protected and respected. Other people also have that same responsibility for you and your rights!

For example, while all children have the right to live a full life (Article 6 of the UNCRC) they also have the responsibility to help make sure other people enjoy this right and they do not take it away from anybody. For examples of UNCRC responsibilities, please see the table on p. 72. There are many more responsibilities beyond the ones shown on the following page. The child rights cards accompanying this guide also contain these exact examples.

## Child rights and responsibilities

Adapted from UNCRC Article/s	RIGHT	RESPONSIBILITY
	I have the right to ...	I have the responsibility to ...
6	live a full life, survive and grow up healthy.	help make sure people in need also enjoy this right.
2, 23	be treated equally and know my worth.	treat others with respect and do my best to help others who need special support.
15, 31	relax, play and meet with other groups of children as long as this does not <u>harm</u> others or stop others from enjoying their rights.	let all children join in and be treated equally. I can still choose my own friends!
19, 27, 34	feel safe, live in a safe <u>environment</u> and be protected from <u>neglect</u> and abuse.	help others feel safe and protected.
12	have an <u>opinion</u> and for adults to listen and take it seriously.	listen to others and respect their <u>opinions</u> .
6, 24	survive and <u>develop</u> through access to good health care, <u>nutritious</u> food and clean water.	help realise these rights for others.
28, 29	an education that respects and <u>develops</u> my <u>personality</u> and abilities. It should help me learn to live peacefully, protect the <u>environment</u> and respect other people.	attend school and reach the highest education I can and respect the abilities of others.
14, 30	think and believe what I like and use the language and customs of my family.	respect other people's language, culture and beliefs.
9, 18	know and grow up with the support of my family, if possible.	support and care for my family.
7	a name and <u>nationality</u> .	respect others' names and nationalities.

Adapted from UNCRC Article/s	<b>RIGHT</b>	<b>RESPONSIBILITY</b>
	I have the right to ...	I have the responsibility to ...
8	a birth certificate (or an official record) of who I am and nobody can take it from me.	to work with my family to look after the record and produce it when needed
37	be protected from cruelty and <u>neglect</u> and to be treated with respect.	treat everyone with respect and not bully or <u>harm</u> others.
13	find out things and share what I think with others, by talking, drawing, writing or in any other way	listen when others share and not <u>harm</u> others in my actions
16	<u>privacy</u> and my own special time alone.	respect when others would like some time alone or <u>privacy</u> .
32	protection from work that <u>harms</u> me, and is bad for my health and education. If I work, I have the right to be safe and paid <u>fairly</u> .	support my family and school and help with tasks.
42	know about my rights	know and exercise the responsibilities that go with having rights and to share my knowledge with friends and family.



## **Human rights in the Pacific: frequently asked questions**

Here are some commonly asked questions that people around the Pacific have asked about human rights. You, the children in your classroom or their parents may have similar questions. Below are some suggested ways to answer these questions.

### **Where do the ideas of human rights come from?**

The ideas of human rights are very old, from early civilisations and religions. Respect for human dignity has been important in culture and in the Pacific for hundreds of years. Because every community and country has a different way to protect its citizens, the United Nations uses the words 'human rights', to make sure we all understand what rights we have.

### **Are human rights against our culture?**

Every person has the right to enjoy their cultural life. This means it is your human right to participate in and value your culture and custom. However, culture and custom cannot be used to justify the poor treatment of someone or to excuse the violation of their rights. Human rights are about how to treat one another, and to make sure that everyone is safe and secure.

### **Are human rights relevant to religion?**

Yes. Talk to your faith leader about how human rights are relevant to your religion. For example, many religions talk about important values, such as how we should treat each other, care for children and respect others.

### **Why is it important to learn about these foreign ideas?**

While the term 'human rights' may sound foreign, the ideas of human rights are not all foreign or new. Many of the values in religion, culture and custom encompass the same values as human rights. Although some ideas of human rights might be new to you and your community, you might find that they help your community to become stronger and safer. Talk about them with your local chief and councils, your faith leaders, as well as your wives, husbands and children to see what they think of these ideas.

## **Child rights myths**

The discussion of child rights is often clouded by misconceptions about what it means to have rights.

### **Do children really need their own rights?**

Yes. Although children are protected by general human rights, they have different needs, are more vulnerable and are dependent on adults, therefore they need special protection and support.

### Are child rights a western development?

No. The United Nations Convention on the Rights of the Child was negotiated by governments, non-governmental organisations, human rights advocates, lawyers, health specialists, social workers, educators, child development experts and religious leaders from all over the world, over a 10-year period. All countries represented at the United Nations, including all of the Pacific countries, were allowed to join in the working group sessions and contribute to the final document. It was adopted by the United Nations General Assembly in 1989.

### Do child rights link to our culture?

Yes. The Convention takes into account the importance of tradition and cultural values for the protection and harmonious development of the child. Much of the culture of the Pacific specifically reinforces the rights of children. But some of it creates barriers to stop everyone from equally experiencing their rights. Culture everywhere in the world is dynamic and can change over generations. However, it is the choice of Pacific people that children should enjoy all the rights guaranteed in the United Nations Convention on the Rights of the Child.

### Can child rights undermine adult authority?

No. This is not the purpose of the United Nations Convention on the Rights of the Child. The Convention was designed with children’s needs in mind and does not give them unrestrained rights. The Convention also recognises the principle that rights are balanced by responsibilities – chiefly the responsibility to respect the rights of others. Also, the Convention emphasises the importance of parents, family, teachers, community and government in making children’s rights a reality.<sup>12</sup>

## Activities

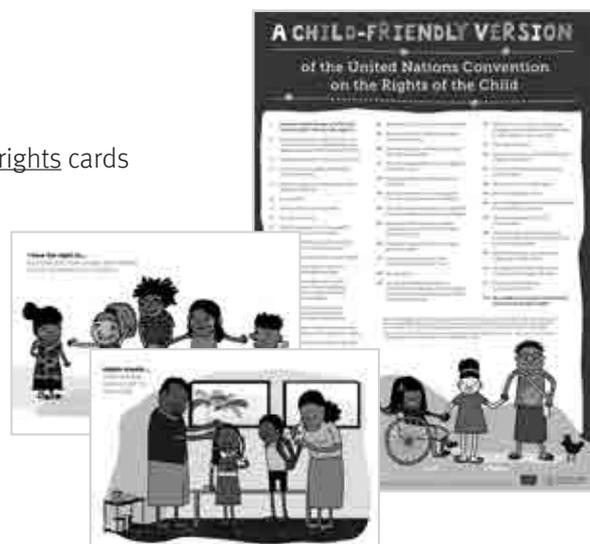
The following activities allow children to identify the difference between a need and a want, define child rights and responsibilities, and relate these to their own lives. There are two options for activity 4 – depending on the children’s ages. Activities 5, 6 and 7 are for all ages and are to be completed in order.

### ‘Be the Future!’ toolkit links

Activity 4A uses the ‘The song of freedom’.

Activity 4B uses the UNCRC poster and the child rights cards are optional.

Activities 5 and 6 use the child rights cards.



## Activity 4A: 'The song of freedom'



**Summary:** Children listen to the story, 'The song of freedom', and answer questions about human rights at the back of the storybook. Reading this story together can help promote discussion between children.



---

### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- identify difference between a need and a want
- define child rights



#### Skills

- practise self-reflection
- practise communication and active listening
- practise empathy and compassion



#### Attitudes

- develop respect for difference
- develop a caring attitude
- develop ecological awareness.

### Materials:

'The song of freedom', exercise books, paper, pencils

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### What to do

1. Read the story to the class and answer the questions inside the back of the storybook. Ask the children to answer the questions with a partner and report back to the class. Also ask:
  - *What is the difference between a 'need' and a 'want'?*
  - *What do you need to be happy, healthy, safe and strong ?*
  - *What are human rights?*
  - *What are some examples of human rights in the story?*
  - *Do you think 'Big Sister' hermit crab needed more protection because she is a child? Why or why not?*

2. Say:

**A need** is something very important that we must have so that we can live a happy, healthy, safe and strong life. Things like food, shelter, clothing and education.

**A want** is something is something we wish for but we can still live a happy, healthy, safe and strong life without it.

A peaceful community is one where everyone is happy, healthy, safe and strong – all of their human rights are protected. Human rights are about important values in our community – values like respect and caring for each other. We need these to live a full life.

Child rights are human rights especially for children. Children have their own set of rights because they often need extra protection. Children need extra protection and extra rights.

3. Say:

Draw a picture of one thing that made the hermit crab happy, healthy, safe or strong in the story.

Allow the children 15 minutes to draw their pictures.

4. Encourage each student to share their pictures and discuss. After each student has shown their picture, Ask:

- Is this a need or a want?
- Is this a right? Which right is it?
- Do you enjoy this right?



### Alternative activity – writing

Say:

You've just listened to a story about human rights. Now write your own story about human rights. You can be as creative as you like.

Give the children at least 30 minutes to write their story. You can allow longer if needed.

Organise the children into pairs and ask each pair to share their stories and discuss:

- What are the needs and wants mentioned in the story?
- What are the human rights mentioned in the story?
- Do you have these human rights?

**TIP**

## Reflect

Ask:

- *What is a human right?*
- *What is a need?*
- *What is a want?*
- *What do children need to live a happy, healthy, safe and strong life?*
- *Do you think everything deserves to be happy, healthy, safe and strong? Why or why not?*
- *Why do children need extra protection and support? Why or why not?*



## Reach out

- Ask the children to share their drawings or stories with their families. The children can draft questions to ask their families about needs, wants and human rights.
- As a class, turn 'The song of freedom' into a drama performance – show the drama to other classes and discuss the questions. The children could be quite creative, using different things to be the hermit crab shell – boxes, jackets or coconut leaves.



## TIP

### **Create a class borrowing system for the children to share the storybook with their families.**

Children may also like to borrow this book to start a discussion with their parents. The book can encourage adults to see things from a child's point of view.

## Activity 4B: Through my eyes



**Summary:** A drawing exercise for children to reflect on what children's rights are and what they look like in their local context, through their own eyes. Encourage children to take their time to reflect on their drawings and note what is important to them.



---

### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define child rights
- define child rights



#### Skills

- practise self-reflection
- practise communication and active listening
- practise cooperation.



#### Attitudes

- develop social responsibility
- develop world-mindedness.



### Materials:

rights of the child poster, butcher's paper, markers, child rights cards (optional)

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### What to do

1. Show the children the poster and say:

*A peaceful community is one where everyone is happy, healthy, safe and strong,  
– all of their human rights are protected and every person has equal opportunity to express themselves and join in, regardless of their age, skin colour, ethnic group or other differences. Human rights are about important values in our community – values like respect and caring for each other. We need these to live a full life. While the term 'human rights' may sound foreign, the ideas of human rights are not all foreign or new. Many of the values in religion, our culture and our custom are the same values as human rights. Although some ideas of human rights might be new to you and your family, you might find that they help your family to become stronger and safer.*

Child rights are human rights for children. Children have their own set of rights because they need extra protection. Following World War II, and its horror, the United Nations (UN) concentrated on producing the Universal Declaration of Human Rights, which was adopted in 1948. Although the rights of children were understood to be included in this Declaration, it was felt by many to be not enough and that the special needs of children deserved an additional, separate document.

After many years, the rights of the child were listed in the United Nations Convention on the Rights of the Child (UNCRC) and are for every young person below the age of 18 around the world. This is a version of what is in the UNCRC. (Show the poster.)

The UNCRC is a legal document adopted by the United Nations in 1989. The UNCRC has rights that are important for a child to be cared for, happy, healthy, safe and strong.

## TIP

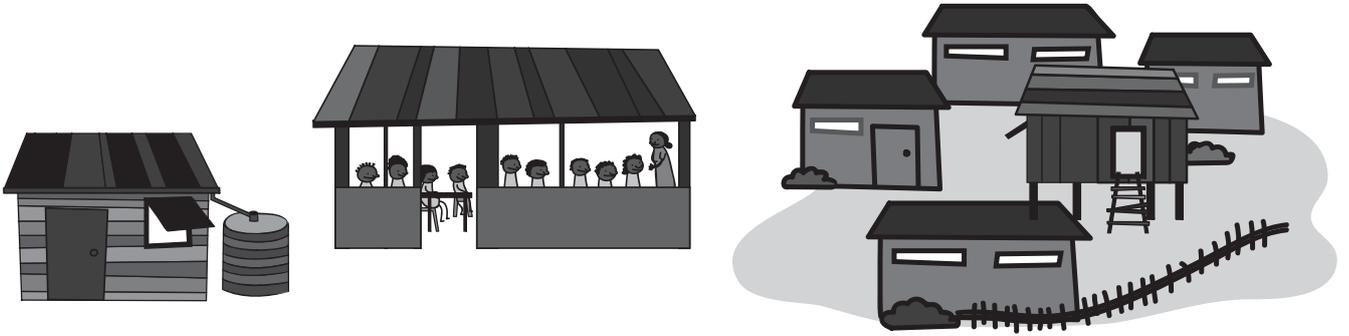


### What is the United Nations?

The purpose of the United Nations is to bring all nations of the world together to work for peace and development, based on principles of justice, human dignity and the wellbeing of all people. The members of the United Nations meet in the General Assembly, which is the closest thing to a world parliament. It is at the General Assembly that they adopt conventions such as the UNCRC.

2. Ask the children to find a partner. Ask the partners to take it in turns to look at the poster. Each pair should choose one or two rights that are important to them.  
Alternatively, you may like each pair to choose one or two child rights cards.  
Make sure the child rights poster remains displayed in the classroom where everyone can see it and be reminded about child rights.
3. Ask every pair to discuss and then share with the class the following questions.
  - *What does child rights mean?*
  - *Which right did you choose and why?*
  - *How can we say child rights in our own language or in a way that means something to us?*

4. Divide the class into three, six or nine groups, depending on the size of the class. Give each group a piece of butcher's paper and markers. Nominate each group to represent either family, school or community. Each group will represent one only. Ask the group to draw a home if they are looking at family, a school building if they are looking at school and a village if they are looking at community.



5. Ask each group to discuss the following question in their group and draw their answer. Ask:

- *For a child, what makes a happy, healthy, safe and strong family, school or community – depending on which one they are looking at?*
- *As a child, what is important for you in your family, school or community?*

Allow sufficient time for the groups to complete their drawing (20 minutes).

6. Ask each group to present their drawings of a happy, healthy, safe and strong family, school or community.
7. After each group presentation, ask the class:
  - *What is important to the group?*
  - *Which child rights can you see in the picture?*



### Activity variations

This activity can be conducted by asking the children to close their eyes and imagine what makes a happy, healthy, safe and strong family, school or community.

Alternatively, you can lead the children on a walk around the school and they can discuss what is important to them and what they would like to change.

**TIP**

## Reflect

Ask:

- *What are child rights?*
- *What is important to you to ensure you live a happy, healthy, safe and strong life?*
- *Do you think everyone deserves to be happy, healthy, safe and strong? Why or why not?*
- *Do you think you need more protection and support because you are still a child? Why or why not?*



## Reach out

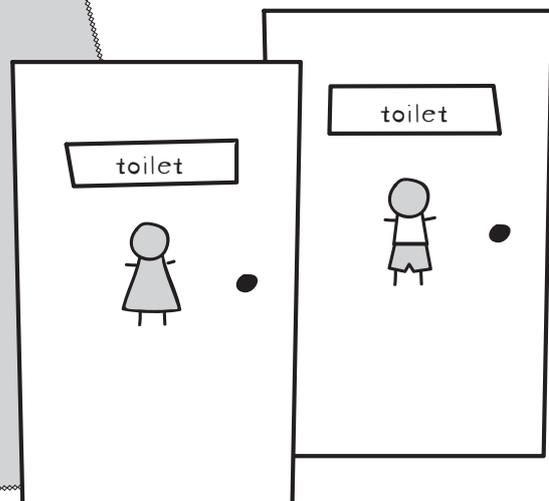
- Ask the children to interview their parents about what was important to them in their family, school or community when they were children. Ask the children to share their interview results and compare answers with their drawings. Are there any differences? Why? Focus on the positive aspects of change.
- As a class, redraw the school to show what is important to the children and how to make it the happiest, healthiest, safest and strongest it can be. Invite the principal or other teachers into the classroom to share the drawing and talk about what they have learnt on human rights.



## TIP

Some ideas the children might have to improve the school, may include:

- trees to provide shade to sit under
- rubbish bins to keep the yard clean
- separate toilets for boys and girls that are safe and clean
- water and soap to wash hands after the toilet and before eating
- fencing around the school to keep the animals out and create a boundary so the children feel safe



## Activity 5: I have rights too!

**Summary:** A drama, charades or drawing activity that reinforces learning about child rights and how they relate to each child personally. Children gain ownership of their rights.



---

### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define child rights



#### Skills

- practise self-reflection
- practise communication and active listening
- practise cooperation



#### Attitudes

- develop social responsibility
- develop world-mindedness.

Children do not need to memorise every right. Allow the children to focus on things that are important to them and their context. Children will learn by being allowed to explore these ideas and through participatory activities.

**TIP**

### Materials:

child rights cards



---

### What to do

1. Shuffle the child rights cards and arrange the children into small groups (five to eight children). Give each group one or two cards.

2. Say:

*You will now write and perform a drama showing a child experiencing the right/s you have on your card/s.*

*Give the groups time to read their right/s, discuss and practise their drama (15 minutes). Tell them to ignore the responsibilities side of the card.*

3. Ask each group to present their drama. After each drama presentation. Ask the class:

- Which child right is the drama about?
- Why is this right important?
- Do you think this right will make you happy, healthy, safe and strong?

## TIP

### Activity variations

- This activity can be done with charades where the class has to guess which right the group is acting out.
- Alternatively, for younger children, one card is chosen each week – and that is the child right for the week. The children each draw a picture showing how that right makes them feel.

This activity can be repeated throughout the school year. It could be used as a warm-up game or a reward (fun activity) in the class.

### Reflect

Ask:

- What are child rights?
- Why is it important for you to live a happy, healthy, safe and strong life?
- Do you think everything deserves to be happy, healthy, safe and strong? Why or why not?
- Do you think you need more protection and support because you are still a child? Why or why not?



### Reach out

- Ask the children to draw a picture of the right that is most important to them. They can take this drawing home and share it with their family and explain why it is important to them.
- As a class, ask permission to create a child rights board or wall. Each week choose a child right that is important to the class. Groups can take it in turns to create a poster for that right and stick it on the child rights board/wall for the rest of the school to see. Perhaps each week or each assembly the school could celebrate a different child right.
- Read out the following case study and discuss the questions as a class.



## CASE STUDY

### Moses and his education

Moses lives in his village in Vanuatu with his parents. He is 12 years old and goes to school a few kilometres from his home. Every morning Moses gets up early to stoke the fire and boil hot water for his family to have breakfast. His mum and dad often scold him if he doesn't do certain tasks at home before going to school. Moses often finds it hard to do all of his tasks and make it to school on time. He is often very tired in class and can't concentrate. After classes, his father often says, 'Come on Moses, do the dishes, feed the animals, cook our evening meal ...' Sometimes his father threatens to beat him up. Moses feels sad and sometimes mentally and emotionally stressed. His school grades are getting worse.

### Case study reflection questions

- *Do you think that Moses is experiencing a happy, healthy, safe and strong life? Why or why not?*
- *What would you change to help Moses live a happy, healthy, safe and strong life?*
- *Are there some rights that Moses is not experiencing or struggling to experience? Discuss.*
- *What can Moses' parents do to help him experience all of his rights?*



## Activity 6: Two faces of a coin



**Summary:** Children play a game identifying responsibilities for particular child rights. In doing so they learn that having rights means you also have responsibilities. You have to have both!



### Time:

40 minutes

### Learning outcomes

Children will be able to:

-  **Knowledge**
  - define child rights
  - define responsibilities
-  **Skills**
  - practise self-reflection
  - practise communication and active listening
-  **Attitudes**
  - develop social responsibility
  - develop respect for difference.

### NOTE

For younger children who can't read yet, repeat the steps up to number 6 for a number of child rights cards.

Complete this activity only after the children have an understanding of child rights.



### Materials:

child rights cards, blackboard, chalk

### TIP

**Responsibility** means having an obligation or a duty to do something as part of a role. When we have a right, we have a duty to ensure others enjoy that right too!

### What to do

1. Ask:

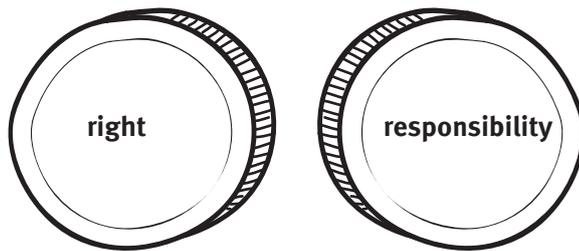
*When your parents give you money to go to the shop to buy something for the family, what are the important things you must do to complete the job?*

Try to suggest responses such as: not lose the money, buy the items our parents want, protect the items I have bought, etc.

2. Say:

*Making sure you don't lose the money your parents give you is a responsibility. If you are given a special job (like buying something) you have a duty not to lose it (a responsibility).*

*We can think like this when talking about child rights. We all have rights and we also all have responsibilities, which belong to those rights. It is like a coin with two sides – one side is rights and the other side is responsibilities. You cannot have a coin without both sides. (If available, use a coin to demonstrate the two sides).*



3. Write the words **right** and **responsibility** on the board in big letters.

4. Hold up one child rights card. Point to the word 'right' on the board and ask someone to read out the right on the card you have chosen. Discuss the right and talk about local examples if the children need to clarify what it means.

5. Say:

*Some rights have more than one responsibility. You may be able to think of extra responsibilities.*

6. Ask:

*What are some responsibilities for this right?*

*There is no right or wrong. Encourage the children to come up with as many ideas of responsibilities as possible. You may need to give the younger children some hints if they get stuck.*

#### NOTE

Steps 1–6 can be repeated a number of times for younger children and you can finish the class with asking the questions in step 9. Alternatively, for children who can read, you can continue on.

7. Divide the class into small groups (five to eight children) and say:

*Each group will receive some child rights cards. You will notice that one side of the card has a right and the other side of the card has a responsibility. One person will be in charge of the cards and they will choose a card and read out the right on it. Make sure the rest of the group cannot see the responsibility side. The rest of the group have to try to guess the responsibility on the other side of the card. There may be more than one responsibility. However, the group have to try to guess the one on the card. The person that guesses correctly gets to hold the card. Repeat with the remaining cards. The person with the most cards at the end wins.*

8. Divide the cards up and hand them to the groups. Allow at least 15 minutes for the children to play the game. If they finish, another person can look after the cards and they can play again or they can swap cards with another group and play again.

9. Once the game has finished, ask:

- *Why are responsibilities important?*
- *What would our homes, schools and community look like without responsibilities?*

## TIP

### Activity variations

Complete steps 7 – 9 as a whole class.

You may like to record the extra responsibilities for each right that the children have come up with. This list can be added to over time.

### Reflect

Ask:

- *What are responsibilities?*
- *What responsibilities do you have?*
- *What responsibilities do your parents have?*
- *What responsibilities are important for your family, school and community to be happy, healthy, safe and strong?*



### Reach out

- Ask each child to think about their responsibilities in their home and write a list to take home and share with their families.
- As a class, write a list of responsibilities for children in the school and share at assembly or make posters to put around the school. Perhaps visit other classes and explain.





## Module Assessment

# 1

## Post-module assessment

Your reflective teaching practices and the 'Reflect' section after each activity will provide assessment. To assess learning for the whole module ask the children to discuss the following questions in small groups, or they can answer them in their exercise books. Compare these answers to how they answered them in the pre-module assessment.

- What do you value?
- Are you a caring person? What caring things do you do?
- What is the difference between a need and a want?
- What is a child right?
- Do you have rights?
- Do you need to help others enjoy their rights?

### Other assessment ideas

- In groups, ask the children to develop and perform a drama about a day in the life of a child. (What rights and responsibilities do they experience?)
- Observe and record how children participate in each of the activities.
- Observe and record how well the children work in small groups.



# Teaching reflection

Encouraging children to self-reflect provides the perfect space for you to reflect on your teaching practices. Whenever you ask the children to 'reflect', take the opportunity to reflect yourself.

1. What worked in this module? How do I know?
2. What would I do the same or differently if I could reteach this module? Why?
3. Why did the children behave in a particular way?
4. How do the children learn? Am I teaching in a way that encourages their unique learning styles?
5. Did I listen to the children about what they enjoy and what they do not enjoy?
6. Did the children understand everything? Why or why not?
7. Were the children able to do everything? Why or why not?
8. Were there any challenges to the group work?



## Module

# 2

## What is peacebuilding?

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### This module has three topics that cover:

- 2.1 What is peace?
  - 2.2 What is peacebuilding?
  - 2.3 Participation
- 

### Module 2 learning outcomes

Children will be able to:

#### Knowledge

- define peace
- identify peacebuilding activities
- identify meaningful participation

#### Skills

- practise imagination and creativity
- practise critical thinking and analysis

#### Attitudes

- develop a positive vision
- develop social responsibility.

