

“COME TOGETHER, TALK TOGETHER, WORK TOGETHER”

PRACTICING PEACE

**A Peace Education Module for Standards 4 through 6
In Solomon Islands**

**Developed for UNICEF
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INTRODUCTION TO TEACHING PEACE EDUCATION

Peace education is a term used to describe a particular type of curriculum that focuses on the development of skills that enhance a student's ability to use collaborative problem solving processes and constructive conflict resolution practices. The primary goal of peace education is promote a societal shift from a culture of war to a culture of peace. UNICEF produced this curriculum, *Come Together, Talk Together, Work Together: Practicing Peace for Standards 4 – 6*, for use in Solomon Islands.

What Is Peace Education?

The curriculum is based upon a core set of principals or assumptions. These include:

- a. *Human Rights* – each person has certain rights that, when met, provide the opportunity for her/him to flourish and contribute to family, community, state, and the global community.
- b. *Gender Equity* – each person has a right to be treated equally in regards to marriage and family, health care, employment, political opportunity, etc. regardless of gender.
- c. *Non-violence* – this principal forms the basis of a peace education program. Non-violence is a way of life that allows for recognition of differences and incorporates practices that offer alternatives to violent conflict for resolving those differences.
- d. *Valuing Diversity* – peace education assumes that diversity of culture (e.g., faith, gender, socio-economic, race, ethnicity, etc.) is a positive commodity that makes the world a richer and more exciting place. It is not to be feared.
- e. *Social and Economic Justice* – people have the right to equal treatment under the law, access to equal opportunity for fulfilment of their life's goals, and fair distribution of resources.
- f. *Environmental Preservation* – the earth is our major resource and is deserving of respect and preservation. We need to critically assess our intentions when pursuing development strategies, as they can be compatible with the environment or destructive.
- g. *The “Global Village”* – all people are living on the same earth. The earth is now a very small place where we are all connected one to another. Thus a global perspective is vital for survival and peaceful living in today's world.

There are also common practices taught in any peace education program. These practices include:

- a. *Collaborative Problem Solving* – the ability to work with others in constructive ways to solve problems and reduce conflict.
- b. *Critical Thinking* – the ability to take in and analyse for oneself the information necessary to form one's own opinions on life, politics, world affairs, family, etc.
- c. *Conflict Prevention & Resolution* – the ability to identify sources and types of conflicts and to practice certain skills that allow for the prevention of or peaceful resolution of conflicts.
- d. *Consensus Building* – the ability to work in groups to build a shared base for taking a particular decision or to resolve a particular conflict.
- e. *Bias Reduction* – the ability to recognize one's own biases, prejudices and stereotypes and to understand and appreciate the differences in oneself and others.

This peace education curriculum provides teachers and students an opportunity to learn about these assumptions and to learn the skills to enable them to practice peace as a way of life.

Introduction of Peace Education Teaching Methods

Teachers of this curriculum, may find some differences in the methods of teaching this course from those normally practice in the classroom or community setting. The traditional model often teaches that teachers are the experts and their role is to give information to students so that they will then have the same knowledge. The traditional model is often called “talk and chalk,” which refers to teaching from the front of the class by lecturing on a subject while writing details on the board for students to remember later. This is the way many teachers have been taught for generations. This method has its place in delivering knowledge to students, and there are other methods that work better for certain types of learning such as experiential learning or skill development. This curriculum uses one of those methods.

The primary method used in peace education is generally referred to as a “facilitated” or “interactive” model of teaching. In this method, the teacher becomes a *facilitator* of learning and a co-learner with the students. Students and teachers use experiential strategies to practice skills for peace. There is a shift in the value placed on being a teacher. Using the facilitated processes of conflict resolution and peace education, teachers and students learn together and teach each other. The following are some tips to assist in practicing as a facilitative teacher:

- Read the lessons ahead of time to become familiar with the subject and what materials will be needed. Wherever possible bring in lessons from other subjects that will reinforce the peace education lessons.
- Teachers are strongly encouraged to use their own personal stories with the children during the exercises. This allows them to practice with the students and can be a powerful tool for teachers and students to develop mutual understanding.
- For this curriculum to be successful with students, teachers must also practice these skills in their daily lives. This will give an understanding of how long it takes to master the peace skills and to model them. Some of these skills may be unfamiliar and teachers will be learning along with the children. Practice is what matters, not perfection. Give yourself permission to be a learner with the students and let them teach you also. Be patient with yourself and the students as you build knowledge and skill together.
- In an early lesson, the group will establish ground rules for working together. Ground rules help to create a safe and respectful place for sharing about oneself and practicing new skills for the first time. There may already be a set of classroom rules to which rules for peace education can be added. The concept of a safe place is one of the most important elements of this type of educational process. As the teacher, it is very important to let the students know that there are four non-negotiable ground rules that must be included.
 - ◆ *Everyone has the right to pass.* No one will be forced to do anything that makes him or her uncomfortable. Practicing behaviours that may be uncomfortable because they are new is a part of this curriculum, but if a person has a personal reason for not participating, this should be honoured.
 - ◆ *Everyone has the right to privacy.* Even though there are activities that ask students to share personal experiences, they should share only those things they feel comfortable discussing publicly.