### Pre-module assessment

Ask the children to discuss the following questions in small groups, or they can answer them in their exercise books or journals.

- *What does peace mean to you?*
- *How do you build peace?*  
*How do you make peace grow?*
- *Can anyone build peace?*  
*Why or why not?*
- *What are some groups/activities you participate in?*
- *Finish this sentence: I know I am participating when ...*

Alternatively, ask the children to draw what peace means to them.



Topic \_\_\_\_\_



# 2.1

---

## What is peace?

### Background information for educators

Peace is about living happy, healthy, safe and strong lives. We can experience peace in our minds, family, school, community, country, the natural environment and world. An important part of peace is respecting everyone and the environment around you. Peace is a complex word because it can mean something quite different to each of us, depending on our living conditions.

There are seven different areas where we need to establish peace. Starting with 'peace in me'. Once you experience peace in yourself and the spaces you enter every day, such as your family home and school, you are more likely to build peace in your community, country and the world. These seven areas are connected and rely on each other.



### What is meaningful participation?

Meaningful participation is when children are trusted with responsibilities, their ideas and thoughts are considered important and useful, and are factored into decision-making.



#### 1. Peace in me

If we are to promote peace, then we have to feel at peace within ourselves. 'Peace in me' also means inner peace or peace of mind. A large part of achieving peace of mind is becoming more self-aware. This means knowing when you are stressed or anxious and knowing how to make yourself calm and relaxed.

'Peace in me' is also achieved by having confidence in yourself, loving who you are, feeling secure, having access to basic necessities, for example, food, shelter, health care and education, as well as being respected and loved. When you experience 'peace in me', you are then able to share love and respect with others.

A peaceful person helps build a peaceful family.

#### 2. Peace in the family

'Peace in the family' means having a safe, healthy, happy and nurturing relationship with your family members, where all basic needs are provided. It also means feeling loved and respected, and being provided with opportunities to participate in family life.

The family is a child's first opportunity to experience and practise peace. Parents are the first people to transmit peace to their children and are responsible for role-modelling peaceful attitudes and behaviours.

When a child has a peaceful family life, he or she is more able to share peace with others.

#### 3. Peace at school

School is an opportunity for children to practise peace with other children who are different from them – children who have different backgrounds, beliefs, ethics, etc. School allows children a safe environment to practise peace in the same way they will need to in the community.

In order to develop and maintain peace in classrooms, teachers need to listen to the concerns of children, showing them love and respect while giving them responsibility. Teachers need to take important steps to strengthen a culture of peace in the classroom by teaching children new skills in self-reflection, communication, respect, patience and non-violent conflict resolution.

#### 4. Peace in the community

Once children have experienced and practised peace in their families and schools, they will promote peace their communities. With peacebuilding practice, the children will feel confident, be inspired and become responsible and caring citizens. They may choose to express ideas on peace with their communities by forming a network.

#### 5. Peace in the country

Societies today are becoming multi-ethnic and multi-cultural, which can lead to rich and strong cultural and social lives. By learning about other cultures, values and traditions, we can understand and appreciate our neighbours better and enrich our own lives. Unfortunately, within the borders of some countries, such cultural diversity is leading to tension, conflict, violence, and discrimination. Therefore, we need to build bridges of peace, tolerance, respect and solidarity between our neighbours and those who are in need and who are vulnerable to abuse.

Peace in the family, school and community will equip children to practise peace in the country, the environment and the world.

#### 6. Peace in the natural environment

Teaching about the environment and environmental responsibility is a crucial component of education for peace. The environment is an important part of our lives and provides essential services, such as a place to retreat and relax, as well as food and shelter. Caring and respecting the environment will ensure all of the other areas of peace can be enjoyed. It also helps children practise compassion and respect.

Increasingly, environmental resources are being sold for money, such as forests for logging. When the environment is damaged in exchange for money, this increases the risk of tension and violent conflict.

#### 7. Peace in the world

To create a peaceful world we must start by finding ‘peace in me’, in the family, at school, in the community, in the country and in the natural environment. Practising peace in these areas will naturally create peace in the world. A peaceful world is one that respects and appreciates difference, at the same time as being united by the shared vision for peace.

### Activities

The following activities allow children to explore what peace means to them. Choose either Activity 7A or 7B, depending on the children’s ages, skills and interests.



## Activity 7A: A recipe for peace

**Summary:** Children will reflect on their peers' positive qualities. They will talk about ways in which personal qualities help create peace. This will increase the children's awareness and desire to practise peaceful behaviours.



A quality is a talent, skill, attitude or characteristic that someone has. It is usually very strong or noticeable in that person. We often describe the person by this quality.

*For example:*

Wilson is very caring.

Siwa always makes sure others are happy.

**TIP**



### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define peace



#### Skills

- practise imagination and creativity



#### Attitudes

- develop a positive vision.

### Materials:

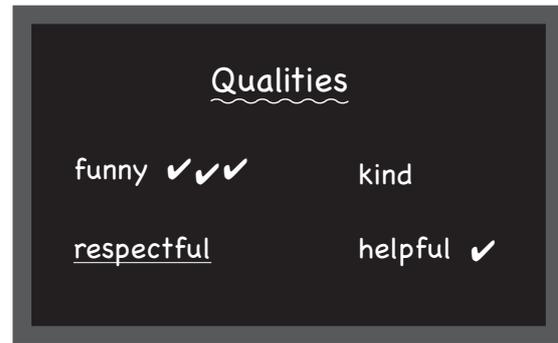
paper, markers, blackboard, chalk, sticky tape

### What to do

1. Ask the children to form small groups (five to eight children). Ask them:
  - *When you think of a friend, what is it about his or her personality that you like?*
  - *Why do you like your friend?*

Allow 5 to 10 minutes for the groups to discuss. They should be talking about qualities, for example, funny, helpful, talkative, creative, good listener, respectful, etc.

- Ask each group to share the qualities they discussed with the rest of the class. As each person says a quality, write it on the blackboard. When a quality is repeated, place a mark next to it.



- Say:

*A quality is a talent, skill, attitude or characteristic that someone has. It is usually very strong or noticeable in that person. We often describe the person by this quality. Qualities can be both positive and negative.*

*These positive qualities you have listed all help peace to grow in our classroom. When we all practise these qualities we feel happy, healthy, safe and strong – we experience peace.*

*We are now going to create a recipe for peace. A recipe is a set of ingredients and instructions for creating a meal. We are going to use our imaginations and think of a set of ingredients for creating peace in our classroom.*

*When we follow a recipe, it tells us how much we need of different ingredients, for example – a cup of ..., a teaspoon of ..., a sprinkle of ..., a handful of ..., a truckload of ...*

Write these measurements on the board and ask the children to suggest any other types of measurement.

- Assign each small group one or two qualities that are written on the board, starting with the qualities with the most marks. Do not give groups the same qualities.

- Say:

*As a group, decide what measurement you need of the qualities I've given you. Now draw a picture of this. We will put this in our class recipe for peace. For example, if your quality is smiles and you choose a cup measurement, draw a cup with smiles in it.*

Allow the groups 15 minutes to draw their measurements of qualities for the recipe.

- Write 'Our classroom recipe for peace' on the blackboard. Ask each group to take it in turns to come and stick the measurement of their quality on the blackboard. Ask each group to read out what they've added to the recipe. For example:

*To create peace, you need a cup of smiles.*



7. Once all the ingredients for the class recipe for peace are on the board, read them out. Depending on the class level, you may like to write the instructions for the recipe together. Otherwise say:

*For peace in our class we need...*

Read out all of the ingredients and measurements suggested by the children.

## Reflect

Ask:

- *What did you learn in the activity?*
- *What does peace mean to you?*
- *Why is it important to have peace in your life?*
- *Would you add other ingredients for peace in your life?  
Which ones and why?*
- *How does peace make you feel?*
- *How can you be a more peaceful person?*



## Reach out

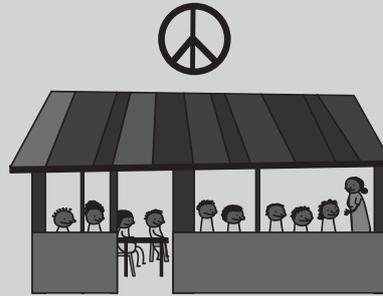
- As a class, write the instructions for the class recipe for peace. What do you need to do with the ingredients? Look at the example of the school recipe for peace on the next page.
- Ask the children to create a family recipe for peace. What ingredients do they need to have peace at home? Ask the children to share their recipes with their families. Alternatively, the children can create the recipe with their family and bring it to share with the class.
- Write a recipe for peace in the school together as a class and display it where everyone can see it. Alternatively, you could write it like the example on the next page and place it in the school newsletter or read it out at assembly.



## School recipe for peace

### Ingredients

- » 2 cups of laughter
- » 1 cup of joy
- » 1 cup of energy
- » A sprinkle of hard work
- » 2 teaspoons of creativity
- » A dash of playfulness



### Method

Mix all ingredients together in a gentle and respectful way. Don't judge what the mixture looks like. Leave it to rise, occasionally providing care and inspiration. Ensure it has access to the right conditions and watch it grow evenly into a peaceful school. Be sure to share it with everyone you know.



## Activity 7B: Peace audit



**Summary:** Children will explore where peace exists in their schools and communities. They will examine what promotes peace and how peace can be found in different areas (from their minds, to their environment). This will increase their interest in looking for peace in other areas of their lives.



### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define peace



#### Skills

- practise critical thinking and analysis



#### Attitudes

- develop a positive vision.

### NOTE

For younger children (8-12) you may like to walk around and conduct the audit together as a class.

### Materials:

paper, pens, markers

### What to do

1. Say:

*Peace is about living happy, healthy, safe and strong lives. We can experience peace in our minds, family, school, community, country, the natural environment and the world. An important part of peace is respecting everyone and the environment around you.*

*We are now going to do a peace audit. An audit is when you inspect or examine something. We are going to examine where you feel peace in the school. When examining where you feel peace, think of memories and use your senses (touch, smell, etc.)*

2. Divide the class into small groups (five to eight children). Ask each group to draw a map of the school. Allow each group 10 minutes to complete the map.



3. Say:

*In groups, you will now walk around the school. Examine every part of the school. Where are areas where you feel peace? Mark them on your map and keep note of why you feel peace here. What is it about them that creates a feeling of peace?*

Allow the groups at least 25 minutes to audit the school. Walk around with them, monitoring and helping groups.

4. Meet together back in the classroom and ask each group to present their audit.

5. At the end of the presentations say:

*Peace is an important part of our lives. We can experience peace in our minds, family, school community, country, natural environment and world. All of these areas are connected and we need to try to create peace in them all to fully experience peace in our lives.*

#### NOTE

This activity will be built on in activity 10: Peace barrier audit on p. 122. Keep the groups' maps and peace audit notes in a safe place.

### Reflect

Ask:

- *What did you learn in the activity?*
- *What does peace mean to you?*
- *How does peace make you feel?*
- *Why is it important to have peace in your life?*



### Reach out

- *Ask the children to conduct a peace audit of their home or community. Encourage them to present their findings to the class.*
- *As a class, combine your school peace audit findings and present them to the school at an assembly. Make recommendations to the head teacher/principal on how to increase peace in the school.*



Topic



# 2.2

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## What is peacebuilding?

### Background information for educators

Peacebuilding is about being an engaged citizen and having a positive impact on society, the environment and the economy. The three main peacebuilding activities are:

1. Preventing conflict
2. Resolving conflict peacefully
3. Creating spaces for peace to grow



The focus of this guide and the 'Be the future!' toolkit is on 'creating spaces for peace to grow'. The other two peacebuilding activities will be touched on in Module 4. There are many resources already available, which focus on conflict prevention and resolution. Please refer to 'Helpful resources' on p. 227.

Creating spaces for peace to grow means making room for children to express themselves and be heard. Children need to be trusted with responsibilities. They need their ideas and thoughts to be considered important and useful, and to be factored into decision-making in their family, school, and local and international communities. Children need to be taught skills and knowledge in order to have the confidence to participate in peacebuilding. They need to be self-aware and compassionate, and to practise respect. This educator's guide promotes the role of the school and home in providing a space for young people to fulfil their potential to participate in their communities.

## Why teach peacebuilding in your class?

You are in a position to support the children in your class and ensure they are safe and healthy. When children are taught peacebuilding, they will learn knowledge and skills, and build confidence to participate in their communities. They will build an understanding that their voice is important and can make a difference. Children will also learn effective ways to prevent and resolve conflict, and avoid violence. Teaching peacebuilding will encourage good habits and help with classroom discipline, because children will learn more about compassion and their responsibilities towards each other.

## What teachers can do to support children in peacebuilding

Teachers not only directly affect the lives of children within a classroom, they also have a significant influence on parents, and they are an important link between parents, children and the community. As a teacher, you can do more than just deliver the modules in this guide to support peacebuilding. To promote peacebuilding teachers can:

### **Take action**

- Be proactive, not waiting to act until there is a serious problem.
- Be a part of the community, talking about issues at community events or at parent and teacher association meetings.
- Send letters to the editor of the local paper, focusing on issues raised by children.
- Keep the school board informed. Invite them into the classroom. Send them children's work.
- Create and support opportunities for children to participate in the community.
- Promote a wider understanding of child participation – it is not just 'having a say'. It is about handing over responsibility, reflecting, discussing, learning, contributing and supporting peer education (child-to-child).
- Create opportunities for the children to practise having higher levels of responsibility in the classroom and school.
- Challenge adults when they question children's ability to participate.
- Promote the idea that adults and parents are facilitators and advocates rather than controllers of children.
- Use positive discipline techniques to manage behaviour in the classroom.

### **Encourage other teachers**

- Support professional development initiatives. Encourage collaborative projects and network participation.
- Display student accomplishments, especially writing and artwork, not just in classrooms, but also in the library or in the playground.
- Reflect and share your learning.
- Plan evening discussions of curricular or classroom management issues.
- Work out arrangements with the local newspaper to highlight what's happening in classrooms.
- Talk to other teachers and form a network to take a common stand.
- Compile useful teaching resources.

### **Activity**

The following activity allows children to identify that they can be peacebuilders and can participate in peacebuilding activities. It is suitable for all ages.



## Activity 8: Who can be a peacebuilder?

**Summary:** Children will identify that everybody can be a peacebuilder. It will inspire them to take ownership and practise peacebuilding.



---

### Time:

40 minutes

### Learning outcomes

Children will be able to:

-  **Knowledge**
  - identify peacebuilding activities
-  **Skills**
  - practise imagination and creativity
-  **Attitudes**
  - develop social responsibility

### Materials:

blackboard, chalk

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### What to do

1. Divide the class into small groups (five to eight children). Ask each group to work together to come up with a description of what peace is. Allow each group 10 minutes to discuss.
2. Ask each group to share their description of peace.
3. Say:

*Feeling and practising peace allows us to achieve our full potential. We can experience peace in our minds, family, school, community, country, natural environment and world. All of these areas of peace are connected, and we need to try to create peace in each of these areas to fully experience peace in our lives.*

4. Ask the groups to think about ways we can build peace or make peace grow. Say:

*What are ways you can build peace in the school?*

*What are some actions you can do to make peace grow in the school?*

*In your groups, discuss the answers to these questions and create a drama showing the class what action you would take to build peace in the school. You can be as creative as you like.*

Allow 20 minutes for the children to discuss and develop their dramas.

5. Ask each group to present their drama. Observe what kind of peacebuilding activities they are suggesting in their plays.
6. In a large group discussion, ask:
 

*What did we learn from the dramas?*

*What activities can we do to build peace?*
7. Say:
 

*Everybody can be a peacebuilder – even you and me! It is about having a goal and working together to build and keep peace. Peacebuilding can be about:*

  1. *Preventing conflict*
  2. *Resolving conflict peacefully*
  3. *Creating spaces for peace to grow*

## Reflect

Ask:

- *What did you learn in the activity?*
- *What does a peacebuilder do?*
- *What can you do to build peace in your family, school, community and the natural environment?*
- *Who can be a peacebuilder? Do you have to be an adult? Why or why not?*



## Reach out

- Ask the children to write a list of activities/actions they can do/make to build peace in their home. Ask the children to take the list home and share it with their parents.
- As a class, design a peacebuilder's daily task list for everyone in the class. What can the children do on a daily basis to build peace in the classroom? This could be developed into a peace code for the class that all the children sign. The code could include a series of statements that will help develop and maintain a peaceful and calm atmosphere.
- Read out the case study (PNG: A group of women bring peace to their communities) and ask the following questions:
  - › *Were the women all from the same tribe?*
  - › *Why wasn't there peace in the women's communities?*
  - › *What activities did the women do to create peace?*
  - › *Were the women peacebuilders? Why or why not?*

Ensure the children understand that they are not expected to do the same peacebuilding activities as these women. There are a lot of safe and fun peacebuilding activities. When peacebuilding in the community, children should always have a trusted adult with them, ensuring their safety.



## CASE STUDY

### **PNG: A group of women bring peace to their communities**

After three decades of brutal and bloody tribal violence, communities in Papua New Guinea's Highlands region are now powerful advocates for peace.

For Kup, a district high in the rugged mountains of Papua New Guinea's Simbu Province, peace came in the shape of three inspirational women — Mary Kini, Angela Apa and Agnes Sil — members of three enemy tribes who risked death to bring peace to their community after three decades of tribal warfare.

'There used to be a lot of tribal fighting here ... a lot of blood-shedding and many deaths occurred,' Angela recalls.

When 1999 brought the 'worst tribal fight ever', the women decided to take matters into their own hands. Risking death if discovered, Agnes, Mary and Angela met in secret, hiding in bushes and between the racks of second-hand clothing at local markets, to plan a path to peace.

'We were scared, but who else was going to do it. We had already lost so much, lost our loved ones,' Agnes explains. 'We had to do something. Someone had to start somewhere.'

From these secret meetings, they mobilised others to join their cause and, finally, Kup Women for Peace (KWP) was formed.

One of the group's first actions was inviting all tribal leaders in the district to a celebration they called 'welcome home'. The tribes brought food and firewood, sitting down together to share a meal and afterwards raising a peace flag.

Kup is now in its seventh year of peace and has gone from being a deeply divided community with one of the worst reputations for tribal violence in the Highlands, to one of peace and unity.

'I want to bring my kids up in a different environment to the one I grew up in,' KWP steering committee member Jerry Kai says. 'I want them to know nothing about violence.'



## CASE STUDY

Oxfam supports KWP with training in restorative justice, community mediation, leadership, human rights, gender equity and midwifery skills, has helped the group install rainwater tanks and a gravity-fed water supply system, and has also provided start-up materials and training for livelihoods projects that provide high-risk groups, especially young men or those with a history of violence, with productive alternatives to violence and crime.

One incident came in July, last year, when a young man was shot dead and two others seriously injured in the lead-up to the 2007 national elections. Under normal circumstances, a death like this would have fuelled all-out tribal war. Not this time. KWP intervened and, through mediation, was able to negotiate a peaceful settlement.

Another time, when fighting erupted just over the border in Western Highlands province, KWP members spent two weeks camped out on a battlefield between the warring clans, using a loudhailer to call for a truce and talk about peace. Eventually, the clans agreed to stop fighting and asked KWP to negotiate peace agreements and facilitate compensation payments.

A return to peace in Kup has also seen the return of basic services – there are now eight schools, a hospital–health centre, a police station and even a mobile phone tower. People in Kup can now move freely through enemy tribal land and into towns, schools and other places with restriction. They no longer live in the shadow of fear.<sup>14</sup>



*Agnes, Mary and Angela, risked their lives to bring peace to Kup*

Topic \_\_\_\_\_



# 2.3

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## Participation

### Background information for educators

**PARTicipation** means to be a *PART* of something. In this guide, participation means being a PART of the family, school, community and country – being actively involved in peacebuilding.

### Why should children participate?

‘Children possess knowledge and opinions about their lives and experiences that may differ from those ascribed to them by adults. However, on too many occasions they are not consulted. Adults often assume that they know what children are thinking and feeling and so do not ask for their input when making decisions about matters that concern them. Adults need to listen to children in order to claim to speak on their behalf. If not, the decisions they make for children may have negative rather than positive consequences.’<sup>15</sup>

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### How do children benefit from participating?

If given the opportunity to participate, children:

- gain self-worth, confidence and experience
- become more clear about and understand their own wants and needs, and how these fit with child rights and the values of the community
- explore the possibilities of their lives by being offered choices and having to prioritise them
- learn to consider the needs of others and gain social skills as they negotiate, debate and problem-solve together

- learn about responsibility, respect and recognition
- feel more committed to making decisions they have been involved in work
- learn democratic procedures and responsibilities by participating, and are more likely to go on to become capable and involved citizens as they grow up.

### **How do adults and society benefit from children participating?**

- Children can help shape policy and practice. Insights gained from children and young people help adults to be more effective in meeting their changing needs.
- Children can change adults' perceptions of ourselves as adults and help us to avoid assumptions about what we think 'childhood' is. We will be more effective if we do not generalise, for example we should not say that 'all children are helpless against violence' or 'cannot reason until they turn seven'.<sup>17</sup>

Participation is a key element of the United Nations Convention on the Rights of the Child (UNCRC) (see pp. 69-70). It highlights the importance of children understanding their right to participate in matters that concern them, and promotes the roles of their families and communities to create an enabling environment to support the children.

### **How do I tell if children are genuinely participating in decision-making?**

- » They have access to information.
- » They express their views.
- » Their views are listened to and discussed.
- » They ask questions.
- » They can influence decisions.
- » Decision-making integrates their concerns.
- » Decisions addressing their concerns are implemented.



## **CASE STUDY**

### **Adult assumptions of a children's playground**

An interesting example of the contrast between adult assumptions and the reality of children's lives was highlighted in a project undertaken with four- and five-year-olds in a poor district in London. The children were asked to produce a mural depicting their local environment as it currently was and then as they would like to see it. The researchers found that children objected to the local council providing play areas covered in grass – widely thought to be the most appropriate surfacing. Rather, they wanted concrete areas because grass made it impossible for them to see broken glass, dog excrement and the discarded needles used by drug addicts.<sup>16</sup>

## Tips on what participation is not

- Children do not participate by only attending a function. That is decoration and not participation.
- They do not participate by being only consulted when adults make all the decisions.
- They do not participate if they are manipulated so that they express views that are not genuinely their own and do not represent their own experience.
- It is only tokenism if they are asked to give their opinion as representing 'the children' when they are not properly briefed and do not have the opportunity to discuss the issues with the very peers they are meant to be representing.

To be meaningful, participation must involve at least some degree of power-sharing and some involvement in at least some of the processes. Participation is not autonomy – children cannot always have what they want. Limits have to be set to children's power as adults have the responsibility to ensure that they are safe, healthy and educated. There may also be financial and practical limits, which adults will need to apply. Adults cannot stand by and let children make irreversible mistakes that would cause serious harm or loss to themselves or others. Asking children and young people what works, what doesn't and what could work better, and involving them on an ongoing basis in the design, delivery and evaluation of services helps to develop new skills and promote links within communities.<sup>18</sup>

## TIP

### Tips for creating a classroom where children practise meaningful participation

Learning how to participate can start in the classroom by providing the safe environment to practise. Participation will look different in every classroom because the interests and capacity of the children may vary.

- Participation should provide equal opportunities for all children, regardless of age, race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (or those of his or her parents/guardians).
- Care should be taken to neither overestimate nor underestimate children's capacities. Remember that there are multiple ways for young people to contribute to the community and these efforts should be supported and encouraged.
- Sometimes children are shy or scared about speaking in class. Group work is especially helpful for shy children and a great way for other children to practise speaking and actively listening. Make sure that you regularly use pair work and small-group work so that shy children will have more chance to practise. If you want to have a whole-class discussion or activity, it is a good idea to start with small-group work so children can practise airing their ideas first. The activities in this guide follow this process so you can practise teaching using this method.

## Activity

The following activity allows children to learn about participation and what it feels like. It is suitable for all age groups.

## Activity 9: PARTicipation in the nation!



**Summary:** Children reflect on what meaningful participation is. It will raise their awareness to begin analysing how they participate in all areas of their lives.



### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- identify meaningful participation



#### Skills

- develop imagination and creativity



#### Attitudes

- develop a positive vision.

### Materials:

blackboard, chalk, exercise books, pens and pencils

### What is meaningful participation?

Meaningful participation is when children are trusted with responsibilities, their ideas and thoughts are considered important and useful, and are factored into decision-making.

**TIP**

### What to do:

1. Write the word participation on the blackboard and circle 'part' in 'part'icipation.
2. Say:

*PARTicipation – means to be a PART of something. Participation means being a PART of your family, school and community; being actively involved in building peace. But how do you know if you are a part of something? It means knowing where to find information, expressing your ideas and having them listened to and discussed. Imagine your ideas influencing how a decision is made – this is participation.*

3. Ask the following questions. When the children share their answers, write them around the word, 'participation', written on the blackboard. Ask:
  - *When you hear participation, what does it mean to you?*
  - *What words come to mind?*
  - *How does participation make you feel?*
  - *What would you like to participate in?*
  
4. Divide the children into small groups (five to eight children) and say:
 

*You are now all famous singers/rappers and you are going to write a rap or song about participation. Think about your answers to the questions I just asked when writing the lyrics. Your song doesn't need to be long and doesn't need to rhyme. You may like to make up a dance that goes with your song.*

Allow enough time for the children to write and practise their songs (20 minutes). Younger children may need some extra help with writing their lyrics.
  
5. Ask each group to present their songs to the rest of the class.

### Reflect

Ask:

- *What does participation mean to you?*
- *Do you remember a time when you weren't allowed to participate? How did it make you feel?*
- *Why is it important for children to participate?*



### Reach out

- Invite the parents to the classroom for the children to perform their songs. You may like to combine this with a parent night/event that is already happening. Perhaps the night when you speak to the parents about peace education.
- Arrange to present your songs to the rest of the school. Perhaps you can write a song together as a class and present this at the school assembly.





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## Module Assessment

# 2

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## Post-module assessment

Your reflective teaching practices and the 'reflect' section after each activity will provide assessment. To assess learning for the whole module ask the children to discuss the following questions in small groups, or they can answer them in their exercise books. Compare these answers to how they answered them in the pre-module assessment.

- What does peace mean to you?
- How do you build peace? How do you make peace grow?
- Can anyone build peace? Why or why not?
- What are some groups/activities you participate in?
- Finish this sentence: I know I am participating when ...

### **Other assessment ideas**

- In groups, ask the children to develop and perform a drama about a child building peace.
- Ask the children to draw what peace or peacebuilding means to them.
- Ask the children to draw a peacebuilder or write a story about a peacebuilder.
- Observe and record how children participate in each of the activities.
- Observe and record how the children work in small groups.

# Teaching reflection

Encouraging self-reflection in the children provides the perfect space for you to reflect on your teaching practices. Whenever you ask the children to 'reflect', take the opportunity to reflect yourself.

1. What worked in this module? How do I know?
2. What would I do the same or differently if I could re-teach this module? Why?
3. Why did the children behave in a particular way?
4. How do the children learn? Am I teaching in a way that encourages their unique learning styles?
5. Did I listen to the children about what they enjoy and what they do not enjoy?
6. Did the children understand everything? Why or why not?
7. Were the children able to do everything? Why or why not?
8. Were there any challenges to the group work?



## Module

# 3

## Peace in our lives

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### This module has two topics that cover:

- 3.1 Barriers to peace
  - 3.2 Bridges of peace
- 

### Module 3 learning outcomes

Children will be able to:

#### Knowledge

- examine the barriers to peace
- recognise discrimination
- increase self-awareness

#### Skills

- practise critical thinking and analysis
- practise systems thinking
- practise problem solving
- practise imagination and creativity
- practise communication, active listening and reflection

#### Attitudes

- develop social responsibility
- develop respect for difference.

### Pre-module assessment

Ask the children to discuss the following questions in small groups, or they can answer them in their exercise books.

- What are some barriers to peace? What stops peace from growing?
- Is everyone treated equally in the world? Why or why not?
- If people are treated differently, why? Is this right? Is this peaceful?



Topic \_\_\_\_\_



# 3.1

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## Barriers to peace

### Background information for educators

There are many things that can prevent someone from living a happy, healthy, safe and strong (peaceful) life. Some of the children you teach may be exposed to violence, tribal conflict or ethnic discrimination – these all pose serious barriers to peace. Cultural attitudes can also limit children from experiencing peace and participating in peacebuilding activities.

#### TIP

#### Supporting children

Be prepared to support children who may realise they don't have peace in an area of their life or who have been subjected to abuse.

In these activities, the children may learn that they do not have peace in their lives. It may bring up memories and uncomfortable feelings for the children. They may have been treated unfairly, or be a victim of abuse. If it comes up naturally in classroom activities, do not draw too much attention to it in front of the class. Start the reporting process outside of the class. For reporting abuse, please refer to pp. 33-43.

### Barriers to peace in the Pacific

In the activities, let the children uncover the barriers to peace that are relevant to them. A barrier is an obstacle that prevents movement, progress or success – in this case – a barrier is something that prevents peace. They may have already started to uncover some of these in previous activities. On the following pages is an overview of some of the main barriers to peace in Pacific communities. They are often linked and more than one can occur at the same time.

## 1. Violence

- Violence means using physical force intended to hurt, damage or kill someone or something. Often it happens when the person being violent has no compassion or respect for others or those that are different. Often they get angry or passionate and react out of instinct (act straight away) without thinking. Many things can spark a violent reaction, such as discrimination or conflict.
- Conflict is a common occurrence in our society, however, it does not need to involve violence.
- When an adult is violent towards a child or uses physical force, this is known as child abuse. This is a violation of child rights. For more information on child abuse, please see pp. 33-43.

## 2. Tribal conflict

Tribal conflict is when people from two or more different ethnic, religious or language groups have a serious disagreement about something. Often there are different interests, opinions and values, which leads to conflict.

In Melanesian societies, ethnic or tribal conflict often occurs because of:

- few economic activities for young people, which leads to boredom
- a weak government which does not understand or communicate easily with the community, creating a divide
- firearms being readily available
- resource exploitation which causes devastation of the local environment and livelihoods
- lack of governance, police and law enforcement.

## 3. Discrimination (racial, ethnic and gender)

In some Pacific communities, women's, children's, youth's, disabled people's and certain ethnic groups' status is low. When people cannot enjoy their rights or participate equally, this creates a place where it is hard for peace to grow – an unbalanced and unfair society. It also creates tension and potential violent conflict. As a result, we have an unbalanced society, with discrimination in education, unfair employment opportunities and high levels of violence. All of these limit the achievement of our national goals.

A more balanced society is one in which everyone has equal opportunity to develop fully, to participate in political, economic, social and religious activities, and to benefit from them. It means that both men and women have equal potential to be involved in decision-making.

This guide's focus is on the equal participation of children. However, it is also important to understand some of the other forms of discrimination, which affect children too. It may even happen in the schoolyard with bullying.

## Racial and ethnic discrimination

Discrimination is the unfair treatment of someone based on his or her race or ethnicity. Race is defined by a group of people with common ancestry, distinguished from others by the physical characteristics such as hair, colouring, skin, etc. Ethnicity is defined as a group of people sharing the same race, religion, language, etc.

## Gender discrimination

Gender discrimination means when women and girls are considered inferior or less than men and boys. They are not given equal opportunity or choices that men are entitled to. This can lead to women and girls being treated unfairly and denied the same rights as men and boys, including opportunities such as attending school. They often experience unfair treatment and are in vulnerable positions, leading to issues such as domestic violence, sexual abuse, emotional abuse, trafficking and exploitation.

### TIP

**Gender** is not something we are born with, it is something we learn through the process of socialisation (the way our society teaches us). It is made up by society.

**Sex** refers to biological differences and the biological functions of women and men. These characteristics exist for reproduction purposes and cannot be changed. Sex is about being 'male' or 'female', and is the same for other animals.



We learn gender roles while we are growing up. Often gender roles have been formed over time. They have become established as traditions and are part of our culture. Many communities believe it is the girls' responsibility to clean up the house, wash the dishes and cook while the boys find and chop firewood and be with men. As they get older, the men become doctors, builders, soldiers or leaders, and women become teachers, shop attendants or nurses – more nurturing roles. Such stereotypes limit the potential of both girls and boys. People of both sexes should be allowed to follow their dreams and choose a career that suits their personality and talents.

Gender affects every aspect of our lives. We take for granted that what we see as the role of women is a role that only belongs to women and that the roles of men belong only to men. These roles are reinforced by the culture of our society but there are good reasons to question some of these traditional roles.

## Gender principles

- Gender is a social construct (i.e. it is made up and not based on any fact).
- Gender roles are not truths.
- Gender roles change over time, as does our culture.
- Gender inequalities can be changed.
- Gender means both women and men.
- People learn gender roles in childhood and these are reinforced through peers, language, schools, churches, social structures and laws.
- Gender equality also means including the interests of women, who are currently the most marginalised sex.

### Gender equality can be encouraged by:

- observing the gender differences in your classroom
- acknowledging differences between boys and girls
- valuing female knowledge and experience
- promoting equal opportunity – equality for boys and girls
- ensuring activities are gender inclusive (includes both males and females).  
Gender inclusive activities give equal value and validity to girls and boys.

**TIP**

### Warning

The following text may be distressing for you to read. However, it is reality and you need to know what abuse is and how to identify it.



## 4. Abuse (physical, emotional and sexual abuse and neglect)

Child abuse is when people hurt children. Child abuse is very serious, and one of the most difficult things to deal with when you are protecting the people in your community. Child abuse includes physical, emotional and sexual abuse, as well as neglect. It is difficult to find one definition of abuse because each country defines it differently in national laws, but here are some general definitions.

### Physical abuse

This refers to the act of physically harming a child. Physical abuse can also occur when a parent or person in a position of responsibility, power or trust (such as a school teacher) fails to stop a child from being hurt when it is within their power to do so.

### **Warning**

The following text may be distressing for you to read. However, it is reality and you need to know what abuse is and how to identify it.



### **Emotional abuse**

This includes failing to give the child a supportive environment in which to develop and grow, for example, not showing the child love, not nurturing the child or not allowing the child time to explore and play. There may also be acts towards the child that can restrict or harm the child's health or development. These acts include restriction of the child's movement, yelling at the child, threatening or scaring the child and rejecting the child.

### **Sexual abuse**

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully understand, is unable to give informed consent to (this means they cannot agree to it) or that violate the laws or social taboos of society. National laws outline the age of consent – that is, the legal age that people can agree to have sex.

Child sexual abuse can occur between two children if one child is in a position of power or responsibility over the other (this can simply be by being older), or between a child and an adult. Sexual abuse can include acts of penetration – in the genital, anal or mouth region, sexual touching of any part of the body, clothed or unclothed; encouraging a child to engage in sexual activity, including masturbation (touching of the genital area for sexual pleasure); choosing to have sex in front of a child; showing children pornography (printed or visual media containing explicit descriptions or images of sexual organs or sexual activity); using children to create pornography; and encouraging a child to engage in prostitution (engaging in sex for payment).

### **Neglect**

This occurs when the child's carer has not provided for the child's development in health, education, emotional needs, nutrition, shelter, and/or safe living conditions. This includes the failure to properly look after and protect the child from harm.

### **TIP**

#### **Reporting child abuse**

For more information on reporting child abuse, please refer to pp. 33-43.

## 5. Corruption

Corruption means dishonest behaviour by people in any position of power. Corruption can mean that resources and services are not divided up equally and decisions are made without participation.

Corruption can also undermine the government's ability to equally share public goods. It can also cause violence as people feel they are not being fairly treated and don't have access to justice, especially if the state security and police are corrupt.

## 6. Environmental destruction

Communities' survival often relies on the natural environment and access to its resources. When people destroy the environment through activities such as logging, it can lead to tension in the community. This destruction/degradation can result in conflict over diminished resources.

## 7. Non-participation

A peaceful life involves being an active citizen. If someone is denied participation, they are denied their rights and lose their feeling of self-worth. Democracy is often a way for a government to encourage participation from its citizens. However, there are many other barriers at play that can prevent meaningful participation, such as those mentioned above, as well as culture and tradition.

## 8. Alcohol, prostitution, street children, begging

When people do not experience peace, they often fall into living very hard lives. This can lead to family and community breakdown. It may result in children having to live independently before they have the skills to do so. They may turn to alcohol to cope or turn to prostitution or begging to collect money to survive. Alternatively, uncompassionate people may force them into doing any of the above.

When some children are not cared for, they end up living on the street.

## Activities

The following activities focus on observing when there is discrimination, valuing diversity and practising respect, so these barriers can be overcome. In the next topic, the children will learn some techniques to start building peace. Activity 11 has two options depending on the children's age. All activities are to be completed in sequential order.

## Activity 10: Peace barrier audit



**Summary:** Children will examine barriers to peace in different areas (from their minds to their environment). This will increase their interest in promoting peace in their school and community.



### Time:

45 minutes

### Learning outcomes

Children will be able to:

-  **Knowledge**
  - examine the barriers to peace
-  **Skills**
  - practise critical thinking and analysis
-  **Attitudes**
  - develop social responsibility.

### NOTE

This activity builds on activity 7B: Peace audit on p. 99. However, it is not compulsory to have completed that activity. For younger children you can move onto Activity 11A, or you may like to walk around and conduct the peace barrier audit together as a class.

### Materials:

paper, pens, pencils

### What to do

1. Say:

*A peaceful environment allows us to live happy, healthy, safe and strong lives. It allows us to fulfil our potential. We can experience peace in our minds, family, school, community, country, world and the natural environment. An important part of peace is respecting everyone and the environment around you. Sometimes there are things in our lives that challenge peace and stop us from fulfilling our potential.*

*We are now going to do a peace audit on the barriers to peace in the school.*

2. Divide the class into small groups (five to eight children). If possible, use the same groups that did the peace audits in activity 7B. Say:

*Using the maps you have already drawn in your 'peace audit', you will now walk around the school in the same groups. You have examined where peace is in the school, now examine where peace is being challenged and can't grow – where there are barriers to peace. Mark the locations on your map where there is no peace or where peace has been challenged, and keep note of why.*

*What is it about these areas that prevents peace from growing?*

Allow the groups at least 25 minutes to audit the school. Walk around with them, monitoring and helping groups.

3. Meet together back in the classroom and ask each group to present their audit.

4. At the end of the presentations say:

*There are many barriers to peace. It is important to understand where these barriers are so then you can find ways around them.*



### Reflect

Ask:

- *What did you learn in the activity?*
- *What are some barriers to peace? Why?*
- *How can you break down some of these barriers to peace? What activities could you do?*



### Reach out

- Ask the children to conduct a peace barrier audit to assess their journey to and from school. Do the children experience/see any barriers to a peaceful community on their journey to and from school each day? Are there any areas they feel unsafe? Encourage the children to present their findings to the class.
- In the school peace audits you would have learnt a lot about areas that were not peaceful in the school. As a class, make recommendations to the head teacher/principal on how these areas could become more peaceful. For example, there might be an area that could become more peaceful by planting trees or placing a seat to relax on. Alternatively, conduct an audit of the area around the school and draft recommendations for local government on how to make the area more peaceful or safer.



## Activity 11A: Peace mask <sup>19</sup>



**Summary:** Children learn to respect and appreciate each other's ethnicity and diversity. Children create their own unique peace masks to share their ethnic identities, practising the skills of listening and respecting other children's identities.

### TIP

Prepare a mask before facilitating this activity that expresses yourself and your cultural identity.



### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- examine the barriers to peace
- recognise discrimination
- increase self-awareness



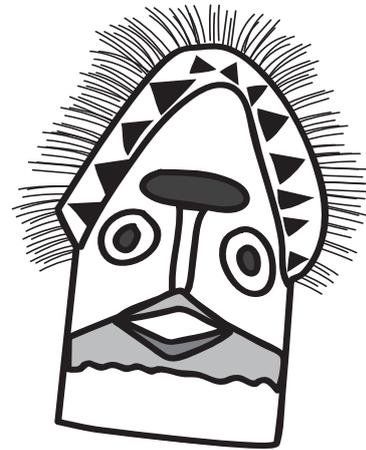
#### Skills

- practise imagination and creativity



#### Attitudes

- develop respect for difference.



### Materials:

paper, pens, pencils, leaves, feathers, stones, glue, scissors and any other materials to help make a mask

### What to do

1. Say:

*In many countries around world, communities use masks to represent who they are (their unique culture or ethnicity). Masks traditionally cover the face and are used for entertainment, art or ceremony.*

*Unfortunately, there are some people who are mean to others because they are different – their culture, language or values are different. This destroys peace. As a class we are all going to make masks and learn about each other through our masks. It is interesting to learn about the differences – we can learn a lot and it's fun! Let's recognise our differences and celebrate our uniqueness.*

Show participants a mask that you have created yourself and share with them what your mask is all about in relation to you.

2. Provide as many different art materials as possible and encourage the children to create a mask expressing who they are – their culture, language, etc. Say:

*Think about what makes you unique or different from the rest of your classmates. Do you speak a different language? Were your grandparents from a different community?*

Allow at least 30 minutes for the children to create their mask.

3. Ask the children to form small groups (five to eight children). Ask the children to share their masks with their group members and explain why it is unique.
4. Encourage some children to share their masks with the whole class and explain why it is unique.
5. Ask the children to rejoin into their groups and discuss:
  - How did you feel about learning about other people's masks?
  - Did you find it interesting?
  - Did you feel angry at all that people have different masks?
  - Why do you think some people in our world don't like it that we all have different masks? Is this OK?
  - As a class, how can we encourage people to accept that we are all different?
  - What can you do to accept difference?

6. Say:

*When we are unfair or hurt people because they are different in any shape or form (you could mention different age, sex, language, abilities, culture or religion as examples) this is called discrimination. Discrimination means peace cannot grow. It is a barrier to peace.*

### **Reflect**

Ask:

- *What did you learn in the activity?*
- *How did it make you feel when you saw everyone's different masks?*
- *How does it make you feel when people are hurt because they are different?*
- *Discrimination is a barrier to peace – what other barriers to peace can you think of?*



### Reach out

- Ask the children to take their peace mask home to their family and talk about all the different masks in the class and how they learnt respect and an appreciation of differences.
- Create a peace mask fashion parade where all the children can wear their masks and show the rest of the school. As the children are parading in their masks, you can talk about respecting and appreciating difference.
- Take time in class to learn about different ethnic groups and cultures from around the world. Get excited about all of the differences!



## Activity 11B: In or out?



**Summary:** Children learn to identify discrimination, particularly in participation. Children learn to respect and appreciate each other's differences.



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### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- examine the barriers to peace
- recognise discrimination



#### Skills

- practise communication, active listening and reflection



#### Attitudes

- develop respect for difference.

### Materials:

pencils, pens, butcher's paper or chalk

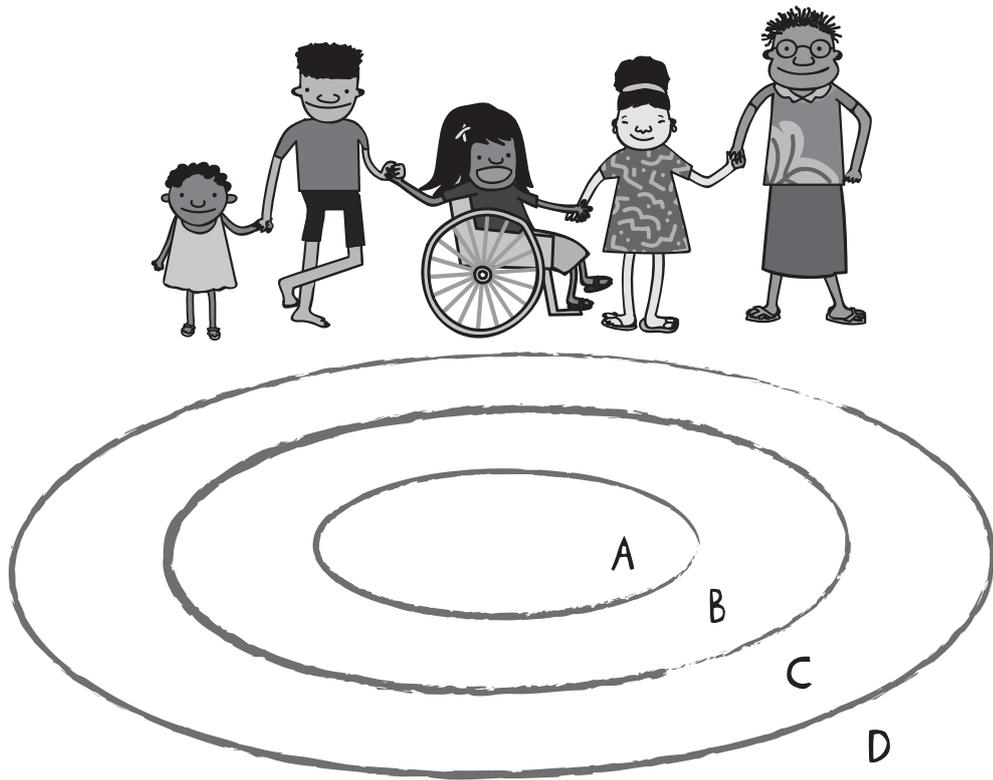
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### What to do

1. Move outside to a large open space, ask the children to form five groups and say:

*A lot of people in our school and communities are left out and do not participate – they are excluded. This is often simply because they are different. For a peaceful society, it is important that everyone is invited to join in and is treated equally as part of the school and community. When we are unfair or we hurt people because they are different in any shape or form (you could mention different age, sex, language, culture or religion as examples) this is called discrimination. Discrimination means peace cannot grow. It is a barrier to peace.*

2. Draw with chalk on cement or with a stick in the dirt the following circles. Mark each circle with a letter (as shown on the next page). Make sure the circles are large enough so one child could stand in each one. Before starting, ask all the children to sit on the outside of the circle in their groups.



3. Say:

*We are going to do an activity to think about which children participate in or are excluded from activities in the school.*

*The different circles represent different levels of participation.*

*Which one represents the most participation?*

*Which one represents exclusion?*

Allow the children to decide how the circles are rated with four different levels from full participation to exclusion.

4. Ask for one volunteer from each of the five groups and give each volunteer the characteristics of a child below. You can alter these to fit with the children's experience. Make sure there is a variety, including children who may be more vulnerable than others. Examples of children and characteristics:

- 5-year-old healthy girl
- 12-year-old blind boy
- 8-year-old girl who does not speak the local language
- 10-year-old healthy boy
- 9-year-old boy who is from a different religion or culture

5. Call one of the volunteers forward and ask him/her to introduce him/herself (the character they are playing). Ask the volunteer's group to decide:

*Do you think this child participates in school activities? How much?  
How do they participate? Which circle should he/she stand in? Why?*

Allow the group time to discuss and then share with the class. The volunteer should move to the circle that the group decides. Complete this step for all of the groups until five children are all standing in their circles.

6. Ask the groups the following questions and allow time for them to discuss and then share with the class:

- Which children participate the most in the school?
- Which children are excluded in the school? Why don't they participate? What prevents them from participating?
- Are there any patterns?
- Can you see any gender or age differences? What other factors make a difference to who participates?
- Who decides on how much a child participates or is active? Is this fair? What can you do about it?

### Reflect

Ask:

- *What did you learn in the activity?*
- *Do you remember a time when you wanted to participate but couldn't? What happened? Was this fair? How do you think you could change things in a peaceful way?*
- *How does it make you feel when people don't participate? Can you help? How?*



### Reach out

- Ask the children to answer the following questions in their exercise book: *Which children participate the most in their family? Why? How would you like to participate more in your family? What can you do to participate more?* Encourage the children to share their answers with their families.
- Ask the children the following questions: *How would you like to participate more in your community? Are there any barriers to peace stopping you? If so, what?*
- As a class, draft a school policy to ensure all children can participate fully in school life, regardless of their difference. This policy could be a celebration of the differences in the school.



## Activity 12: Gender mixer



Summary: Gender discrimination is a big reason why women and girls do not participate in our communities. This activity allows the children to explore the differences between the terms gender and sex, and how gender roles are created by society and can be changed.



### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- examine the barriers to peace
- recognise discrimination



#### Skills

- practise communication, active listening and reflection



#### Attitudes

- develop respect for difference.

### NOTE

This activity involves the use of the word 'sex'. As a teacher, use your discretion as to whether it would be appropriate for your class or not. Instead you might like to say: the differences between 'gender' and whether you are a boy or a girl.

### Materials:

pencils, pens, butcher's paper, sticky notes or coloured cards and sticky tape

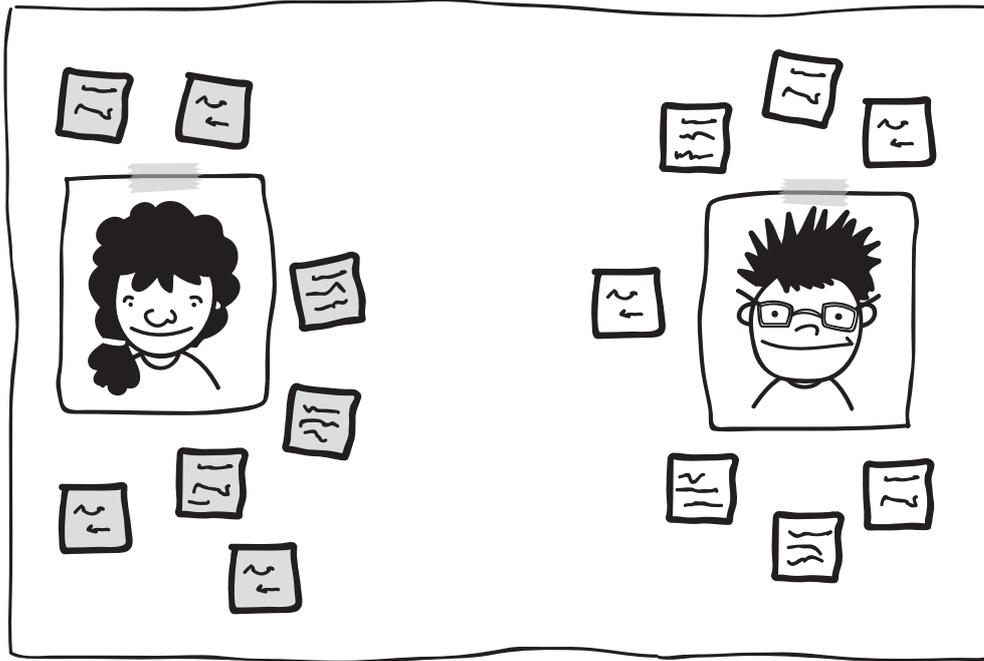
### What to do

1. Before the class: on two pieces of paper draw the faces of a girl and boy. Stick the pictures on the wall with at least a one-metre space between the pictures. Make sure everyone can see the pictures.