- ◆ *Everyone has the right to be treated with respect*, which means no laughing at serious statements and putting people down. This is sometimes one of the more difficult rules for young children to practice.
- ◆ *Everyone has the right to confidentiality*. Things that students share in the course of discussions should stay in the classroom. No one should share personal information about another student outside of the lessons.
- Small changes can be made in the content and/or activities to adjust for different grade levels, but these changes must not change the core meaning of the lesson. However, the addition of appropriate activities to the lessons such as songs, poems, and pictures from magazines, etc. will make the curriculum richer.
- This manual is written for teachers in English. It is understood that many students who receive the lessons may understand the ideas better in Pidgin. Teachers are encouraged to use English as much as possible, especially in introducing the “words to practice” in each lesson and in the follow-up activities asking the children to write sentences using the “words to practice.” However, teachers can use Pidgin when it is clear that the children are not grasping a lesson’s concept when relayed in English. Allow the children to use Pidgin to respond to the lessons, if they are more comfortable in doing so, while continuing to encourage them to practice English. The most important thing here is that the concept or idea of the lesson must not be changed by translation between the two languages.
- Prepare ahead for room arrangements and preparation of materials. Because resources such as poster paper, black/white boards, coloured markers, etc. are not always readily available, be creative in following the instructions for writing and drawing.
- When choosing students for participation in activities, teachers sometimes show a preference for one gender over another or for one cultural group over another. It is important to pay attention to the role you play in identifying participants to do role plays, to answer questions, etc. Provide as much balance as possible.
- Work to create the emotional space for quieter children to participate. It is important to mix groups and to make sure that everyone participates equally. Children, who are not used to the facilitated teaching methods or use of small groups for experiential activities, are often shy at first when asked to do these lessons. Be patient and give constant encouragement for the children to become more vocal and to have fun with the activities.
- Be open to listening to and learning from your students. Watch for opportunities during the regular class day to reinforce lessons from this curriculum by practice and observation.
- Parent involvement is one of the most important aspects of this curriculum. Where possible, parents should be engaged. This curriculum promotes behavioural changes for the participants, and some lessons in peace education can appear to be, or are, in opposition to traditional culture. It is not the intent of this curriculum to challenge custom in a negative way. Rather, it is to begin the process of critical thinking about how traditions from the past may or may not be effective and meaningful in today’s world. Students, teachers and parents are encouraged to work together on these questions. The most obvious lesson where this is true is *Lesson 15: What Are Our Rights and Responsibilities*. This lesson presents the rights that have been established for children worldwide by the United Nations Convention on the Rights of the Child. The signers, including Solomon Islands, agreed that these are the rights children need to grow and flourish and they are considered nonnegotiable. There is no nation in the world that ensures all of these rights for all of its children. The purpose of this lesson is for children and parents to be introduced to these rights, and to understand the importance of working towards providing them over time to all children.
- Finally, HAVE FUN!

Tips Specific to the Lessons in this Manual

- * Wherever possible and necessary, the lessons can break into two or three parts. This allows flexibility in when a teacher inserts the lesson into the class day. Also, when reviewing the lessons, use professional judgment on which activities and questions work best for younger children and older children.
- * The layout of each lesson provides the following:
 - *Learning Objectives*: Describe the objectives of each lesson. The learning objective may be written up at the beginning of each lesson, if desired. Also in the learning objectives is a list of “words to practice” that introduces the new words to be learned in the lesson. These may be written on the board at the beginning of the lesson also.
 - *Time Frame for the Lesson*: The times shown are estimates to give the teacher an idea of how long an entire lesson might take.
 - *Teacher Tips*: Provides further rationale for the lesson, points on difficult lessons, and suggestions special focus.
 - *Directions for Activities*: Steps for each activity are laid out in detail with the approximate amount of time each step should take. Teachers should feel free to use their own words to explain the steps. Notes to the teacher are in *italics*.
 - *Discussion Questions*: These questions are provided to prompt discussion and deepen understanding of the lesson. Teachers may add others. It is not necessary to use all questions if time does not permit, but always include the one question that links the lesson to peace education and becoming peacemakers. This question is *italicized* in each lesson. You can change the words of the discussion questions to meet the understanding of the students; however, it is important to keep the meaning of the questions the same as the original intent. In both activities and discussion questions, do not be afraid to occasionally guide the children in the direction of the lesson objective.
 - *Follow-up and Evaluation*: Contains exercises for participants to be completed at the end of each lesson or during the time between lessons. Teachers may add other exercises or methods for evaluating the students’ grasp of the lessons.
 - *Virtues*: This section identifies the virtues that are exemplified in each lesson’s objectives and activities. They are included in the words to practice.”
- * The Follow-up exercises serve two purposes: internal evaluation so the teacher can assess the children’s grasp of and progress with the curriculum, and to provide data to be collected and reviewed later by an external evaluator. Ask the children to turn in their work.
- * Explain to the class that they will have writing assignments that they will report on in some classes, but they will never have to report anything that is too private or makes them feel uncomfortable.
- * Keep records. Keep a journal of your observations of the student’s application of the skills and knowledge learned, your own learnings as the lessons progress. Record challenges and barriers you experience in teaching the curriculum, and describe things that work well. Make notes on the curriculum for recommended changes for future revisions.