2. Give two coloured cards/sticky notes to each child. Make sure each child gets two different colours. Say:

*One colour represents the boy and the other the girl. Which do you want to represent which?*

*Allow the children to decide which colour is for the boy and which one is for the girl.*



3. Say:

*Write/draw one or two descriptions/things that describe what it is to be a boy on the boy's coloured card. Write/draw one or two descriptions/things that describe what it is to be a girl on the girl's coloured card. The descriptions can be a drawing, one word or a sentence.*

4. Ask the children to stick the cards/sticky notes **around** the corresponding pictures of the boy and girl. Make sure the cards/sticky notes are not on the actual pictures, as you will need to swap them over later in a later step.
5. Read or ask volunteers to read the descriptions for each face out loudly so children hear them clearly.
6. Ask the children to close their eyes. Swap the faces over so they are now surrounded by the other's descriptions.
7. Ask the children to open their eyes and get into small groups (five to eight children). Read out the descriptions around the girl and ask the groups to discuss the following questions. Ask:
  - Which of the descriptions match the girl?
  - Which descriptions do not match the girl? Why?

The descriptions that match the girl are gender and the descriptions that do not match, are the sex. For example: 'plays sport', could easily be applied to a boy as to a girl, but 'can grow a beard when older' could only apply to a boy.

8. Say:

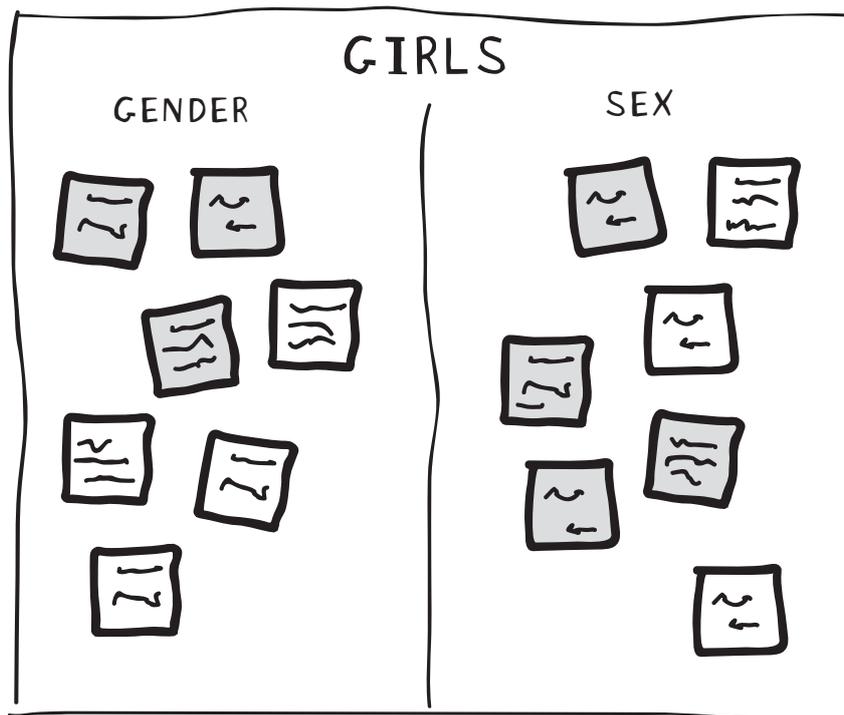
*Sex means the way we were born and our reproductive organs. Sex means being male or female. For example, our animals are either male or female. We cannot change this.*

*Gender means the way society and our culture says we should be. It is not based on fact or truth. It is made up by society and it can change. Some people believe if you are a certain gender you cannot do certain things – you cannot participate. This is not true.*

*When a society or culture has a view or idea about how boys and girls should be or what they should do, this is called a gender stereotype.*

9. Ask volunteers to move the cards/sticky notes into lists – one with the heading ‘gender’ and the other ‘sex’. Say:

*Often people cannot participate because of their gender. Society believes they cannot do something. However, as you can see – the only differences which can’t be changed are sex. We can help change the others.*



10. Complete steps 7 to 9 looking at the boy.

## Reflect

Ask:

- What did you learn in the activity?
- What does sex mean? Can we change it?
- What does gender mean? Can we change it?
- Was there ever a time you couldn't participate because of a gender stereotype? Explain the situation. How did this make you feel?
- How does gender equality help build a peaceful world?



## Reach out

- Ask the children to think about their grandmother or grandfather. *What is one thing he or she couldn't do when they were young but boys and girls can do now?* For example, when my grandmother was young, she was not allowed to wear pants. However, girls today can wear pants.
- Ask the children to interview their parents/grandparents. Are there certain roles they believe are for men and certain roles for women? Encourage the children to bring the answers back to class and discuss. Are these gender stereotypes?
- Ask the children to create and perform a drama showing some of the gender stereotypes in their community/country. Discuss why these are stereotypes and what they mean. Does this mean equal participation? Encourage the children to share their dramas and explanations of gender stereotypes with the rest of the school at an assembly.



Topic \_\_\_\_\_



# 3.2

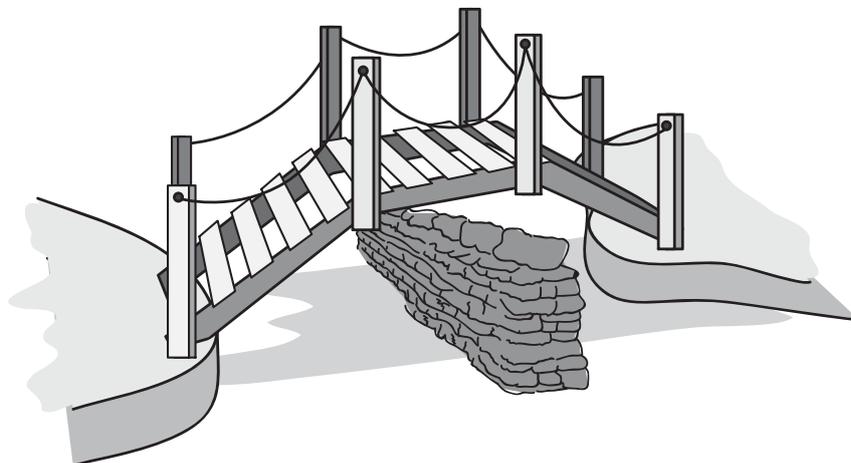
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## Bridges of peace

### Background information for educators

In Topic 3.1 the children explored different barriers to peace, particularly discrimination, and why they are happening. It is important to understand why something is a barrier to peace before you can start to think about solutions and begin appropriate peacebuilding activities. Analysis and systems thinking (for more information please see pp. 45-48) are important skills to have to understand barriers to peace and find solutions, which can be called bridges of peace.

Bridges of peace are daily activities that everybody, including the children, can do to help build peace and overcome the barriers to peace. The following activity builds on the children's knowledge of the barriers to peace. The children practise identifying barriers to peace, why they exist and ways to solve them. Children will gain confidence in problem solving.



## Activity 13: Bridges of peace



**Summary:** This activity seeks to build on the children's knowledge of barriers to peace. The children practise identifying barriers to peace, discover why they exist and learn ways to solve them. Solving these problems can be thought of as building bridges to peace. Children will gain experience and confidence in problem solving.



### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- examine the barriers to peace
- recognise discrimination



#### Skills

- practise critical thinking and analysis
- practise problem solving



#### Attitudes

- develop respect for difference.

### Materials:

blackboard, chalk, newspaper

### What to do

1. Say:

*In previous activities you started to learn about barriers to peace.*

2. Write 'Barriers to peace' on the board and ask:

- What is the opposite of peace?
- Who can tell me some barriers to peace?
- What stops peace in our school and community?

Try to elicit as many examples as possible. When the children suggest a barrier, write it on the board around 'Barriers to peace'.

If students are struggling, suggest things such as:

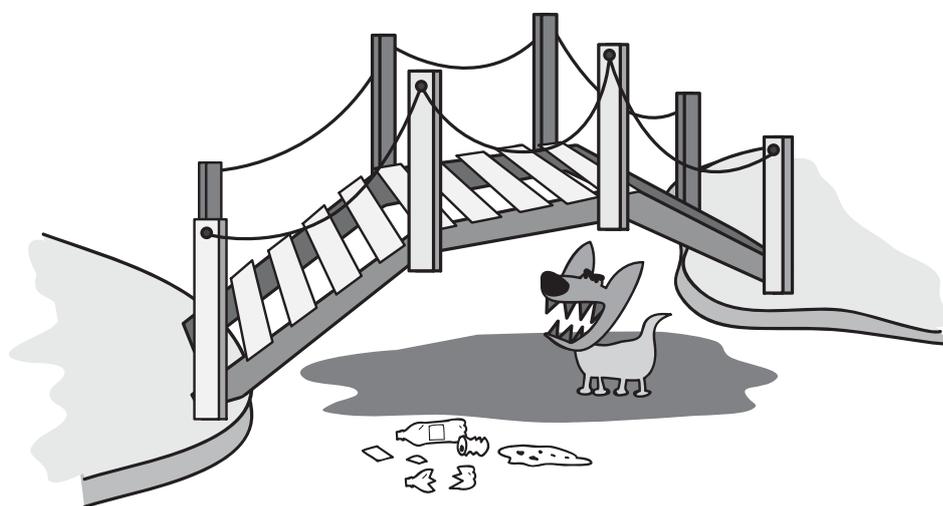
- What about when people don't let others speak or have a say?
- What about when people are mean to others because they are different?
- What about when people use weapons? What do we call this?

3. When you have a list of barriers on the blackboard, explain:

*A barrier is an obstacle that prevents movement, progress or success – in this case, a barrier is something that prevents peace.*

*A bridge is an object that connects two separated points. For example, it can pass over a barrier so the two sides are connected.*

*The barriers you have identified are stopping peace. We are now going to think of solutions to overcome these barriers – we are going to build bridges over the barriers.*



4. Divide the children into small groups (five to eight children per group). Move to an open space or clear the classroom. Ask the groups to stand on one side of the classroom and give each group sheets of newspaper (at least ten sheets).

5. Say:

*We have talked about a number of barriers to peace. All of these barriers prevent a peaceful world. Imagine the other side of the classroom is the peaceful world we want to live in. In this peaceful world, we all can participate in happy, healthy, safe and strong lives.*

*In between where we stand and the other side of the room is a deep hole. We cannot simply walk across it.*

*We need to find solutions to the barriers and build a bridge to the peaceful world. Each time we come up with a solution, we can lay part of the bridge (a sheet of newspaper).*

6. Read out one of the barriers the children listed in step 2. Ask each group to discuss and suggest a solution.

For example, a barrier might be that disabled people are not allowed to play sport. A solution might be to provide opportunities to include disabled people in sports teams or start a disabled sports competition.

Give the groups 5 minutes to discuss the barrier and come up with a solution. Ask each group to share their solutions. When they do, they can lay a sheet of newspaper on the ground.

7. Complete step 6 with other barriers from the blackboard until the groups have reached the other side of the classroom.

### Reflect

Ask:

- *What did you learn in the activity?*
- *How can you make the solutions you have come up with work?*
- *What needs to happen for you to be able to make the solutions you have come up with work within your class/school/home/community?*



### Reach out

- Document and present all of the groups' solutions that relate to the school to the head teacher/principal.
- As a class discuss some barriers to peace in the community. Once the main barrier to peace is decided, ask each child to think of a bridge to overcome the barrier. Write these on the board and vote. Use the most popular bridges (solutions) and, as a class, write a letter to a member of parliament explaining the barrier to peace and offering the solutions. Alternatively, younger children can present their solutions as a poster and display them in the school or send to a member of parliament.





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## Module Assessment 3

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# Post-module assessment

Your reflective teaching practices and the 'reflect' section after each activity will provide assessment. To assess learning for the whole module, ask the children to discuss the following questions in small groups, or they can answer them in their exercise books. Compare these answers to how they answered them in the pre-module assessment.

- What are some barriers to peace? What stops peace from growing?
- Is everyone treated equally in the world? Why or why not?
- If people are treated differently, why?

### **Other assessment ideas**

- In groups, ask the children to develop and perform a drama about a child building peace (building bridges over barriers to peace).
- Observe and record how children participate in each of the activities.
- Observe and record how well the children work in small groups.

# Teaching reflection

Encouraging self-reflection in the children provides the perfect space for you to reflect on your teaching practices. Whenever you ask the children to 'reflect', take the opportunity to reflect yourself.

What worked in this module? How do I know?

1. What would I do the same or differently if I could reteach this module? Why?
2. Why did the children behave in a particular way?
3. How do the children learn? Am I teaching in a way that encourages their unique learning styles?
4. Did I listen to the children about what they enjoy and what they do not enjoy?
5. Did the children understand everything? Why or why not?
6. Were the children able to do everything? Why or why not?
7. Were there any challenges to the group work?



Module

# 4

## Peacebuilding – conflict prevention and resolution

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**This module has one topic that covers:**

4.1 Conflict prevention and resolution

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### Module 4 learning outcomes

Children will be able to:

#### Knowledge

- define conflict

#### Skills

- practise analysis and systems thinking
- practise conflict resolution techniques

#### Attitudes

- develop a non-violence attitude.

### Pre-module assessment

Ask the children to discuss the following questions in small groups, or they can answer them in their exercise books.

- *What is conflict?*
- *Is conflict good or bad?*
- *What can we do to prevent conflict?*
- *If conflict happens, what can we do to resolve it?*



Topic \_\_\_\_\_



# 4.1

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## Conflict prevention and resolution

### Background information for educators

Peace education is about children developing the knowledge, skills, attitudes and confidence to participate in three main peacebuilding activities:

- Preventing conflict
- Resolving conflict peacefully
- Creating spaces for peace to grow

This topic will touch on preventing conflict and resolving conflict peacefully.

Conflict happens when there are competing or opposing ideas, values or attitudes. Conflict can occur when two or more people think that it is not possible for them all to get what they want. It can also result when people disagree strongly.

Conflict is a normal part of children's lives. Having different needs or wants, or wanting the same thing when only one is available, can easily lead children into conflict with one another. For example, 'She won't let me have some ...', 'He took my ...', 'Susie's being mean!'. Common ways that children respond to conflict include arguing and physical aggression, as well as more passive responses such as ignoring one another.

When conflict is poorly managed and not resolved it has a negative impact on children's relationships, on their self-esteem and on their learning. However, teaching children the skills for resolving conflict can help significantly. By learning to manage conflict effectively children's skills for getting along with others can be improved. Children are

much happier, have better friendships and learn better at school when they know how to manage conflict well.

Many people think that conflict is a bad thing, because they think that someone will 'lose' or it will lead to violence. But this is not always the case. Conflict is not bad! It can be a good thing! But it is very important to deal with conflict carefully.<sup>20</sup>

### Preventing conflict

A big part of preventing conflict is about learning to manage our anger. In activity 3, p.63, the children learnt about managing anger. Continue to remind children of this tool.

#### TIP

A simple technique to manage anger is to encourage children to:

Encourage the children to practise this technique in all parts of their lives.

Also encourage the children to practise communicating how they are feeling without blaming others. For example, 'I feel sad when you shout' is better to say than 'Your shouting makes me feel sad.'

### Resolving conflict peacefully

If conflict occurs, there are four steps to resolve conflict peacefully. If you are involved in the conflict, you may work through these steps with the other person/s in the conflict or you may ask an independent person to help you move through the steps. This person is not involved in the conflict and can be called the negotiator. The negotiator helps all people involved in the conflict communicate and reach an agreement.

Communication is the key to conflict resolution. The conflict is not always between just two people and can involve several members from two or more groups.

### Four steps to resolve conflict

1. Understand the conflict
2. Understand how people are feeling about the conflict
3. Avoid making things worse
4. Work together to find a solution

## 1. Understand the conflict

In order to resolve conflict peacefully, it is important to understand more about the conflict – to take time to analyse and reflect on the conflict. Try to separate the facts of the matter from your feelings. Conflicts never arise because of one simple reason, they are often quite complex and there are many reasons.

### Questions to ask when analysing a conflict

- What is the conflict about? Is it about:
  - > resources or property
  - > power or politics
  - > emotions
  - > values and beliefs
  - > history
  - > habit
  - > rights?
- Who is involved in the conflict?
- What is the relationship between those having the conflict?
  - > Do they have equal power?
  - > How well do they know each other?
- What is the history of the conflict?
  - > How long has it been going for?
  - > How have they tried to resolve it?
  - > How have they communicated?

**TIP**

## 2. Understand how people are feeling about the conflict

If you are involved in a conflict:

- Say what you **feel** about the conflict (without interruptions).

Make 'I' statements, like: 'I feel hurt when ...', 'I need to feel or be ...' or 'I hear what you are saying, but I feel ...'

- Listen to what other people have to say about their feelings (without interrupting them).
- Ask everyone to try to put themselves in the other person's shoes and try to understand their point of view.

### 3. Avoid making things worse

- Try to remain calm and take breaks if need be.
- Speak slowly and quietly – don't shout.
- Do not say or do anything mean to hurt the other person.

### 4. Work together to find a solution

Once you have listened to each other and identified the facts about the problem, then you need to look for a solution. This may involve some compromises on both sides.

- Brainstorm together to think of ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first.
- Another person may be helpful to write down your ideas or suggest ways of making your ideas work so that you can resolve the conflict.
- Look for common interests. Things you can both agree on to help resolve the conflict.

#### **Possible outcomes**

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Yes/Yes	when both of you are pleased with what you worked out
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Yes/No	when one side is happy because they got what they wanted and the other is sad because they didn't get what they wanted
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No/No	when neither side is happy because nobody got what they wanted
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Of the three possible outcomes, the best possible outcome is yes-yes. Conflict resolution is not easy. It takes everyone involved to work together, be flexible and willingly accept and carry out what has been decided.

Learning about self-reflection, compassion, respect and communication will give the children skills to prevent personal conflicts.

### **Activities**

The following two activities encourage the children to practise analysing conflict, including how people feel. The children will learn to be creative in resolving conflict. Complete both activities in sequential order, as the second activity builds on the learning of the first.

## Activity 14: Calming classroom conflict



**Summary:** An interactive drama activity that encourages children to think about the source of conflict, how people feel and how to focus on finding solutions to conflict. The children increase their conflict analysis and resolution skills.



### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define conflict



#### Skills

- practise analysis and systems thinking
- practise conflict resolution techniques



#### Attitudes

- develop a non-violence attitude.

### Materials:

blackboard, chalk

### What to do

1. Ask for two volunteers to be the actors – one is Jill and one is Merri. They will act out what you read. Read the following scenario out to the class and then ask the actors to act it out:

*Jill and Merri have been at school together for 5 years. Today, Merri sat in the seat that Jill likes to sit in. Jill broke Merri's pencil.*

Read the scenario out a couple of times so the actors have time to think about how to act it out.

2. Say:

*Merri and Jill are having a fight. When two people fight over things they want, it is called a 'conflict'. Conflict is a normal part of our*



*lives. Having different needs or wants, or wanting the same thing when only one is available, can easily lead to conflict with one another. For example, 'She won't let me have some ...', 'He took my ...' or 'Susie's being mean!'.*

*Sometimes when there is a conflict we might get angry and hurt one another. But, this is not how we should resolve conflict. Conflict is not bad! It can be a good thing! But it is very important to deal with conflict carefully. We are going to learn how to resolve conflict the right way.*

3. Divide the class, including the actors, into small groups (five to eight children). Explain that they will need to answer the following questions together to try to understand why Merri and Jill are fighting. You may like to write the questions on the blackboard.

**What** is the conflict about? Is it about:

- resources or property
- power or politics
- emotions
- values and beliefs
- history
- habits
- rights?

**Who** is involved in the conflict?

*What is the relationship between those having the conflict?*

- Do they have equal power?
- How well do they know each other?

**What** is the history of the conflict?

- How long has it been going for?
- Have they tried to resolve it?
- How have they communicated in the past?

Are we biased in the way we are viewing the conflict?

## TIP

Being **biased** means to favour one person in the conflict. For example I might be biased and want Merri to win no matter what the conflict is about and how it affects people, because she is my cousin.

4. Allow the groups enough time to answer the questions. They may not know the answers to all of the questions. Encourage them to guess.
5. Ask the groups to share their answers with the whole class.
6. Say:

*Just because we saw Jill break Merri's pencil, it does not mean we understand what is going on. There are many parts to a conflict and we need to ask these questions. We also need to understand how Jill and Merri are feeling. Once we understand this we can then start to think about helping to resolve it peacefully.*

*If we are part of a conflict, it is important to:*

1. Understand the conflict
2. Understand how people are feeling about the conflict
3. Avoid making things worse
4. Work together to find a solution

### **Reflect**

Ask:

- *What is conflict?*
- *What is a violent conflict?*
- *When we are trying to understand a conflict, what kind of things do we need to think about?*
- *Do we know everything about a conflict by simply watching it?*



### **Reach out**

- Ask each child to think about a conflict situation in their lives and analyse it using the questions in step 3 of the activity. They can write their answers in their exercise books.
- As a class, write a list of suggestions to resolve conflict in the school. What should the children do when there is conflict to ensure it does not become violent?



## Activity 15: Negotiation know-how



**Summary:** Children gain confidence to participate in conflict analysis and negotiation.



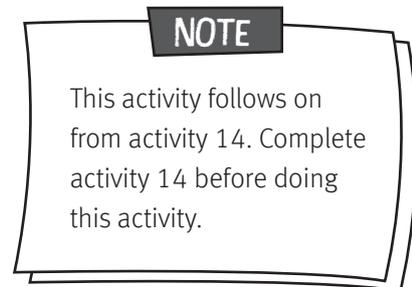
### Time:

40 minutes

### Learning outcomes

Children will be able to:

-  **Knowledge**
  - define conflict
-  **Skills**
  - practise analysis and systems thinking
  - practise conflict resolution techniques
-  **Attitudes**
  - develop a non-violence attitude.



### Materials:

blackboard, chalk

### What to do

1. Copy the following table onto the blackboard.

	Wants: what are they wanting/ demanding?	Needs: why do they want/ demand it?	How to resolve?
Merri			
Jill			

2. Say:

*You remember Jill and Merri – how Merri sat in Jill’s seat and Jill broke her pencil? Merri sat in the seat because Merri cannot see the blackboard very well. She thought it would be easier for her to sit closer to the front. Jill likes to sit in the seat because it is near the window and she can get some fresh air. The fresh air keeps her awake in class.*

3. Say:

- *A need is something we must have to live a happy, healthy, safe and strong life.*
- *A want is something we can live without and still have a happy, healthy, safe and strong life.*

4. Read out the table to the class. Divide the class into groups (five to eight children) and ask them to discuss the answers to the table for both Merri and Jill. Allow the groups 15 minutes to discuss and answer the questions from the table. Encourage the groups to be as creative as they can with the answers, particularly with suggesting ways to resolve the conflict.

5. Encourage groups to share their answers with the class. Look at how they suggested resolving the conflict. Are there any yes-yes solutions?

A yes-yes solution would be where Merri has a seat where she can see the blackboard and Jill has a seat near the window. It does not even need to be the seat they are fighting over. Both their needs are met in this solution.

6. Say:

*Conflict can be resolved peacefully by discussing what the parties want and need, and negotiating a solution. Negotiating means calmly discussing the issues and trying to understand the conflict from the other person’s point of view. Negotiating means each person needs to be flexible in order to reach a solution. You can be creative in the ways you suggest resolving the conflict. Create as many options as possible for the groups to choose from.*

*It is important to allow people to communicate their feelings and remain calm.*

### **Reflect**

Ask:

- *What is a want?*
- *What is a need?*
- *What is negotiation?*



### **Reach out**

- Ask each child to think about a conflict in his or her family. Using the above technique, encourage them to analyse the conflict and share the suggested solutions with their families.
- As a class, discuss how to deal with conflict in the classroom in the future. Perhaps develop classroom rules to ensure conflict is never dealt in a way that makes the situation worse (e.g. getting angry, using violence or fighting with others).





## Module Assessment 4

# Post-module assessment

Your reflective teaching practices and the 'reflect' section after each activity will provide assessment. To assess learning for the whole module ask the children to discuss the following questions in small groups, or they can answer them in their exercise books. Compare these answers to how they answered them in the pre-module assessment.

- What is conflict?
- Is conflict good or bad?
- What can we do to prevent conflict?
- If conflict happens, what can we do to resolve it?

### **Other assessment ideas**

- In groups, ask the children to develop and perform a drama about children in conflict and how they resolve it peacefully.
- Observe and record how children participate in each of the activities.
- Observe and record how well the children work in small groups.

# Teaching reflection

Encouraging self-reflection in the children provides the perfect space for you to reflect on your teaching practices. Whenever you ask the children to 'reflect', take the opportunity to reflect yourself.

What worked in this module? How do I know?

1. What would I do the same or differently if I could reteach this module? Why?
2. Why did the children behave in a particular way?
3. How do the children learn? Am I teaching in a way that encourages their unique learning styles?
4. Did I listen to the children about what they enjoy and what they do not enjoy?
5. Did the children understand everything? Why or why not?
6. Were the children able to do everything? Why or why not?
7. Were there any challenges to the group work?



## Module

# 5 Peacebuilding – creating spaces for peace to grow

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### This module has two topics that cover:

- 5.1 Leadership and peer education
  - 5.2 Peacebuilding practice
- 

### Module 5 learning outcomes

Children will be able to:

#### Knowledge

- define peer education
- define child rights
- define responsibilities
- define compliment
- define leadership network
- define a vision for the future

#### Skills

- practise educating peers
- practise caring behaviour
- practise teamwork
- practise systems thinking
- practise project planning
- practise visioning
- practise implementing a project
- practise analysis

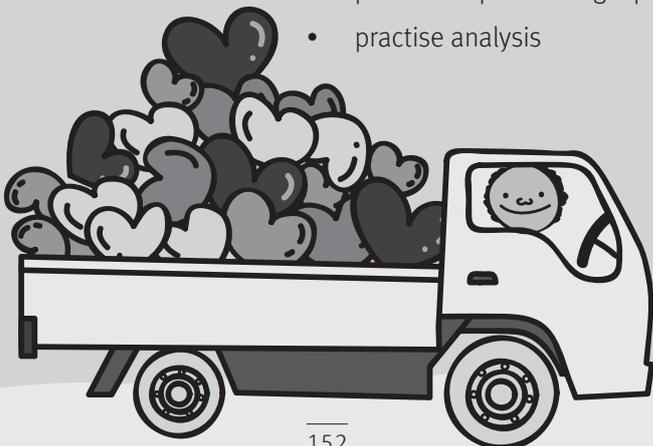
### Attitudes

- develop social responsibility
- develop compassion
- develop respect for difference
- develop a positive vision.

### Pre-module assessment

Ask the children to discuss the following questions in small groups, or they can answer them in their exercise books.

- What is peer education?
- What are your talents and strengths?
- Who can be a leader? Who is a leader that you know of? Why are they a leader?
- Imagine you could change the school in any way you like – what would you change and why?
- What is the media? Why is the media important in peacebuilding?



Topic \_\_\_\_\_



# 5.1

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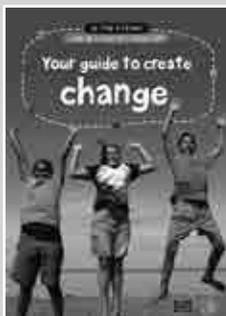
## Leadership and peer education

### Background information for educators

An achievable and practical way for children to participate in peacebuilding is through peer education and being part of a network or team that conducts peacebuilding activities.

Peer education is one of the best ways to spread knowledge, skills and attitudes for peacebuilding. Children learn from their peers in a language and context that is relevant for them. Supporting children to become peer educators and then supporting them to link with networks and teams will increase the reach and impact of peace education and the children's peacebuilding efforts. Networks and teams are also a safe place to practise peer education and peacebuilding activities.

#### Your guide to create change (peer educator's guide)



Topic 5.2 introduces and follows the structure of the book 'Your guide to create change' from the 'Be the future!' toolkit. It allows children to work through 'Your guide to create change' and practise the steps in the safe environment of the classroom with the support of a teacher. However, you can still complete this topic if the children do not have copies of 'Your guide to create change.'

**TIP**

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## What is peer education?

Peer education is a way for children to engage, raise awareness and influence their peers on issues important to them. Peer education can be used to help children encourage their friends to act and speak out. Each activity in this guide has a **'reaching out'** section. This section provides suggestions for students to practise being peer educators in their schools and with family members in the home.

Peer educators are typically the same age or slightly older than the group they are educating. They may work alongside the teacher, run educational activities on their own, or actually take the lead in organising and implementing activities.

## How can you teach peer education activities?

As a teacher, it is your role to provide the peer educators with the knowledge, skills, motivation and opportunity to practise sharing with their peers. The more responsibility and opportunities you provide the peer educators to practise, the more confidence they will gain.

### Teaching peer educators

In order to encourage and support peer education, you should:

- listen carefully to children
- take children's opinions and experiences seriously
- be flexible
- be open and approachable
- give time to the process and practice
- guide and encourage
- consider children's needs
- keep a sense of humour
- be patient
- be creative
- be democratic
- listen to criticism
- provide concrete opportunities
- give regular feedback
- share responsibilities and power
- learn from mistakes
- motivate the children to accept a challenge.



**TIP**

## Child leadership networks and teams

Children linking with peers through networks and teams is a great way to share peace education, practise leadership skills and build confidence in peacebuilding. Through networks and teams, children learn skills because they are working together for a common goal. These are important skills children will take into their adult lives.

### Network

A network is where individuals or organisations interact or engage in informal communication and activities with others for shared assistance or support.

**TIP**

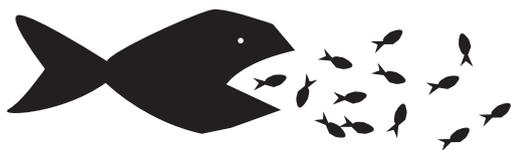
## Today's leadership

Traditionally we used to hear of 'great men' as leaders because they had a set of personal characteristics, which made them unique. For example, they were intelligent, good communicators and charismatic. This is this outdated and sexist and does not fit with our current context. Our culture and traditions have changed over time. For example, in the past girls were not encouraged to attend school but now by law, all girls and boys must attend school. Through advances in technology, our communities are more connected than ever before. There are strong social networks and movements, including online networks, which have a very influential position in our societies.

Each individual has different strengths and talents to offer. Today's version of leadership is more about groups than individuals. Leadership is about many different people working together, all doing different jobs in order to achieve a shared goal.

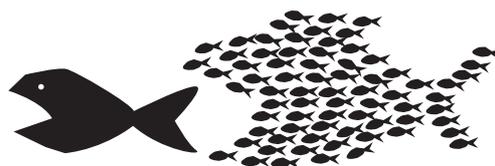
Every person, including children, is capable of being part of a leadership network or team. Working in a group means not only more physical strength but also more brainpower and more ideas. With more people we can get more stuff done! It means the goal can be achieved a lot faster and potentially have a greater impact. In peacebuilding, working in unity with others and seeing results a lot faster is rewarding and will build children's confidence. Teams and networks have the added advantage of being a great support network.

Children will discover that working in a team or network to build peace and create change is far more achievable than doing it alone. It will also be enjoyable for them to work with others and share their strengths and talents. In figure 6 you can see the traditional leader needs to have all the skills to achieve a goal or they call in support when they need it. In the leadership network, many different people connect and provide their strengths and talents to achieve a common goal.



### Traditional Leader

*(one person trying to reach a goal)*



### Leadership Network

*(many organisations and individuals contributing towards a common goal)*

Figure 6: Traditional leadership and leadership networks

## Linking with teams and networks

Teams and networks can be formed in person or even online. Children are most likely already members of teams and networks, such as girl guides, scouts, sporting groups and religious youth groups.

Online groups on social media such as Facebook allow children to network around the world and share their ideas and learning. Online networks can be a great way to learn about different cultures.

### TIP

#### **Teacher network**

Leadership networks and teams are not just for the children. For sharing information, learning and professional development on teaching, it is beneficial to join a teachers network. Is there one in your area? Perhaps you could start one – a peace educators network!

As a network of teachers, you could move closer to achieving shared goals and creating change.

#### **Facilitate children's networks**

Teachers are encouraged to partner with other schools in bringing children together to work on advocating for peace in their communities. These networks are a platform for children to get to know other children outside of their schools and communities, and develop working partnerships. In these networks, the children can share their ideas on what it means to build peace and put these ideas to action as a collective network.

Teachers can get in touch with other teachers from the professional development workshops or other areas where teachers commonly meet.

## Democratic decision-making in networks and teams

Being part of a team or network means children will learn about democratic decision-making.

The term democracy means ‘rule by the people’. Democratic decision-making is where everyone votes on an issue to make a decision. Alternatively, the team or network may elect representatives to make decisions for the group. Both these democratic styles of decision-making can be practised in the classroom.

## Democratic decision-making styles

Decision-making style	Description
Direct <u>democracy</u>	Everyone votes on an issue to make the decision.
Representative <u>democracy</u>	An elected person, who represents a group of people, makes decisions.

## Activities

In the following activities the children will learn that they all have strengths and talents that they can share through peer education and networks. They will discover the power and increased impact of working in a network to achieve a shared goal. The following activities are suitable for all age groups. Complete all activities in sequential order.

## ‘Be the Future!’ toolkit links

Activity 16 uses either the rights of the child poster or the child rights cards.



## Activity 16: Who can be a peer educator?



**Summary:** Children learn that they can be peer educators and reflect on what makes effective peer education. This will increase their interest in participating in their learning in class and sharing with peers. Through practice, they will increase their confidence.



---

### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define peer education
- define child rights
- define responsibilities



#### Skills

- practise educating peers



#### Attitudes

- develop social responsibility



### Materials:

paper, pencils, child rights cards or rights of the child poster

---

### What to do

1. Say:

*You all learn a lot in class, and you have special skills and strengths, which you can use to teach others. Any of you can become peer educators.*

*You can use the information you have learnt from our peace education lessons to teach other children about peace. Share your new knowledge and make a big difference. You can be a peer educator by talking, creating a play, a game, art or anything else fun and creative. You can do this at school, in your home or your community.*

2. Organise the class into pairs. Give each pair a child rights card. Alternatively, display the rights of the child poster and assign each pair a right from the poster.

3. Ask the children to read the cards. Say:

*In pairs, discuss what the child right on the card means and whether there are any responsibilities for this right.*

*You are now peer educators. How would you teach your friends about this right and its responsibilities? You can be as creative and fun as you like. You could teach them while waiting for a bus or you could teach everyone at a school assembly.*

Allow the children 20 minutes to discuss and prepare. Encourage the pairs to use drama, art, song, storytelling or anything else creative to educate about the right on their card.

4. Ask the pairs to join with two other pairs to create groups of six children. Ask each pair to present their peer education to the group.
5. When all pairs have presented, hold a class discussion on what was good about the peer education and what could be improved.

### Reflect

Ask:

- *What is peer education?*
- *Who can be a peer educator?*
- *Where can peer education happen?*
- *What are some examples of peer education activities?*



### Reach out

- Organise the children into pairs and ask each pair to discuss what qualities and skills make a good peer educator. Ask each pair to share their ideas with the class. As a class, write a list of tips on how to be a good peer educator. With these tips in mind, encourage the children to practise with peers in the school and report back on what happened.
- As a class, decide on a peace education topic to share with the school. Perhaps it could be child rights or the definition of peace. Create a drama to perform at the next school assembly. Encourage other students to provide feedback – did they learn what you hoped to teach them? Did they find it fun? Are they more interested in the issue/topic?



## Activity 17: Catch the compliment



**Summary:** Receiving compliments helps children to learn about their talents, strengths and positive qualities. It also boosts children's self-esteem and respect for others. Giving compliments helps children learn to appreciate and value others. In this activity, the children think about other children's qualities and give them compliments. This will help the children reflect on what strengths, skills or talents they will be able to offer a network.

### What is a 'compliment'?

A compliment is an expression of praise, congratulations or encouragement.



### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### **Knowledge**

- define compliment



#### **Skills**

- practise caring behaviour



#### **Attitudes**

- develop compassion
- develop respect for difference.

### Materials:

ball or other safe item to throw

### What to do

1. Move outside or to a large open space big enough for the children to form a circle. Ask the children to form a large circle.

2. Say:

*In this activity, we will take it in turns to throw the ball around the circle. When you throw a ball to someone, you must think about what that person is good at and yell it out. For example, I throw the ball to Josie and say, 'Josie is good at writing stories.' When we tell someone what they are good at, encourage them or congratulate them, this is called a compliment.*

You must listen carefully because you can't repeat the same compliment for a person.

3. Give one child a compliment to start the game and pass them the ball. The game needs to continue for at least 10 minutes. Ensure everyone receives the ball at least once. To create an extra challenge, you can add one or two more balls to the circle.
4. Ask everyone to sit down with a partner and ask each other the following questions for the partners to discuss. Ask:
  - What did people say about you?
  - Did you already know this about yourself?
  - Do you think it is true?
  - Is this a skill or talent you can share with others? For example, Josie, who is good at writing stories, can use her skills to write stories to share with others.
5. Encourage three children to share their answers with the class.

### Reflect

Ask:

- *Did you learn something new about yourself?*
- *What other strengths and talents do you have?*
- *How does receiving a compliment make you feel?*
- *How does giving a compliment make you feel?*
- *How did this class activity make you feel?*
- *What was the most important thing you learnt today?*



### Reach out

- Encourage the children to ask their parents, 'What do you think my strengths and talents are?' Did the children's parents identify strengths and talents the children did not recognise or know about?
- Ask the children to try to give a different person in the school and/or community a compliment each day. They could record the experience in their journal. Perhaps the class could keep a tally on how many compliments they are giving out – aim for 500 compliments for the term.



## Activity 18: Lift-off!



**Summary:** All the children are encouraged to be part of a leadership team. They have to try to carry a teammate using their combined strength. The children discover that when they all contribute towards a common goal, they have more combined strength than as individuals.



---

### Time:

40 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define compliment



#### Skills

- practise caring behaviour



#### Attitudes

- develop compassion
- develop respect for difference.

### Materials:

ball or other safe item to throw

---

### What to do

1. Move outside or to a large space and ask the children to form groups (five to eight children). Draw a finish line and stand with the groups at a start line about 10 metres away. Ask each group to choose who will 'fly' (be carried) in the group. Recommend that the team selects a smaller classmate to be carried.
2. Say:  
*You are a team and you are going to work together, using all of your combined strength to make sure your chosen classmate 'flies' across the finish line. You can do it any way you like, but make sure your teammate is safe. Please do not throw or drop your teammate. Discuss as a team and practise how you will lift your teammate off the ground and carry them across the finish line.*
3. Please ensure the safety of the children and watch for any dangerous behaviour. Allow about 10 minutes for the teams to discuss and practise.



4. Instruct the teams to carry their teammate across the finish line together on the count of 3. Say:

*1, 2, 3, Lift-off!*

5. You can repeat this a couple of times or ask each team to take it in turns to show the rest of the class.

6. Say:

*Leadership is about groups of people working together to achieve a shared goal. The shared goal you had here was to make your classmate fly across the finish line.*

*Working in a group means not only more physical strength but also more brainpower and more ideas. It means the goal can be achieved a lot faster and possibly have a greater impact. Imagine trying to lift someone by yourself!*

*We all have individual talents and strengths. The more we reflect, the more we will understand what these are. Each individual can give the team or network these strengths and talents. Imagine, a group of talented people working together – that's powerful!*

7. Ask the teams to discuss the different roles that team members played. Ask:

- Did different people contribute different things?
- What did they contribute?
- Could you have achieved more if you all worked by yourselves? Why or why not?

8. Encourage at least one team to share their answers with the class.

## Reflect

Ask:

- *What is leadership?*
- *Can groups be leaders?*
- *What are your strengths?*
- *What are your talents?*
- *How did it feel working with others in a team to achieve a shared goal?*
- *Do you think you could be part of a leadership team in real life? Why or why not?*
- *What are the lessons learnt from this activity?*



## Reach out

- Ask the children to share their learning about leadership networks and teams with their parents. The children can ask their parents if they are part of any social or professional teams or networks. Ask the children to report back on the discussions they had with their parents.
- Your class could become a school leadership team or a peace leadership team in the school. Define a shared goal (i.e. to keep the school violence free), work out what jobs are needed to achieve it and who will do what job. This can be practised following the steps in topic 5.2.
- Find an existing network to join as a class. If you have Internet access, you could join an online network.



## Activity 19: Network knitting



**Summary:** A group exercise that helps children reflect on their existing networks and the reach and impact they can have by working through networks.



### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define leadership network



#### Skills

- practise teamwork



#### Attitudes

- develop social responsibility
- develop respect for difference.

### Materials:

blackboard or paper, chalk or markers

### What to do

1. Distribute pens and paper to the class.
2. Draw the diagram on the next page on the board or a piece of paper so the whole class can see. Say:

*This is a network. Imagine that you are the middle circle. Think about all of your social connections (all the people you know), including friends, family and community.*

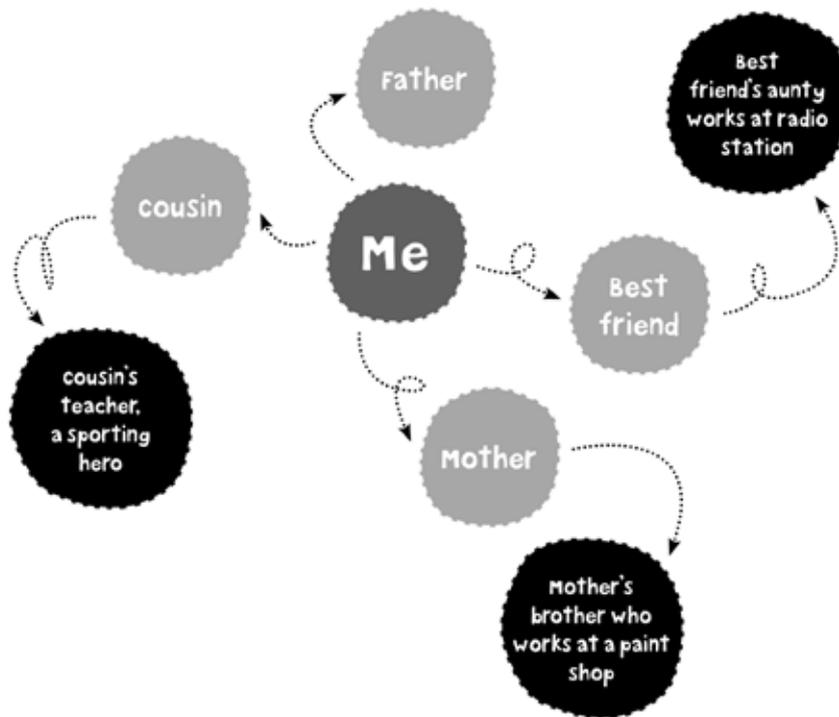
*A network is where individuals speak and act with others to achieve shared goal.*

*Draw this diagram in your books or on a piece of paper and write your name in the middle circle. Write the names of your main connections closest to your circle. As you are writing the names, you can link the circles with arrows showing how you are connected together. Who knows who? These network connections can be useful to share information, and also to get support or assistance. For example, your mother has a brother who works in a paint shop and can help teach you about paints if you*

want to make a peace mural. You might even know someone famous or someone at a radio/TV station through one of your connections.

Allow the children 20 minutes to complete their network map. If needed, complete the map for yourself as an example for the children.

3. When you have completed the activity, ask the children to share their network maps with a partner. Ask the children to see if they have any similar connections.



4. Encourage three children to share their network maps with the whole class.
5. Say:

*This is your personal network. It is all the people you are connected to in your life. When you want to share something, you can share it with your personal network and each member can share it with their networks and so forth ... the network can grow and grow! For example, if you all talk to two people about peace and they talk to two people and so on, imagine how many people will learn about peace! You can reach more people across different backgrounds and professions.*

*You may already be a member of other networks based on your interests, age, etc., for example, a youth network, sporting team, girl guides or scouts.*

*Networks are important in peacebuilding – you can come together and work on a common goal. Imagine educating your peers in a network and the impact you could have? That's big!*

## Reflect

Ask:

- *What is a leadership network?*
- *Are you a member of any existing networks?  
Which one/s?*
- *What could be some benefits of having these networks?*
- *Could you lead peer education in any of these networks?*



## Reach out

- As a class, write a list of potential networks the children or the class as a whole could belong to. If possible, consider online networks as well. What are some ways to join these networks? How do you make your networks grow?
- As a class, map out your school network with the class in the centre. What are some ways to increase the network's reach? What are some of the network's strengths?



## Activity 20: The ripple effect



**Summary:** An activity where children learn about cause and effect in a system. They learn how small actions in a network may cause many other effects and can have a larger impact.

---

### Time:

20–30 minutes



### Learning outcomes

Children will be able to:

-  **Knowledge**
  - define leadership network
-  **Skills**
  - practise teamwork
  - practice systems thinking

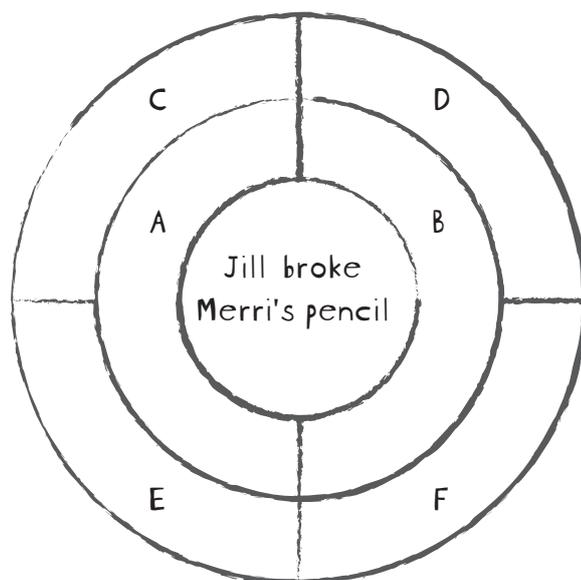
### Materials:

blackboard, chalk

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### What to do

1. Draw the following diagram on the blackboard or outside on the ground with chalk.



2. Say:

*We are now going to look at cause and effect in a system. From one small action (the cause), many things can happen (effects). Often they are unplanned. For example, in activity 14 when Jill broke Merri's pencil (cause), Jill hurt her hand (effect). Jill didn't know she was going to hurt her hand.*

Write 'Jill hurt her hand' in the area marked 'A' in the circle.

3. Divide the class into pairs and ask each pair to discuss:

*What is another thing that happened because Jill broke Merri's pencil? You can make things up and think about what could have happened.*

Allow the pairs 3 minutes to discuss other effects and encourage each pair to share their answers with the class. Choose one and write it in the area marked 'B'.

4. Go back to 'A' and ask:

*What happened (or might or will happen) because 'Jill hurt her hand'? Be as creative as you like. For example, Jill couldn't write for the rest of the day because her hand hurt so much.*

Allow the pairs 3 minutes to discuss other effects and encourage each pair to share their answers with the class. Choose one and write it in the area marked 'C' or 'E'.

5. Complete for all the areas of the circle.

6. Say:

*As you can see, from one small action – Jill breaking Merri's pencil – this caused many other things to happen.*

*Imagine if you turned this into a positive. What effects could you create by sharing your knowledge about peace? Small actions may make a big impact! That's powerful!*

*We call this the ripple effect. Have you ever seen what happens to water when you drop a stone in it? It creates ripples that expand across the water. This symbolises the effects that expand from one single action. We can use this theory to increase the effect of our peacebuilding activities. Sometimes a small action, even a smile, can create many ripples that create big change.*

## Reflect

Ask:

- *What do you think happened in this exercise?*
- *What did you learn from this exercise?*
- *Do you ever think about the ripple effect of your actions?*
- *Think of your mood and how it affects others. Do you think your mood or how you speak to people has a ripple effect?*



## Reach out

- Ask the children to think of an action they could do at home to start a peaceful ripple effect. For example, they could help their parents without asking and see what ripples happen.
- As a class, think of something you could do in the school. For example, sing a positive song at assembly. Using imagination, map out the potential ripples from this activity.<sup>21</sup>



Topic \_\_\_\_\_



# 5.2

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## Peacebuilding in practice

Peace education is about children developing the knowledge, skills, attitudes and confidence to participate in three main peacebuilding activities:

1. Preventing conflict
2. Resolving conflict peacefully
3. Creating spaces for peace to grow

The focus of Topic 5.2: Peacebuilding in practice, will be on actively creating spaces for peace to grow. It is possible children will encounter the other two peacebuilding activities while working with peers and the community. These were covered in modules 4 and 5.

Creating spaces for peace to grow is about any action or advocacy that engages, raises interest or changes behaviour or the environment to be a more peaceful place. It is quite broad and there is a lot of room for creativity.

This educator's guide and supplementary learning resources (rights of the child poster, child rights cards and 'The song of freedom') work through the 'Skill up' stage of the Peace Education Cycle as seen in figure 1.

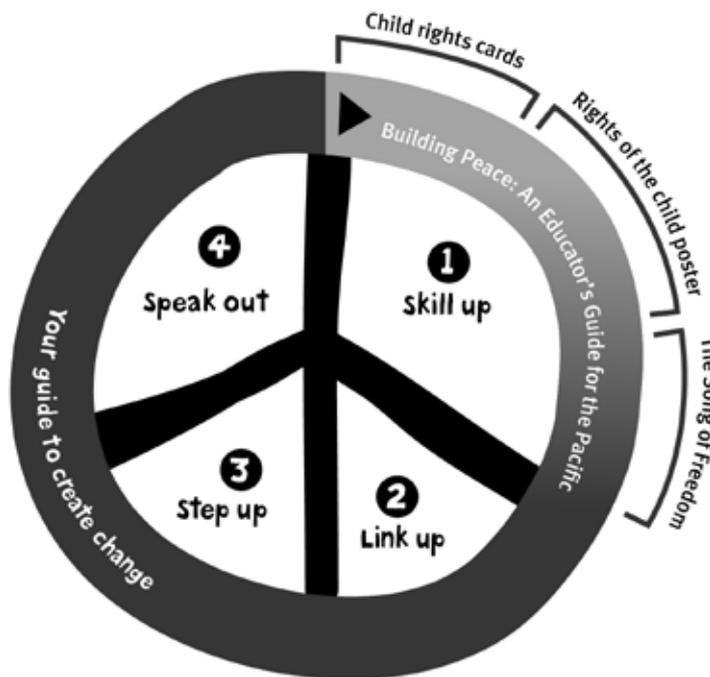
**1: Skill up** – Building knowledge, attitudes and practising skills

'Your guide to create change' supports the children to Link up, Step up and Speak out – the final three stages of the Peace Education Cycle (see figure 1).

**2: Link up** – Participating in leadership networks and practising peer education

**3: Step up** – Designing and implementing projects

**4: Speak out** – Promoting projects and advocating on issues



Revisiting figure 1: How the 'Be the future!' toolkit resources fit into the Peace Education Cycle

### Your guide to create change (peer educator's guide)

This topic, 'Peacebuilding in practice' follows the structure of 'Your guide to create change'. It is the beginning of the handover of responsibility, whereby children will start to work independently to Link up, Step up and Speak out.

After this handover, the book 'Your guide to create change' is for the children to pick up and read through by themselves or in a group. They can then share it with their peers, teams and networks. It is packed full of great information, ideas and projects for them to create change.

#### NOTE

You can still complete this topic if the children do not have copies of 'Your guide to create change.'

Below are planning steps to consider when supporting children to Link up, Step up and Speak out. These planning steps match the topics in 'Your guide to create change'. In the rest of this topic you will work through these steps with the children.

### Steps to Link up, Step up and Speak out!

1. Refuel your brain
2. Connect with others
3. Find your cause
4. Plan your action
5. Find some funds
6. Get active!
7. Working with the media and sharing with the world
8. Reflect, learn and adjust



### Supervise children's peacebuilding projects

Always supervise the children's peacebuilding projects. Some of the projects may be complex or have a level of risk for young children. It is also important to provide supervision when the children are doing network activities in the community.

**TIP**

#### 1: Refuel your brain: page 9



This step in 'Your guide to create change' is about the children revising what they have learnt throughout the activities in this guide, 'Building Peace: An Educator's Guide for the Pacific'.

Given that the children have just completed the activities in this educator's guide, there is no need to revise the learning unless you have identified a gap in knowledge, skills, attitudes or confidence.

#### 2: Connect with others: page 17



This step in 'Your guide to create change' supports children in finding an existing network to join or creating a new network.

A network is a group of people who have a shared goal and work together as a team to make it happen. You explored networks with the children in topic 5.1, p. 153.

### Divide into groups for this topic

For the purposes of teaching topic 5.2, 'Peacebuilding in practice', divide the children into small groups (approximately five to eight children per group). As a group, they will act as a network and work through the planning steps in the following activities. If available, hand each group one or two copies of 'Your guide to create change'.

### Step 3: Find your cause: page 21



A cause is the issue the network will focus on for the peacebuilding projects.

To find a cause, it is helpful to imagine what you want the school, community, country, world or natural environment to look and feel like. What are some barriers to peace that are stopping this vision from coming true? Your cause can be working towards removing one or more of these barriers and building bridges of peace.

Some questions to ask the children to help them find their cause, include:

- What are the areas in your school and community where you think there are barriers to peace?
- What issues are you interested in?
- What do you dream about for your future?
- What are you passionate about changing in your community?
- Is there something that makes you feel uncomfortable or annoyed, and that you would like to change?
- What issues are people talking about (at home, at church or in the media)?

### Research your cause

Supporting the children to know their cause means they will have the strength and belief to inspire others to join them, they will be able to clearly advocate for their cause and start to implement projects, which will work towards achieving it.

Where can the children find information?

- Speaking to people
- Library
- Newspapers
- Internet

Some research questions the children could ask others about their cause include:

- Do people know and understand the issue?
- How is the issue a barrier to peace?
- Who is affected by this issue?
- What is the history of the issue?
- Why is the issue/situation happening?
- What are other people doing about it?

## Step 4: Plan your action: page 25



Once the children know their cause, they need to plan for their actions. Here is an action plan for groups to fill in.

### Network name:

What is the name of your network? You may want to choose a name that reflects the cause or who the members are. For example, 'Pacific Peaceful Playgrounds'.

### Cause:

What is your vision, dream wish for the future? What issue do you want to work on?

For example, Pacific Peaceful Playgrounds' cause is to create safe, happy and healthy playgrounds for the children of the Pacific.

### Goals:

What results do you want to see?  
For example,

1. Schools around the Pacific draft playground safety policies.
2. Children learn about bullying.
3. Children undertake advocacy activities for ensuring their playgrounds are peaceful.

### Activities:

What things are you going to do to make sure those goals happen? Are you going to do projects, advocacy or both? Check out the project ideas starting on p. 41 of peer ed guide.

For example, hold a peaceful playground party in a playground in the centre of town. There will be speeches, fun competitions and information on how to join the network. They may also need paper to share information about the network and future activities as well as materials for the games.

### Materials:

What materials do you need to implement the activities.

For example, for the peaceful playground party the network will need a sound system for music and speeches. They will need money to hire this.

### Responsibilities

Who is responsible for each activity?  
You may like to break this down further and list every job and who will do it for each activity.

**Action plan**

Network name: \_\_\_\_\_

Cause: \_\_\_\_\_

Goals	Activities	Materials	Responsibilities
What do you want to achieve?	How are you going to do it? (Link activities to goals.)	What materials do you need to implement the activities?	Who is going to do what to turn your ideas into reality?
1.			
2.			
3.			

### Working with members' strengths

What strengths and talents does each team member have to contribute to their network? This will help the network decide on roles for the team members. It will also help the network choose activities that suit their skills and their interests.

### Plan around special days of the year

There are special days during the year that are dedicated to particular causes that the whole world recognises. If the children plan their activities to happen on these days, it will be easier to promote the activity and get the media involved. See page 230 for a list of some of these days.

### Step 5: Find some funds: page 35



Some projects may need some financial assistance. If this is the case it is important to ensure that thorough planning is done. For example, the network may need to buy equipment or materials, or pay rent for hiring a hall. If the project needs the children to raise funds, they need to have an idea of the budget and a plan. When raising money, there are generally three sources of funds: grants, fundraising and crowd funding.

### Finding financial support

The following are some creative ideas for funding projects:

- Developing a fundraiser. This might involve an auction of donated or hand-made goods, a formal event or a fun run.
- Applying for a grant from a government or non-government organisation. Sometimes funds are allocated to projects specifically for children.
- Organising a neighbourhood or community appeal, door-knocking or asking at community meetings.
- Advertising for funds. This might mean posting a notice at a bus stop or advertising in newsletters or on the radio.

Here is an example budget the networks could use to plan.

## Budget

Item	Amount (\$)
Paint	10
Paper	20
Materials	50
<b>TOTAL FUNDS NEEDED</b>	<b>\$ 80</b>

## Step 6: Get active!: page 39



'Your guide to create change' contains project ideas for the network. The projects are examples and can be adapted and changed in any way the children like. When children are completing their action plan, they can refer to the projects for ideas and inspiration.

### The example projects are divided into the following themes:

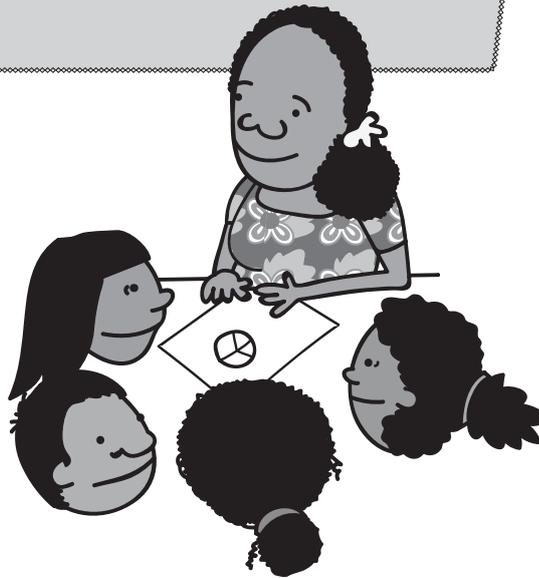
- art projects
- performance projects
- public engagement projects
- sports projects
- online projects.

On the next couple of pages are examples of three project ideas from 'Your guide to create change.' In activity 23, the children will implement a project. They can look at 'Your guide to create change' for inspiration for project ideas. If you do not have 'Your guide to create change', you can read out the examples to inspire the children. The projects can be as creative as the children like and do not need to copy the examples.

### Always supervise children's projects in the community

There are still people in our communities, countries and the world who do not respect children's rights. It is important to protect the children and minimise any risk by always supervising the children's activities.

**TIP**

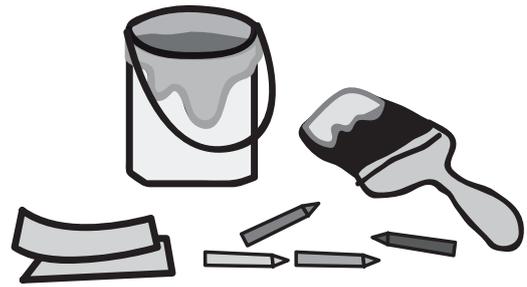


## Project example 1

### Exhibitions – public art

Create a variety of artworks displaying your messages of peace.

**Materials:** paper, pens, pencils, paint, brushes, cloth, camera, any other materials that you can use to make a message!



#### What to do

1. Explain to the group that the aim of this project is for group members to create their own message of 'peace' (or any other topic of your choice) using any materials available to them. You might want to have a brief discussion with the group about some ideas or a theme for your exhibition. Hand out paper, pens and pencils, and encourage participants to start sketching their ideas.
2. You will need to allow time for the artwork to be created, to ensure the work is of a good standard.
3. Discuss with your teachers and other community members about a possible 'exhibition' or a show for the pieces that will be created. Once this is discussed, tell the group participants when the exhibition will take place and ask them to promote this to their friends and family.
4. Create a poster or flyer to advertise the exhibition, add the date and location details so you can get as many people attending as possible.
5. If you can, advise members of the media.
6. Invite members of government, and donor agencies to attend the exhibition. Somebody from one of these organisations may be able to open the exhibition and speak about the ideas behind the artwork.
7. If you can, record the exhibition yourself by collecting photos of the different pieces for future discussion and extended teaching opportunities with the group members.

#### Ask permission

Ask permission to create public art – otherwise you may be charged with damaging property or vandalism!

**TIP**

## Project example 2

### Sing-song sessions

'Sing-song sessions' are a way of creating a song about an issue of importance in your community or country. The 'sing-song session' is an innovative way to raise awareness about a key issue in a fun and peaceful way. The group of people, the 'choir', can be made of anybody from the community who wants to take part. The choir decides what issue or issues to focus on and writes a fun and light-hearted song about the key issue. They then perform the song in a public place so others can hear their message.

---

#### What to do

1. Invite people in your community to join the 'sing-song session'. People don't have to be good singers and they can be any age.
2. Ask the group to list three to five issues or topics to raise awareness about. Select one topic to focus on. Use butcher's paper to write down the ideas and issues that are central to the song – this will help the writers form the words for the song. You might like to stick to two to three verses and one chorus.
3. Now is the time to write the song. If your youth group has a few musicians in it, ask them to help. You need to work fast to keep people interested – try not to leave it more than a few days. It doesn't matter what style the song is, as long as the people sing loud and with a positive attitude.
4. Get your group together and start practising the song. Make sure that everyone knows that they are part of the choir and they are all important in getting the message across. Everyone should learn the song together and have a good time.

Practise as long as you can. Select a location and start spreading the word about a performance. Select a place that will give you as much exposure as possible, for example, the market or shopping area. If possible, arrange to have someone bring a video camera to record the performance. Or you can contact your local media, for example, a radio or TV station, and get them to record your performance.

During the performance, try to have as much fun as possible and encourage the audience to join in. You could do it once and if people are interested in what you are saying (and singing) you could perform it again, or you could move to a different location and do another performance.

If people are interested in what you are singing about, it may be useful to have a few group members around to keep people talking about the issue. It may be worth having a plan in place for people who want to find out more.



## Project example 3 Giving compliments

Create posters with powerful messages that make people feel good about themselves. Spread good feelings and gratitude in the community!

**Materials:** cardboard, paper, markers, pens



### What to do

1. Decide on the messages for the posters.
2. Make the posters. Be as creative as you can.
3. Display the posters in as many places as you can.
4. Watch people smile as they read the posters.

### Step 7: Working with the media and sharing with the world: page 103

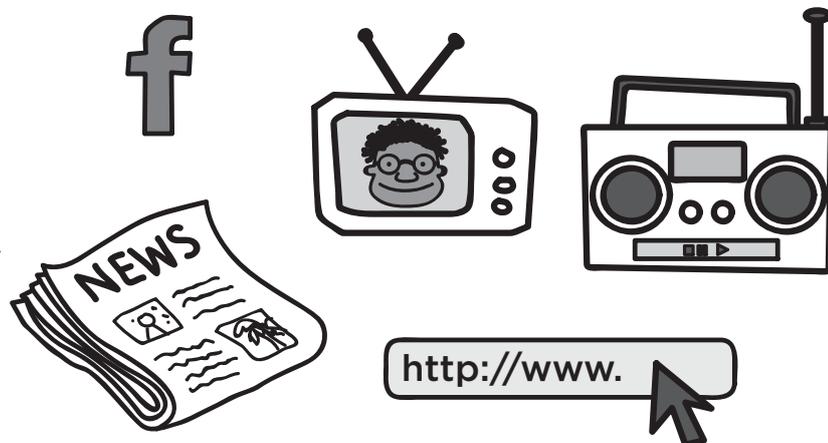


Promoting events and talking about issues to the media is a great way for children to raise awareness about their cause (*advocacy*) and get publicity for an event. You can use the following information to teach students about the process of getting media publicity.

### The media

The 'media' is a general term for the places we get our news and information, for example, TV, radio, newspaper and the Internet. The media is a great way to spread messages of peace.

- TV
- Radio
- Internet
- Newspaper
- Magazine
- Social media



### **Advocacy**

Advocacy means speaking out and educating the public to support a particular cause or policy.

**TIP**

### **Children and the media**

To understand the role of the media, it is important that children familiarise themselves with the media around them. What media are they exposed to on a daily basis? Newspapers? Radio? TV? Social media? What form of media has the most influence on their opinions and the opinions of their peers? Can they tell the difference between opinion and fact?

### **The role of the media**

The media plays a vital role in creating awareness and discussion about important issues in our community. The media is a tool to tell stories. Journalists are people who write stories for the media. A 'journalist' can be viewed as a storyteller – a person who has the important job of sharing a story that has happened in our community, country or in the world. The journalist's role is to tell the story exactly how it happened, however, journalists can also put their personal view or opinion into a story.

### **Working with the media**

There are four key phases to using the media to advocate for a cause or get publicity:

**Phase 1:** Contacting the media

**Phase 2:** Distributing a media release

**Phase 3:** Speaking with the media

**Phase 4:** Following up on media coverage

### **Phase 1: Contacting the media**

There are many ways of getting in touch with the media, whether it be newspaper, TV or radio. You can phone a newspaper, TV or radio station and speak with the editor, producer or a reporter about your event or cause. However, the most common way to share information with the media is by writing a 'media release'. A media release contains details of a newsworthy story about your cause or information about a particular event.

If you want the media to attend your event (which is a good idea because they can often take photos and find out a lot of information), send the media release a week before the event. Alternatively, you can report on an event that has happened and provide photos for the journalist along with the media release. Journalists are very busy and not always available so a media release is the best way to reach them.

### Writing a media release

A media release is a type of 'letter' you write to the media to tell them about an event or a cause. You can use a media release to promote an event so the media attend or report on an event/activity/project that has already happened. It is a short document that tells the journalist key information about your idea, event or news. The key information in a media release is 'what', 'when', 'where', 'who' and 'why'.

It is important to keep the media release short – within one page. The key information should always be at the beginning of the release. Journalists are often working to very tight schedules and may not have the time to read long documents, so you need to get their attention from the start. You should always include a quote from a person involved in your event or cause. Many of the news articles we read or hear about started out as media releases. Below is an example of a media release about an event. It is to inform the journalist so they hopefully report on the event to increase publicity and attend the event to write more stories.

### Example media release

#### Young people for peace

Live & Learn Environmental Education will hold a Mini Music Marathon on Tuesday 2 January 2013 to raise awareness of the important role that young people play in peacebuilding.

The free event will take place at Albert Park from 10–3pm and people of all ages are encouraged to come along and to share their stories of peacebuilding in Fiji and the Pacific region.

Event organiser, Dorah Anise, said that music is a great way to engage people to learn about important issues in the community.

'The songs and music in the marathon are all created by young people and a great way to raise awareness about topics like peace, democracy and children's rights,' she said.

Live & Learn Environmental Education is a Non-Government Organisation (NGO) that works with communities to strengthen sustainable development in the Fiji Islands.

For more information on this event, contact Wilson Tavava on 685 123456.

## Preparing a media release

When preparing a media release, the important information to include is the ‘what’, ‘when’, ‘where’, ‘who’ and ‘why’. You can use the template below to help write these details.

**What?** What is going to happen?/What happened?

---

---

**When?** When is it taking place?/When did it take place?

---

---

**Where?** Where is it taking place?/Where did it take place?

---

---

**Who?** Who is/was involved?

---

---

**Why?** Why is it interesting or important?

---

---

### Tips for writing a media release

- Keep it short – one page is enough. If you need to include more information, send the journalist a fact sheet about the topic you are raising awareness about.
- The first paragraph should include the key details of your event – what, when, where, who and why.
- The important information needs to be at the beginning of the media release.
- Make sure your media release has a ‘hook’ – an interesting fact, or connection that is relevant to the readers.
- Use simple language.
- Try to include a quote from a key representative.
- Always include the name and contact details of a key representative from your group or organisation that the journalist could contact if they need more information.



**Put it in a box to get the journalist's attention**

If the project or event you are promoting involves making something or giving something out, or you have some sample art, you may like to put it in a box with your media release and post it to a journalist. The journalist will notice the package first and open it straight away. You will make a lasting impression and raise the journalist's interest.

**Phase 2: Distributing your media release**

The next important step after writing a media release is working out who to send it to. You can send the media release by fax or email. It is always best to call and find out the best way to send in the release.

Although it may take a little time to develop, it always helps to have a media list available with the names and contact details of the editors and journalists who may be interested in the story. There is a media list in 'Your guide to create change'.

**Phase 3: Speaking with the media**

Once the media has expressed an interest in the story, they may visit the event and speak with the organisers to collect more quotes. There are different ways to speak to journalists depending on whether they are from a newspaper, TV or radio. A tip for all media is to have three key messages that you return to in your discussion.

Here are some tips for the children to keep in mind when speaking with members of the media.

**How to talk to journalists from a newspaper or magazine**

- Select one person from your group or organisation who is confident to speak with the media.
- Be prepared. Work out the key messages you want to share and mention them throughout your interview.
- Talk in 'quotes'. Be aware that anything you mention to a journalist may be printed.
- Keep the discussion light but sincere. The journalist is trying to find a story to print – as much as possible, provide them with a good story. If you establish a good relationship with the journalist, they may want to speak with you again in the future about your cause.
- At the end of the interview, check that the journalist has enough information for their story.

**How to talk to TV journalists**

- Look smart.
- Look at the person asking the questions (or one of their ears) not directly in the camera.

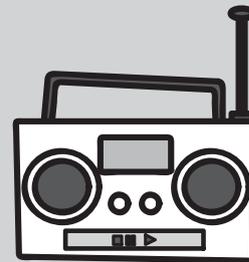
- Stand straight and remember to smile when you can.
- Talk in ‘sound bites’ – short quotes that may be used during the news. Although the interview might be 5–10 minutes, you may only be on air for 10–20 seconds.
- Use strong and memorable words. Remember to state your message clearly and powerfully.

### How to talk to radio journalists

- Talk in ‘sound bites’ – short quotes that may be used during the news. Although the interview might be 5–10 minutes, your story will only be a few minutes long, and you may only be on air for 10–20 seconds.
- Speak clearly and slowly.
- Use examples from your life so people can relate to what you are saying and even picture it in their minds.

#### Talkback radio

Talkback radio is a great way to raise awareness and start discussions. Encourage children to ring up a popular talkback show and discuss their cause. Why is it important? How is it affecting people? What needs to happen? Share details of the project activities. Ask listeners for their comments and ideas. The children can use talkback at the same time as any other media.



**TIP**

### Step 4: Following up on media coverage

Once the event has taken place, it is a good idea to read the newspaper, or watch or listen to the TV or radio to see whether your story was used. Most of the newspapers have a presence online, making it easy to search for stories to see if your cause, activity or event received media attention. If you get media attention, you can contact the journalist and editor to thank them for their support and interest.

#### Social media

Social media uses technology such as the Internet and phones to create networks, share information and promote causes in a timely and effective way. Facebook, Twitter and MySpace are examples of social networking websites. The children could set up a social network by connecting through one of these tools. This is a great way to reach thousands of people around the world to promote a cause.

## TIP

### Safety and strangers

As with any activity where you or the children are meeting strangers, there are risks involved. Networking online means the children will meet a lot of new people. They need to be careful with what information they share and with meeting people in person. Share the following online safety tips with the children.

1. Never share your address, banking details, phone number or any personal information.
2. Never agree to meet someone outside of an organised event.
3. Always talk to an adult if someone says something strange to you.
4. Don't share photos of yourself with strangers.
5. Never arrange to meet someone you've met online. Always ask an adult for advice.

If children follow these steps, social networking can be a safe and rewarding experience.

### Step 8: Reflect, learn and adjust

In module 1 the children started to practise reflection and they have continued to practise reflection after every activity in this guide. It is important that the children continue to practise reflection when working in networks, practising peer education and peacebuilding. If the children take the time to stop, reflect and adjust their actions based on their learning, this can have a huge impact on their personal development and the world in which they live.

To **reflect** means to think seriously about your actions and project activities.

To **adjust** means to change your actions or ideas based on what you have learnt.

### Activities

The following activities are a handover of 'Your guide to create change'. The children practise working in networks, finding a cause, planning and implementing a project and working with the media. The following activities are suitable for all age groups. Complete all activities in sequential order.

### 'Be the Future!' toolkit links

This topic links with 'Your guide to create change' and prepares the children to use it independently.



Figure 7: Peacebuilding reflection loop

## Activity 21: Finding our cause



**Summary:** The children are introduced to ‘Your guide to create change’ and work in groups to find a cause. To find a cause, the children imagine how they want the school, community, country, world or natural environment to look and feel.



Topics  
2&3

### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- define a leadership network
- define a vision for the future



#### Skills

- practise visioning
- practise teamwork



#### Attitudes

- develop a positive vision.

### Materials:

blackboard, chalk, butcher’s paper, markers, ‘Your guide to create change’

### What to do

1. Ask the children to form small groups (five to eight children).

2. Say:

*To complete the rest of the learning activities in this guide, imagine your group is your network. A network is a group of people working together to achieve a shared goal. We are now going to work in our networks and practise peacebuilding.*

3. Write the planning steps on the board.

- |                           |  |
|---------------------------|--|
| 1: Refuel your brain      | 6: Get active!                                       |
| 2: Connect with others    | 7: Working with the media and sharing with the world |
| 3: Find your <u>cause</u> | 8: Reflect, learn and adjust                         |
| 4: Plan your action       |  |
| 5: Find some funds        |  |

4. Say:

*These steps match the steps in 'Your guide to create change'. This is a guide for you to use with your networks to build peace and create change. Once you set up your own network or join an existing network, you can use 'Your guide to create change' to follow the steps and practise peacebuilding.*

If necessary, briefly talk about each step with the children.

5. Show the class, 'Your guide to create change.' Pass it around and allow the groups 5 minutes to have a look and ask if they have any questions.

6. Say:

*Close your eyes – I am going to take you on a guided meditation.  
We are going to imagine our future.*

*You can be creative as possible and imagine any future you want. For example, if you could have three wishes to make your community a better place, what would these be?*

*Imagine you are 30 years old.*

- *What does the community look like?*
- *What is it like to live in the future? Is it safe? How is the natural environment?*
- *What are you doing?*
- *Do you have a job?*
- *Do you have children?*
- *What do the children of the future hope for?*

7. On the blackboard, draw a large table like the one below.

<b>Future</b>	<b>Differences</b>	<b>Step up!</b>
What are some words to describe our imagined futures?	How do our imagined futures differ from life now?	What can we do in our networks to get closer to our imagined futures?

8. Ask the groups to open their eyes. Ask one person from each group to describe their imagined future. List some description words under the heading 'Future'.

9. Ask:

*What are the differences between our imagined futures and now?*

Discuss and record these under the heading 'Differences'.

10. Ask:

*What can we do that will take us one step closer to some of these imagined futures?*

*What are some barriers to peace that are stopping this future from coming true?*

*What can you do to remove some of these barriers to peace?*

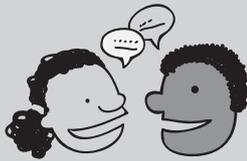
Brainstorm some ideas and write these up under the heading 'Step up!'

11. Say:

*In looking at how we want our communities to look and feel in the future, we have started to identify where action is needed – some issues for our networks to focus on. Start to think about what issue you want to focus on as a network – what's your cause?*

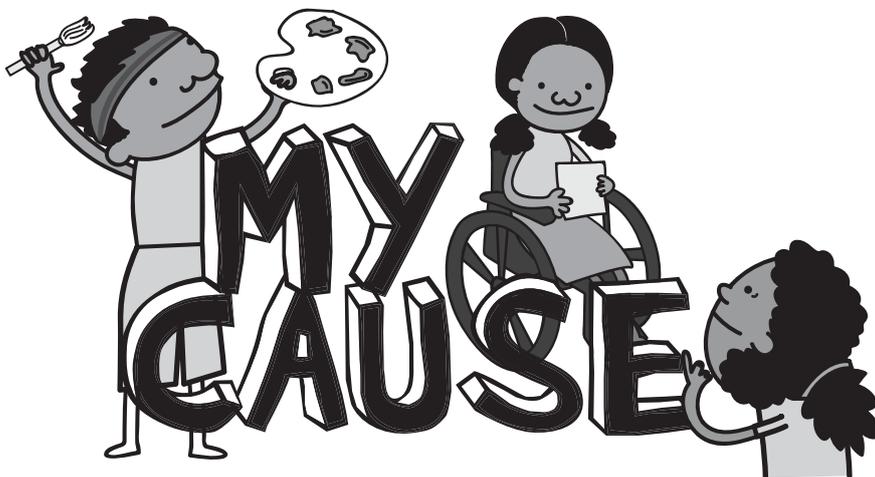
*As a network, decide on what your cause will be.*

Allow the groups 10 minutes to discuss and agree on a cause.



Encourage networks to look at 'Find your cause' on p. 21 in 'Your guide to create change'.

12. Ask each group to share their cause with the rest of the class.



## Reflect

Ask:

- What is a network?
- What networks are you already a member of?
- How do you find networks to join?
- How would you create your own network?
- What causes are you interested in?



## Reach out

Keeping the children's learning level in mind – encourage the networks to research their cause. Ask them to research and answer the following questions:

- What is the cause?
- What are the barriers to peace?
- What are some bridges for peace?
- Who is affected?
- Do people know and understand the issue?
- What is the history?
- Why is the issue/situation happening?
- What are other people doing about it?



## Activity 22: Ready, set, action plan!

**Summary:** The children learn to plan their project activities and work as a team to develop an action plan.



---

### Time:

40 minutes



Topics  
4&5

### Learning outcomes

Children will be able to:



#### Skills

- practise project planning
- practise teamwork



#### Attitudes

- develop a positive vision.

### Materials:

blackboard, chalk, butcher's paper, markers

---

### What to do

1. As the children to move into their network groups, which will be the same as those in the last activity. Say:

*In the last activity you all chose a cause for your network. Now we are going to learn how to turn this cause into an action plan for our network. Each network is going to draft an action plan.*



2. Draw the action plan on the board.

## Action plan

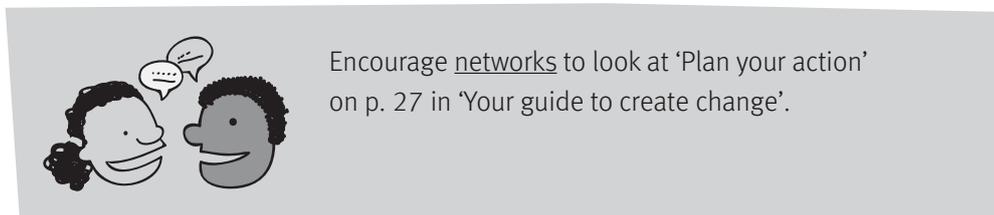
Network name: \_\_\_\_\_

Cause: \_\_\_\_\_

<b>Goals</b> What do you want to achieve?	<b>Activities</b> How are you going to do it? (Link activities to goals.)	<b>Materials</b> What materials do you need to implement the activities?	<b>Responsibilities</b> Who is going to do what to turn your ideas into reality?
1.			
2.			
3.			

3. Say:

*This is an action plan. Each network needs to copy this action plan on a large piece of paper.*



Allow time for the groups to draw the action plan.

4. Pointing to the particular parts of the action plan as you talk about them, go through each section and allow the networks enough time to complete each one. Below are suggested things you can say, including examples. Younger children will need extra support completing the action plan. Wander around the groups and provide support.

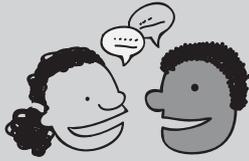
**Network name:** What is the name of your network? You may want to choose a name that reflects the cause or who the members are, *for example, Pacific Peaceful Playgrounds.*

**Cause:** What is your vision, dream or wish for the future? What issue has your group decided to work on? *For example, Pacific Peaceful Playgrounds' cause is to create happy, healthy and safe playgrounds for the children of the Pacific.*

**Goals:** What do you want to see? *For example:*

1. *Schools around the Pacific draft playground safety policies.*
2. *Children learn about bullying.*
3. *Children undertake advocacy activities to ensure their playgrounds are peaceful.*

**Activities:** What things are you going to do to make sure those goals happen? Are you going to do projects, advocacy or a combination?



‘Your guide to create change’ has a list of projects starting on p. 41. Read the projects out or if there are sufficient copies, allow the children 15 minutes to review the project ideas in their networks. *Alternatively*, read out the example project ideas on p. 178 of this guide.

*For example, hold a peaceful playground party in a playground in the centre of town. There will be speeches, fun competitions and information on how to join the network. They may also need paper to share information about the network and future activities, as well as materials for the games.*

**Materials:** What materials do you need to implement the activities? *For example, for the peaceful playground party the network may need a sound system for music and speeches. They will need money to hire the sound system.*

**Responsibilities:** Who is responsible for each activity? You may like to break this down further and list every job and who will do it for each activity. Think about different network members’ strengths and talents.

Once the networks have completed their action plans. Ask each network to present their plans to the class.

### Reflect

Ask:

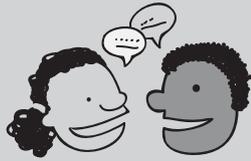
- *What is an action plan? What does it do?*
- *Do you think an action plan is helpful? Why or why not?*
- *What did you find hard about the action plan?*



### Reach out

Ask each network to think about their costs and complete a budget.





Encourage networks to look at 'Find some funds' on p. 35 in 'Your guide to create change'.

## Budgeting

The activities that the networks have planned may need materials that cost money. One way to work out how much money is needed is to create a budget. (See below.) This does not have to be very detailed, it's just a way of estimating how much money the network needs to implement activities.

## Budget

Project name: Peace posters

Item	Amount (\$)
Paint	10
Paper	20
<b>TOTAL FUNDS NEEDED</b>	

## Activity 23: Get active!

**Summary:** The children select and practise working in teams to implement a peacebuilding project.



---

### Time:

variable depending on project chosen



Topic  
6

### Learning outcomes

Children will be able to:



#### Skills

- practise implementing a project
- practise teamwork

### Materials:

child rights cards

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### What to do

1. Ask the children to select an activity – a project to implement from their plan.
2. Ensure the children select projects that can be completed in the classroom within the assigned period of time, and that the materials needed are available.
3. Support the children in implementing their projects.
4. Have fun!

#### Supervise children's peacebuilding projects

Always supervise the children's peacebuilding projects. Some of the projects may be complex or have a level or risk for young children. It is also important to provide supervision when the children carry out activities in the community.

**TIP**

## Reflect

Ask:

- *What did you like best about this activity?*
- *What did you like least about this activity?*
- *What did you learn by participating in this activity?*
- *What are two or three words you can use to describe how you feel about this activity?*
- *Do you think you have contributed to peace growing? Why or why not?*
- *Were there any risks while doing this activity? If so, how could you have reduced them?*
- *Would you like to participate in this activity again? Why or why not?*
- *If you did this activity again, what could be done to make it better? How could you make a bigger impact?*



## Reach out

Ask the children to think of ideas on how they can share their projects with their families and the school community. If possible, support the children in doing this in their network group or out-of-school network.

## Activity 24: What is the media?

**Summary:** The children learn about different forms of media and the potential audience. Also, the children start to reflect on how their network can work with the media.



---

### Time:

35 minutes

### Learning outcomes

Children will be able to:



#### Skills

- practise teamwork

### Materials:

child rights cards

---



Topic  
7

### What to do

1. Ask the whole class:

*What is the media? (e.g. TV, radio, newspaper, Internet, social media)*

Write the children's suggestions on the board as they call them out.

2. For each form of media, talk about who watches/reads/or listens to it. Allow 10 minutes to discuss this. For example, adults in the big cities read the newspaper.

Say:

*Who is the audience for each type of media? Who watches/reads/or listens to each type of media?*

*It is important to think about the audience. You need to select a form of media based on who you want to reach.*

3. Ask the children to get into their networks (the same groups from the previous activities) and discuss:

- *What does the media do?*
- *What is the role of the media?*
- *How much time per day do you spend watching/reading/listening to the media?*
- *Who prepares the stories in the media?*
- *How could your network work with the media?*

4. Ask each group to share their answers to the questions and, as a class, discuss the role of journalists and how they can help promote a cause or network activities or events.

### Reflect

Ask:

- *What is the role of the media?*
- *Which form of media do you like? Why?*
- *Which media do you dislike? Why?*
- *Which media is the most popular. Why?*
- *Where does the media get its stories from?*



### Reach out

Ask the children to interview their family members. Which media do they watch/read/listen to? What is their favourite media? Which media influences them? Which media do they believe? Ask the children to report back to their groups in class.

## Activity 25: Looking inside a story

**Summary:** The children learn to analyse a newspaper story and distinguish fact from opinion.



### Time:

35 minutes

### Learning outcomes

Children will be able to:



#### Skills

- practise teamwork
- practise analysis.



Topic  
7

### Materials:

butcher's paper with the words: 'What? When? Where? Who? Why?' written on it, blu-tack or pins to attach the poster to the wall (or write the words on a blackboard), markers, chalk, newspaper

### What to do

1. Say:

*To analyse means to investigate something in detail to try and understand all of the parts. We are going to analyse a newspaper story.*

2. Hold up the front page of the newspaper. Ask:

*Does your family read the newspaper?*

#### Example newspaper story

If you cannot find a newspaper story, there is an example article you can use on p. 201. Alternatively, you can photocopy this article and hand it to the groups to analyse.

**TIP**

3. Choose a story and read it out to the children. Discuss the story, drawing attention to the key words on the poster/blackboard. Discuss the following questions:
  - **What?** What is going to happen?/What happened?
  - **When?** When is it taking place?/When did it take place?

- **Where?** Where is it taking place?/Where did it take place?
  - **Who?** Who is/was involved?
  - **Why?** Why is it interesting or important?
4. Ask the children to get into their network groups and give each group a newspaper article and some pens. Ask them to answer the questions on the poster/board by circling the information in their articles. Move around to each group to help them with this task.

Allow the groups at least 15 minutes to complete.

5. Say:

*Can you tell the difference between fact and opinion (in other words, the journalist's opinion)?*

**Facts** are the bits of information that tell exactly what happened or is happening.  
*Facts are the truth.*

**Opinion** is the personal viewpoint or thoughts of the journalist, or person writing or presenting the story.

*Try to identify one fact and one opinion in the story. Mark both with a pen.*

Allow the groups 10 minutes to complete this.

6. Ask a group to present their story to the rest of the class. Ask the groups to identify their answers to the questions – as well as an example fact and opinion in the story.
7. Say:

*The questions on the poster/board are the key questions journalists need answers for when they are trying to promote your activity or event or write about a cause. Journalists get information about an activity or event from a media release. A media release is a way to provide information to journalists.*

### **Reflect**

Ask:

- *What is a news story?*
- *What are the different parts of a news story?*
- *What is the difference between fact and opinion?*
- *Can we have different opinions? Why or why not?*



## Reach out

Ask the children to listen/read/watch another form of media at home (radio/TV/Internet). Ask them to find examples of a fact and examples of opinion. Encourage the children to share their findings with the class.



# 3000 children in mass toothbrushing event

**MORE than 3000 primary school children gathered at Furnival Park in Suva yesterday to mark National Tooth Brushing Day.**

The students of Nehru Memorial Primary, Suva Methodist Primary, Dudley Primary and Annesley Infant schools were given a toothbrush and dental cream to brush their teeth.

The organiser of the event, Colgate Palmolive, said a dental survey in 2004 found 80 per cent of children suffered dental caries.

Colgate Palmolive marketing manager Suma Molia-Pauriasi said this was a very large number.

'The awareness that we are trying to establish here is to make the children and adults take this seriously and to learn this habit from a young age so it becomes a

lifelong practice for them,' she said.

This is the second year the toothbrushing event has been observed.

'Last year we achieved 62,000 of the population and this year we've doubled,' she said.

She said Colgate Palmolive has given out more than \$50,000 worth of toothbrushes and dental cream [to] the campaign.

Ms Molia-Pauriasi said it was important for stakeholders to work together.

'We can't reduce that level of dental caries on our own, we need to work together,' she said.

According to the 2004 National Oral Health Survey, the two most common dental conditions – dental caries and periodontal diseases – were prevalent in all age groups.<sup>22</sup>



## Activity 26: Preparing to share with the world



**Summary:** Children practise drafting a media release and begin to learn how they can use the media to advocate for their cause and promote their activities.



Topic  
7

### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Skills

- practise teamwork
- practise analysis.

### Materials:

paper, pencils, blackboard, chalk

#### NOTE

Children need to have completed Activity 23, 'Get active!', to be able to do this activity.

### What to do

1. Before class, write the following on the blackboard:
  - **What?** What is going to happen/What happened?
  - **When?** When is it taking place?/When did it take place?
  - **Where?** Where is it taking place?/Where did it take place?
  - **Who?** Who is/was involved?
  - **Why?** Why is it interesting or important?
2. Ask children to get into their networks and think about the activity they implemented. Say:

*We are going to write a media release for your project/activity. A media release is a type of 'letter' you write to the media to promote an event so the media attend an upcoming activity or report on an activity that has already happened. It is a short document that tells the journalist key information about your idea, event or news.*

*When preparing a media release, the important information to include is: What?, When?, Where?, Who?, Why?'*

Point to each section on the blackboard as you say it.

3. Say:

*As a network, draft a media release about your event/project. What is so interesting about your event/project that a newspaper would want to report on it? You can*

*pretend you are either inviting the media to attend your event or promote your project, or you could report on the success of the event or project. Listen carefully – here are some tips on writing a media release.*

- Keep it short – one page is enough. If you need to include more information, send the journalist a fact sheet about the topic you are raising awareness about.
- The first paragraph should include the key details of your event – what, when, where, who and why.
- The important information needs to be at the beginning of the media release.
- Make sure your media release has a ‘hook’ – an interesting fact, or connection that is relevant to the readers.
- Use simple language.
- Try to include a quote from a key representative.
- Always include the name and contact details of a key representative from your group or organisation that the journalist could contact if they need more information.

Give the networks 20 minutes to draft their media release.

4. Ask each group to read out their media release to the class. After each media release, ask the class to identify the ‘*What? When? Where? Who? Why?*’

#### NOTE

Collect the media releases and keep them in a safe place. The teams will need this for the next activity.

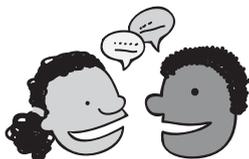
#### Reflect

Ask:

- *What is a media release?*
- *Who is a media release for?*
- *What are the different parts of a media release?*
- *Who can write a media release?*



#### Reach out



Encourage networks to look at ‘Working with the media and sharing with the world’ and ‘Media List’ on p. 125 in ‘Your guide to create change’.

Encourage the children to ask their families and friends if they know anybody who works for the media and try to add the name and contact details to the existing media list or draft a new one. Encourage the children to report what they have found and create a class media list for the groups to use.



## Activity 27: Interview tag team

**Summary:** Children practise interviewing their peers and being interviewed.



### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Skills

- practise teamwork
- practise analysis.



Topic  
7

### Materials:

media releases from activity 26, pens, paper

#### NOTE

Children need to have completed Activity 26, 'Preparing to share with the world', to be able to do this activity.

### What to do

1. Say:

*Have you ever watched the news on the television? You are now going to practise a news interview in your networks.*

2. Ask the networks to get out their media release that they drafted together in activity 26. Allow the teams 10 minutes to review their media release and refresh the 'What? When? Where? Who? Why?' of the media release.

3. Say:

*Imagine you are the journalist and you are going to interview a network member about the event/project/cause in the media release. What kind of questions will you ask? What will make the interview interesting for the audience?*

*Think about this by yourself for 5 minutes and write down at least three questions you will ask.*

4. Say:

*Imagine you are the interviewee. Think about your three key messages. Key messages are the three main points you keep on returning to and discussing when you are being interviewed. For example:*

1. *The network's cause*
2. *The aim of the event*
3. *The date, time and location of the event*

Think about your three key messages by yourself for 5 minutes and write them down.



Encourage networks to look at 'Speaking with the media' on p. 108 in 'Your guide to create change'. This contains tips on how to talk to journalists.

5. Ask the network members to divide into pairs or groups of three. Ensure people from the same network stay together. Say:

*One person is going to be the journalist and the other person the interviewee. Perhaps you might like to set up chairs like a TV studio. You will have 10 minutes to conduct the interview and then I will yell out "tag-team!" You will then swap roles and the interviewee will become the journalist and the journalist the interviewee.*

### Tag-team again for groups of three

Yell tag-team again if you have some groups of three to ensure everyone gets a turn at both roles. The pairs can have the opportunity to practise one of the roles again.

**TIP**

6. After everyone has had a turn. Discuss the following questions as a class.
- What did it feel like to be interviewed?
  - What are some things to remember during an interview?
  - What were some things you found difficult?

### Reflect

Ask:

- *What was it like to be a journalist?*
- *What was it like to be an interviewee?*
- *What did you find hard?*
- *What did you find easy?*
- *What would you change as an interviewee if you did an interview again?*
- *What would you change as a journalist if you did an interview again?*



### Reach out

As a class, draft some tips for anyone who is going to be an interviewee. What can they do to prepare? How can they give a better interview?



## Activity 28: Skill up, Link up, Step up, Speak out



**Summary:** Children review what they have learnt throughout this guide and feel confident to pick up 'Your guide to create change' and use it with their networks.



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### Time:

45 minutes

### Learning outcomes

Children will be able to:



#### Knowledge

- revise all of the knowledge, skills and attitudes they have learnt throughout this guide.

### Materials:

butcher's paper, markers

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### What to do

1. Say:

*Congratulations – you now have the knowledge, skills, attitudes and confidence to become peacebuilders.*

2. Divide the class into six groups. Give each group one of the following: *knowledge, skills and attitudes*.

3. Say:

*As a group, think of the term I have given you. Think of as many words and examples related to that word that come to mind. What knowledge, skills and attitudes do you need to be a peacebuilder?*

*As a group, create a drama. You can be as creative as you like. Think about the main points you would want to share with your peers.*

Allow the groups 20 minutes to prepare and practise their drama.

4. Ask each group to present their drama. After each drama performance, discuss:

- What was it about?
- What were the main points?

5. Distribute 'Your guide to create change'. Extra copies of the 'Your guide to create change' can be downloaded and printed from the Live & Learn website ([www.livelearn.org](http://www.livelearn.org)).

Distribute the books to children who are members of networks and will share it with their networks. Keep some copies in the school for students to borrow.

6. OPTIONAL – present each child with a certificate of achievement. The certificate acknowledges that they now have the knowledge, skills and attitudes to become peacebuilders. The certificate will also help children with their confidence and motivation to continue to build peace. See p. 208 for an example certificate you can photocopy and hand out.

### Reflect

Ask:

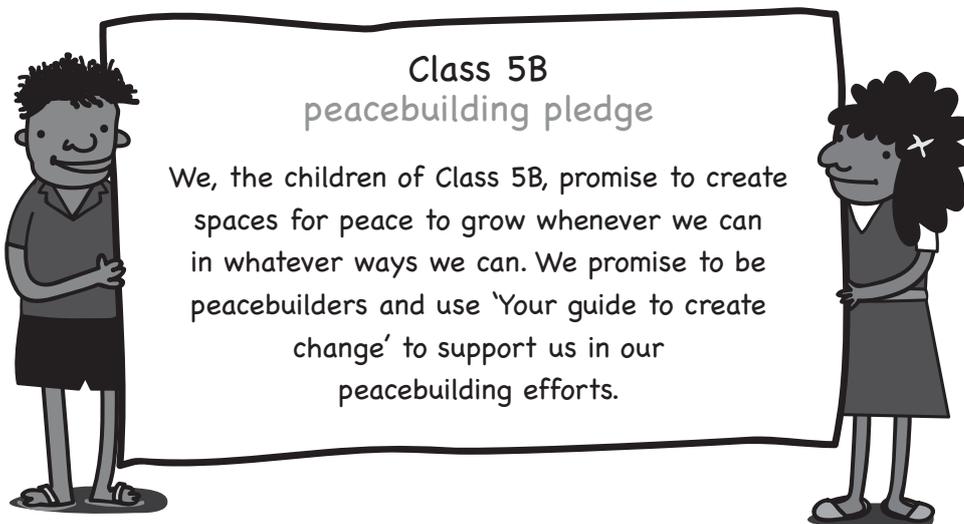
- *What are the main things you have learnt from peace education?*
- *What is the most important thing you have learnt?*
- *Do you feel ready to be a peacebuilder? Why or why not?*
- *How do you feel about using 'Your guide to create change'?*



### Reach out

As a class, draft a class peacebuilding pledge. A pledge is a promise we make. When we make a pledge we write the promise down and sign it.

On butcher's paper write the class pledge. You can use the example text below or create one as a class. For the children who want to commit to the pledge, allow them the opportunity to come up and sign it.



# Peacebuilding certificate

## Congratulations!



**This is to certify that:**

.....

**has the knowledge, skills, attitudes and confidence  
to become a peacebuilder.**



Signed: .....

Date: .....



## Module Assessment

# 5

## Post-module assessment

Your reflective teaching practices and the 'reflect' section after each activity will provide assessment. To assess learning for the whole module, ask the children to discuss the following questions in small groups, or they can answer them in their exercise books. Compare these answers to how they answered them in the pre-module assessment.

- What is peer education?
- What are your talents and strengths?
- Who can be a leader? Who is a leader that you know of? Why are they a leader?
- Imagine you could change the school in any way you like – what would you change and why?
- What is the media? Why is the media important in peacebuilding?

# Teaching reflection

Encouraging self-reflection in the children provides the perfect space for you to reflect on your teaching practices. Whenever you ask the children to 'reflect', take the opportunity to reflect yourself.

What worked in this module? How do I know?

1. What would I do the same or differently if I could reteach this module? Why?
2. Why did the children behave in a particular way?
3. How do the children learn? Am I teaching in a way that encourages their unique learning styles?
4. Did I listen to the children about what they enjoy and what they do not enjoy?
5. Did the children understand everything? Why or why not?
6. Were the children able to do everything? Why or why not?
7. Were there any challenges to the group work?



# Glossary

The glossary terms are underlined throughout this book. You can use the right column to write down the word in your local language.

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<b>A</b>	
<b>Ability</b>	
<p>The physical or mental power, or a skill to do something.</p> <p><i>She has the <u>ability</u> to climb the tree.</i></p>	
<b>Abuse</b>	
<p>The mean treatment of someone, often repeated many times.</p> <p><i>She experienced many years of <u>abuse</u>.</i></p>	
<b>Advocacy</b>	
<p>Taking action, or the things that you can do to help change something.</p> <p><u>Advocacy</u> for human rights.</p> <p><i>He was an <u>advocate</u> of human rights.</i></p>	
<b>Alternative</b>	
<p>Available as another possibility.</p> <p><i>An <u>alternative</u> way to walk to school.</i></p>	
<b>B</b>	
<b>Barrier</b>	
<p>A structure that prevents or challenges movement or action.</p> <p><i>Violence is a <u>barrier</u> to peace.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<b>C</b>	
<b>Cause</b>	
<p>Two meanings:</p> <p>1. The reason something happens. <i>The fight I had with my friend is the <u>cause</u> of my sadness.</i></p> <p>2. An aim or movement someone is committed to/<u>passionate</u> about and will work for/advocate for. <i>He advocated for the <u>cause</u> of peace.</i></p>	
<b>Child participation</b>	
<p>The informed and willing involvement of children in matters that concern them, through increased responsibilities, the expression of their views, influencing decision-making and achieving change. <i>The government developed a policy on increased <u>child participation</u>.</i></p>	
<b>Child protection</b>	
<p>A group of services and support designed to protect children and provide support to their families to promote the rights of the child. <i>The government does not have any policies on <u>child protection</u>.</i></p>	
<b>Compassion</b>	
<p>A strong feeling of sympathy for people who are suffering and a desire to help them. <i>She showed great <u>compassion</u>.</i></p>	
<b>Compliment</b>	
<p>An expression of praise, congratulations or encouragement. <i>He gave her a <u>compliment</u>.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<p><b>Conflict resolution</b></p> <p>Methods to end conflict in a peaceful way. The methods include negotiation, mediation, diplomacy and creative peacebuilding.</p> <p><i>The countries achieved <u>conflict resolution</u>.</i></p>	
<p><b>Constitution</b></p> <p>The main law of a country that sets out the rules for the way other laws are made and that the government must follow. Usually made at the time a country is formed or becomes independent.</p> <p><i>Our <u>constitution</u> includes human rights.</i></p>	
<p><b>Convention</b></p> <p>Also called a treaty. An international agreement that must be followed.</p> <p><i>Fiji, PNG, Solomon Islands and Vanuatu signed the international <u>convention</u>.</i></p>	
<p><b>Crowd funding</b></p> <p>Is usually done on the Internet. A person or organisation promotes a cause and individuals network together to donate money and support the cause.</p> <p><i>We raised money through <u>crowd funding</u>.</i></p>	
<p><b>Cruelty</b></p> <p>Not caring or taking pleasure in causing pain in others.</p> <p><i>It makes me sad to see <u>cruelty</u> to animals.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<b>D</b>	
<b>Democracy</b>	
<p>Democracy means ‘rule by the people’. Democratic decision-making is where everyone votes on an issue to make a decision. Alternatively, people may elect representatives who will make decisions for the group.</p> <p><i>Our government is a <u>democracy</u>.</i></p>	
<b>Develop</b>	
<p>Grow or cause something to grow.</p> <p><i>The girl <u>developed</u> her skills.</i></p>	
<b>Dialogue</b>	
<p>A discussion between two or more people or groups.</p> <p><i>The groups started a <u>dialogue</u> about human rights in the country.</i></p>	
<b>Dignity</b>	
<p>Being given a sense of importance and value by people.</p> <p><i>She treated her with <u>dignity</u>.</i></p>	
<b>Discrimination</b>	
<p>When one group of people is treated differently from another group of people, and is not given the same opportunities or the same rights.</p> <p><i>She experienced <u>discrimination</u> because of her disability.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<b>E</b>	
<b>Ecosystem</b>	
<p>An ecosystem is a community of plants, animals and other organisms that interact with each other in the natural environment.</p> <p><i>The forest has many <u>ecosystems</u> that protect the plants and animals.</i></p>	
<b>Empathise</b>	
<p>Understand and share the feelings of another.</p> <p><i>She <u>empathised</u> with him.</i></p>	
<b>Emotional abuse</b>	
<p>The act of failing to give a child a supportive environment in which to develop and grow, for example, not showing the child love, not nurturing the child or not allowing the child to explore and play. There may also be acts towards the child that harm the child's health and development. These acts include restriction of the child's movement, yelling at the child, threatening or scaring the child, being rude to and rejecting the child.</p> <p><i>The child experienced years of <u>emotional abuse</u>.</i></p>	
<b>Environment</b>	
<p>Two meanings:</p> <ol style="list-style-type: none"> <li>1. The surrounds or conditions in which a human, animal or plant lives.</li> </ol> <p><i>The <u>environment</u> was safe.</i></p> <ol style="list-style-type: none"> <li>2. The natural world that is often affected by humans.</li> </ol> <p><i>The <u>environment</u> has been damaged due to logging.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<p><b>Exploit</b></p> <p>When one group or person takes advantage of another group or person for their own benefit.</p> <p><i>For years they <u>exploited</u> the immigrants.</i></p>	
<p><b>Exploration</b></p> <p>Two meanings:</p> <p>1. Going to an unfamiliar area in order to learn about it.</p> <p><i>He led the <u>exploration</u> of the remote island.</i></p> <p>2. Detailed analysis of something.</p> <p><i>They conducted an <u>exploration</u> of why there are <u>barriers</u> to peace.</i></p>	
<p><b>Exposure</b></p> <p>To make something public or introduce someone to a new subject or knowledge.</p> <p><i>She had <u>exposure</u> to English in primary school.</i></p>	
<b>F</b>	
<p><b>Fact</b></p> <p>Bits of information about what exactly happened or is happening.</p> <p><i>We learnt about the <u>facts</u> of the war.</i></p>	
<p><b>Fairly</b></p> <p>Used to describe an action as equal or just.</p> <p><i>He was <u>fairly</u> treated by the police.</i></p>	
<p><b>Fundraising</b></p> <p>An event or action taken to make money for an organisation.</p> <p><i>They held a disco for <u>fundraising</u>.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
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## G

### Gender

Gender is not something we are born with, it is something we learn through the process of socialisation (the way our society teaches us). It is made up by society.

*I am often discriminated against because of my gender.*

### Gender stereotype

When a society or culture has a view or idea about how boys and girls should be or what they should do.

*It is a gender stereotype that women need to stay at home and cook and clean.*

### Genuine

Used to describe an action as true or sincere.

*He genuinely apologised.*

### Grant

A sum of money given by an organisation for a particular purpose.

*The government gave us a grant to run our program.*

## H

### Harm

Physical injury, which is often done on purpose.

*His behaviour caused her harm.*

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<p><b>Human rights</b></p> <p>We are all born with important <u>rights</u>, our <u>human rights</u>, but we must also <u>respect</u> the <u>rights</u> of others. All people have the same <u>rights</u>. This is called the ‘universality’ of <u>human rights</u>.</p> <p><u>Human rights</u> standards are contained in internationally agreed <u>human rights</u> instruments.</p> <p><i>We all have <u>human rights</u>.</i></p>	
<p><b>Identity</b></p> <p>The characteristics of a person. How a person is recognised.</p> <p><i>The journalist did not use the child’s name to protect her <u>identity</u></i></p>	
<p><b>Illegal</b></p> <p>Something that is not allowed. There is a formal law, policy or rule stating it is not allowed.</p> <p><i>Child <u>abuse</u> is <u>illegal</u>.</i></p>	
<p><b>Indicator</b></p> <p>A trend or <u>fact</u> that supports people to identify the state or condition of something.</p> <p><i>The list of <u>indicators</u> of <u>abuse</u> support teachers to identify children who may have been <u>abused</u>.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
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## M

### Meaningful participation

Meaningful participation occurs when children are trusted with responsibilities, their ideas and thoughts are considered important and useful, and are factored into decision-making.

*She gained confidence from meaningful participation.*

### Misconception

An incorrect understanding.

*One common misconception is that goldfish have a memory of just a few seconds.*

### Motivate

To stimulate interest or enthusiasm to do something.

*The peer educator motivated her network to act on climate change.*

### Myth

An idea that is not based on any truth.

*In history class students studies the myths of ancient Greece.*

## N

### Nationality

The identity or status given to a person who belongs to a country or ethnic group.

*His nationality is Fijian.*

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<p><b>Neglect</b></p> <p>As a child’s carer, the act of not providing for the child’s development in health, education, emotional needs, <u>nutrition</u>, shelter, and/or safe living conditions is <u>neglect</u>. This includes the failure to properly look after and protect the child from <u>harm</u>.</p> <p><i>A parent who does not allow their child to go to school is <u>neglecting</u> their child.</i></p>	
<p><b>Network</b></p> <p>A group individuals or organisations interacting or engaging in informal communication and activities with others for shared assistance or support.</p> <p><i>The teachers of Vanuatu joined together to create a <u>network</u> to <u>advocate</u> for increased professional development and support.</i></p>	
<p><b>Nutritious</b></p> <p>Used to describe something, usually food, as nourishing or efficient. It means food that keeps you alive and healthy.</p> <p><i>She ate a <u>nutritious</u> diet high in fruit and vegetables.</i></p>	
<b>O</b>	
<p><b>Opinion</b></p> <p>The personal viewpoint or thoughts of a person.</p> <p><i>The journalist included her <u>opinion</u> in the article.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
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## P

### Paramount

Used to describe something as more important than anything else or supreme.

*The rights of the child are a paramount concern in the school.*

### Passionate

Used to describe someone who has a strong feeling or belief.

*He's passionate about environmental education.*

### Peace audit

An inspection or examination of a place or environment to identify peace and any barriers to peace.

*The children conducted a peace audit of their school and found a number of barriers to peace.*

### Peer education

Peer education is where children and youths educate their peers. Peer educators are typically the same age or slightly older than the group they are educating. They may work alongside the teacher, run educational activities on their own, or actually take the lead in organising and implementing activities.

*Peer education allows children to teach each other children using their own words and examples.*

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<p><b>Personality</b></p> <p>The <u>qualities</u> or characteristics that make someone interesting or popular.</p> <p><i>He had a friendly <u>personality</u>, which made it easy for him to make friends.</i></p>	
<p><b>Physical abuse</b></p> <p>The act of physically <u>harming</u> a child. <u>Physical abuse</u> can also occur when a parent or person in a position of <u>responsibility</u> power or trust (such as a school teacher) fails to stop a child from being hurt when it is within their power to do so.</p> <p><i>He hit her and was charged with <u>physical abuse</u>.</i></p>	
<p><b>Pledge</b></p> <p>A <u>pledge</u> is a promise we make. When we make a <u>pledge</u> we write the promise down and sign it.</p> <p><i>My class <u>pledged</u> not to litter.</i></p>	
<p><b>Privacy</b></p> <p>Being free from being disrupted or disturbed by someone.</p> <p><i>She returned to the <u>privacy</u> of her own home.</i></p>	
<b>Q</b>	
<p><b>Quality</b></p> <p>A talent, skill, attitude or characteristic that someone has. It is usually very strong or noticeable in that person. We often describe them by this <u>quality</u>. <u>Qualities</u> can be both positive and negative.</p> <p><i>She has strong leadership <u>qualities</u>.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
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## R

### Respect

To accept others no matter how different they are. It means having good thoughts and feelings about others – appreciating everyone’s differences.

*I respect everyone, no matter what language they speak.*

### Responsibility

Responsibility means having an obligation or a duty to do something as part of a role. When we have a right, we have a duty to ensure others enjoy that right too!

*I have a responsibility to ensure other people enjoy their human rights.*

### Rights

A moral or legal entitlement or freedom to have or obtain something, or to act in a certain way.

*She has a right to be heard.*

## S

### Self-confidence

A feeling of trust in one’s knowledge or skills.

*With practice, he increased his self-confidence.*

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
<p><b>Sexual abuse</b></p> <p>When a person engages with another in unwanted sexual activity. Child <u>sexual abuse</u> is when an adult or someone older uses power to engage in sexual activity with a child. This could include touching in a sexual way, looking at sexual pictures (pornography) and sexual intercourse.</p> <p><i>The children are scared to talk about their experience of <u>sexual abuse</u>.</i></p>	
<p><b>Solidarity</b></p> <p>Harmony and unity – everyone working together.</p> <p><i>When we all work together we create a feeling of <u>solidarity</u>.</i></p>	
<p><b>Systems thinking</b></p> <p>To understand the relationships of parts of a system – how these parts interact. In doing so you can improve efficiency and solve problems.</p> <p><i>I used <u>systems thinking</u> to understand the different <u>causes</u> of the problem.</i></p>	
<b>T</b>	
<p><b>Tolerance</b></p> <p>Allowing people who are different to continue to live different lives. It means not pressuring them to be like you.</p> <p><i>The government <u>advocates</u> for religious <u>tolerance</u>.</i></p>	

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
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## U

### United Nations

An international organisation consisting of 193 member countries. The United Nations meets and makes international laws and agreements to achieve peace and prosperity throughout the world.

*Papua New Guinea is a member state of the United Nations.*

### United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is a legal document adopted by the United Nations in 1998. It outlines the primary rights of the child and promotes the positive development of children. The UNCRC has 54 rights that are important for a child to be cared for, happy, healthy, safe and strong.

*Children's rights are human rights for children. They are listed in the United Nations Convention on the Rights of the Child (UNCRC).*

### Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR) is an expression of fundamental values that are shared by all members of the international community. It is the basis for the protection and promotion of human rights around the world. Many countries have included parts of it in their laws and constitutions. The UDHR stresses that human rights apply to everyone, everywhere, every day.

*Respect is an important value in the UDHR.*

Word	Local language Pijin/Bislama/Tok Pisin/Fijian
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## V

### Values

Values are the meanings we attach to certain beliefs, experiences and objects. Different people have different beliefs and values. When we care about something we might say we 'value' it.

*I value honesty.*

### Violation

The act of hurting, damaging, causing injury or taking away. It means the failure to comply with a rule or respect a person or property.

*He went to prison for committing a violation.*

### Violence

Violence means any behaviour where physical force is used to hurt, damage or kill.

*Violence hurts the community.*

### Vulnerable

At risk of being hurt or abused.

*The child was in a vulnerable place.*

Write down any other words that you do not understand and research what they mean. You could also ask the children to research them for homework or ask your teacher network contacts.

# Helpful resources

## Teaching resources

Association of Fish and Wildlife Agencies, *Sustainable Tomorrow: A Teachers' Guidebook for Applying Systems Thinking to Environmental Education Curricula for Grades 9–12*, Pacific Education Institute, 2011, accessed 6 June 2013, <http://www.fishwildlife.org/files/ConEd-Sustainable-Tomorrow-Systems-Thinking-Guidebook.pdf>.

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Youth Peer Education Network, *Youth Peer Education Toolkit: Training of Trainers Manual*, United Nations Population Fund, New York, 2005, accessed 23 November 2012. [http://www.unfpa.org/webdav/site/global/shared/documents/publications/2006/ypeer\\_tot.pdf](http://www.unfpa.org/webdav/site/global/shared/documents/publications/2006/ypeer_tot.pdf).

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## Useful websites for teachers

### Peacebuilding

- Alliance for Childhood: [www.allianceforchildhood.org/ten\\_steps](http://www.allianceforchildhood.org/ten_steps)
- Canadian Centres for Teaching Peace (peace building): [www.peace.ca](http://www.peace.ca)
- Peace Jam (peacebuilding): [www.peacejam.org](http://www.peacejam.org)
- Project Ploughshares (peace & disarmament issues): [www.ploughshares.ca](http://www.ploughshares.ca)
- Save the Children: <http://www.savethechildren.org.au/resources/education>
- Teachers Without Borders: [www.teacherswithoutborders.org](http://www.teacherswithoutborders.org)
- Teaching for Peace: [www.teachingforpeace.org](http://www.teachingforpeace.org)
- *United Nations Cyber School Bus – global teaching and learning resource*: <http://cyberschoolbus.un.org>
- Waging Peace (peacebuilding): [www.wagingpeace.org](http://www.wagingpeace.org)
- World Citizen: [www.peacesites.org/educators/about](http://www.peacesites.org/educators/about)

### Children and youth issues

- Free The Children (youth engagement): [www.freethechildren.com](http://www.freethechildren.com)
- Peace Child International (youth engagement and peacebuilding): [www.peacechild.org](http://www.peacechild.org)
- Street Kids International (helping vulnerable youth): [www.streetkids.org](http://www.streetkids.org)
- Taking It Global (youth engagement): [www.tigweb.org](http://www.tigweb.org)
- War Child (youth engagement): [www.warchild.ca](http://www.warchild.ca)
- Youth Action Net (youth engagement): [www.youthactionnet.org](http://www.youthactionnet.org)
- Youth Action Network (youth engagement): [www.youthactionnetwork.org](http://www.youthactionnetwork.org)
- YOUCAN (youth engagement and peacebuilding): [www.youcan.ca](http://www.youcan.ca)
- Youth in Motion (youth engagement): [www.youth-in-motion.ca](http://www.youth-in-motion.ca)
- Development education sources
- Development Education Ireland (development education): [www.developmenteducation.ie](http://www.developmenteducation.ie)
- Educators for Social Responsibility (educational resources): [www.esrnational.org](http://www.esrnational.org)
- Our World (educational quizzes for children): [www.ourworld.ca](http://www.ourworld.ca)

### Peer educator's resources

Live & Learn Environmental Education, *Discovering Democracy: A Resource for Young People in Fiji*, Live & Learn Environmental Education, 2012, accessed 30 May 2013, <http://www.livelearn.org/resources/discovering-democracy-resource-young-people-fiji>.

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## Special days of the year

Below is a selection of special days celebrated around the world. For a complete list, visit: <http://www.un.org/en/events/observances/days.shtml>



### Special international days of the year

#### FEBRUARY

##### 13 February

###### World Radio Day

A day to celebrate radio. Radio is a way to communicate and provides access to information and freedom of expression.

##### 20 February

###### World Day of Social Justice

A day to celebrate the equal treatment of everybody in the world. A peaceful society is one that treats everyone the same, no matter their gender, age, race, ethnicity, religion, culture or disability.

##### 21 February

###### International Mother Language Day

A day to celebrate and enjoy all the different languages and cultures of the world.

#### MARCH

##### 8 March

###### International Women's Day

A day to celebrate women and advocate against discrimination and violence against women.

##### 20 March

###### International Day of Happiness

A day to celebrate happiness and how it enriches our lives and promotes peace.

##### 21 March

###### International Day for the Elimination of Racial Discrimination

A day to speak out against all forms of discrimination because of different languages, cultures and ethnic groups.

&

###### World Poetry Day

A day to celebrate the creativity and diversity we can share through poems.

## MARCH

### 22 March World Water Day

A day to promote equally sharing and conserving water so everyone can enjoy a healthy life, and so that the environment is protected.

## APRIL

### 7 April World Health Day

A day to celebrate the importance of looking after our health.

### 22 April

#### International Mother Earth Day

A day to celebrate the importance of nature and speak out for the continued respect of nature.

## MAY

### 3 May World Press Freedom Day

A day to promote the freedom of expression (to say what you want: opinion and fact) in all media, as well as the safety of journalists.

### 15 May

#### International Day of Families

A day to celebrate the family and support families in our communities.

### 17 May

#### World Telecommunication and Information Society Day

A day to raise awareness of the communication and information technologies (phone, Internet, radio, etc.) and celebrate how they bring us together.

### 21 May

#### World Day for Cultural Diversity for Dialogue and Development

A day to celebrate different cultures and learn how to live together.

### 22 May

#### International Day for Biological Diversity

A day to celebrate the different life forms (animals and plants) and how they contribute to the environment and our lives.

## JUNE

### 1 June

#### Global Day of Parents

A day to celebrate parents and their commitment and the sacrifices they make for their children.

&

#### International Children's Day

A day to promote a child's right to childhood, and to develop with confidence and safety.

## JUNE

**4 June**

**International Day of Innocent Children Victims of Aggression**

A day to acknowledge children who have suffered from neglect or abuse and to promote child rights.

**8 June**

**World Oceans Day**

A day to celebrate the oceans of the world and how they contribute to our lives.

**20 June**

**World Refugee Day**

A day to create understanding of the tough choices facing refugees and to promote compassion towards them.

**30 July**

**International Day of Friendship**

A day to celebrate friendships. Friendships between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities.

## AUGUST

**9 August**

**International Day of the World's Indigenous People**

A day to celebrate the diversity of the world's indigenous peoples.

**19 August**

**World Humanitarian Day**

A day to recognise those who face danger and difficulties in order to help others.

**5 June**

**World Environment Day**

A day for positive environmental action.

**12 June**

**World Day Against Child Labour**

A day to raise awareness of child labour (when children work so much they don't enjoy their childhood and their rights) and the action and effort needed to make it stop.

## JULY

**11 July**

**World Population Day**

A day to acknowledge that the world has a large population, which creates many challenges. This day promotes us all working together to find solutions for these challenges.

**12 August**

**International Youth Day**

A day to recognise the potential of youth, to celebrate their achievements and find creative ways for them to participate in their communities.

## SEPTEMBER

### 8 September

#### International Literacy Day

A day to celebrate the ability to read and write. It is a way to express ourselves and connect, share and communicate with people around the world.

### 21 September

#### International Day of Peace

A day dedicated to strengthening the ideals of peace – within and among all countries and peoples.

### 15 September

#### International Day of Democracy

A day to promote democracy. Democracy is the freedom to choose your own political, economic, social and cultural systems and to participate in all aspects of your life.

## OCTOBER

### 1 October

#### International Day of Older Persons

A day to celebrate the achievements of older people and to address their needs and rights to a healthy life.

### 5 October

#### World Teachers' Day

A day to say thank you to our teachers and continue to provide them with the support they need.

### 13 October

#### International Day for Disaster Reduction

A day to promote ways of minimising the impact of natural disasters (floods, drought, etc.) through early warning systems, appropriate buildings methods and effective relief interventions.

### 17 October

#### International Day for the Eradication of Poverty

A day to focus on how to end world poverty.

### First Monday in October

#### World Habitat Day

A day to reflect on the human right to shelter and the need for everyone to take responsibility for the quality of their homes and natural environment for future generations.

### 2 October

#### International Day of Non-Violence

A day to raise awareness of the effectiveness of non-violent solutions.

### 11 October

#### International Day of the Girl Child

A day to recognise girls' rights and the unique challenges girls face around the world.

### 16 October

#### World Food Day

A day to increase understanding of problems and solutions in ending hunger.

## OCTOBER (CONTINUED)

**24 October**

### **United Nations Day**

A day to celebrate the United Nations.

**16 November**

### **International Day for Tolerance**

A day to advance human welfare, freedom and progress, and to encourage tolerance, respect and cooperation among all the different people of the world.

**20 November**

### **Universal Children's Day**

A day of worldwide friendship and understanding between children.

## DECEMBER

**1 December**

### **World AIDS Day**

A day to unite in the fight against HIV, show support for people living with HIV and to commemorate people who have died.

**5 December**

### **International Volunteer Day**

A day to celebrate all those who volunteer and their commitment and hope for a better world.

**10 December**

### **Human Rights Day**

A day to celebrate human rights for all – the day on which the Universal Declaration of Human Rights was adopted.

**20 December**

### **International Human Solidarity Day**

A day to work together in the fight against poverty and other problems in our world.

## NOVEMBER

**6 November**

### **International Day for Preventing the Exploitation of the Environment in War and Armed Conflict**

A day to publicise the impact that war and armed conflict have on the environment.

**21 November**

### **World Television Day**

A day to promote access to television as a source of information and news.

**3 December**

### **International Day of Persons with Disabilities**

A day to promote the rights of persons with disabilities, to encourage openness about disability and stop any discrimination against or harm to those with disabilities.

**9 December**

### **International Anti-Corruption Day**

A day to raise awareness about corruption and the ways in which it is a barrier to peace and human rights.

**18 December**

### **International Migrants Day**

A day to learn about the experiences of migrants and ways to ensure their protection.

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# Feedback

Please help us to improve this educator's guide. Let us know what you think by answering the questions below and sending your comments to us.

Photocopy this form or write out the questions. Please leave this page in the guide so that other users can tell us what they think.

Fax, mail or email ([resources@livelearn.org](mailto:resources@livelearn.org)) your comments to us (further contact details inside the front cover).

Your name and location: \_\_\_\_\_

School name: \_\_\_\_\_

Contact details (optional): \_\_\_\_\_

Briefly explain how you used this guide.

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Is this guide easy to follow? (If not, please tell us what was not clear.)

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Was there information that you think was missing?

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How could this guide be improved?

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Please list any other comments or suggestions below.

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**Thank you!**



## Photo stories

### **Send us your feedback in pictures!**

If your class has enjoyed an activity in this guide, share a photo of them doing the activity through Live & Learn's social media network. Post the photos on our Facebook page and tell us about them.

We can't wait to see the activities in ACTION!



<https://www.facebook.com/LiveAndLearnInternational>

Note: Ask parents for permission to share photos on Live & Learn's Facebook page.

BE THE FUTURE!

SKILL UP

# Building Peace

## An Educator's Guide for the Pacific

Young people are the future of the Pacific and want to be involved in shaping their world.

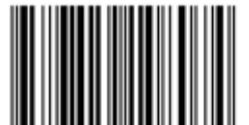
This educator's guide combines professional development skills with peace education modules to enhance children's opportunities and capabilities to build peaceful futures. The education modules are linked to subjects and are designed in an easy to use lesson plan format.



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