Tips on Group Process

- * When children are working in small groups, walk around the room and help them if they are stuck on an activity and to be sure that all are participating in the activity.
- * Use the instructions in “Directions for Activities” and your own judgment as to how many participants to put in small groups.
- * When dividing into small groups, pay attention to gender balance, shy/talkative balance, etc.
- * When “brainstorming” or listing things on the board in front of the whole group, have one person write the items quickly while the rest of the group is quickly calling out items to go on the list, but don’t let the group get too far ahead of the recorder. You may do the recording yourself if it’s faster or have a student do it for practice in writing.
- * When asking the group to give you examples, use your judgement as to how much time to give them. Some silence and “thinking” time between answers is useful, but if it goes on too long, move on to something else.
- * In groups of more than four, have children sitting in a circle as much as possible, and ask one child to start with a response to the exercise and go around the circle so that each child is given a chance. If they are being shy, let them pass one time, then come back to them when the chance to speak has been around the circle one time. This process is called “Round Robin.”

Section I: Introduction - Lesson 1: Introduction To Peace Education Part A: What Is Conflict? Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to introduce peace education (no fighting, no war) and the idea of “conflict.” As the teacher, you want to make sure that the children learn the definition of conflict and that they understand that conflict is natural and always around us. It may be an opportunity for good change or it may be bad and destructive. You want them to identify conflict in their lives or in the world. Words to practice: conflict, cooperation, respect, unity 	<p><u>Time: 30-40 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: A-4 paper and coloured pens, pencils, or crayons, tape, and a map of the world. For (a), put the children in pairs or groups of three. You may let them self-select or you may assign the groups. In (c), you may use questions to get them started, e.g., “Is it a fight? Is it shouting?” and so on. During (f) walk among the groups and make sure everyone gets a chance to contribute.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Tell the children that this is the first lesson in a new peace education program where they will learn about peaceful living and how to work out conflicts in their lives and community. <u>At the end of lesson:</u> Remind the children again that this is the beginning of a program for learning about peace in our lives and how to be peacemakers. <p><u>Discussion Questions:</u></p> <p><i>[With younger children it may be enough to just describe their pictures.]</i></p> <ol style="list-style-type: none"> Is conflict always a bad thing or can it sometimes be a good thing? (Ask them to explain their answer.) Why do people fight or have rows? Why is it sometimes hard to stop a fight? <i>If conflict stops does that mean there is peace?</i> Sometimes it is very hard to work out conflicts? Can you tell me reasons why it might be hard to do? 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 min.) In pairs or threes, the children take turns introducing themselves by telling their partner(s) one thing they would like the class to know about them. (10 - 15 min.) Have each child introduce someone else in his or her group to the whole class by telling that person’s name and the one thing their partner shared. (5 - 7 min.) Ask the class to define “conflict”. Ask for examples of conflicts they have been in or seen with brothers and sisters, classmates, or neighbours. For older children, ask them to identify conflicts they may know from other villages, their country and the world. List the words or descriptions they give for “conflict.” (7 - 10 min.) Give each group a few pieces of paper and writing instruments in different colours for drawing a group picture of conflict. They can use their own examples such as a conflict between two people, a conflict in their village, or a conflict in the world. They may also use words in cartoon balloons to show what people are saying, or give their picture a title or name. As you move from group to group, make sure each child is contributing ideas or drawings. (5 min.) Instruct the children to put their pictures up on a wall or bulletin board with tape and then let everyone look at all the pictures. Ask a few children to volunteer to explain their pictures, and let other children ask questions if they have any. An alternative activity is to allow each small group to make up a play showing a conflict and let them present to the class.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Complete these sentences: A conflict can happen when_____. Conflict is bad when_____. <p><i>Teacher:</i> Remind the children again that this is the beginning of a program for learning about peace in our lives and how to be peacemakers. Tell them for each lesson after this they will be asked to remember something about the previous lesson. Save comments and drawings for the next lesson</p>	<p>The virtues reflected in this lesson are <i>cooperation, respect, and unity</i>.</p>

Section I: Introduction - Lesson 2: Introduction to Peace Education Part B: What Is Peace? Standards 4 through 6

<p>Learning Objectives:</p> <ul style="list-style-type: none"> The aim of this lesson is to understand the idea of “peace”. As the teacher, you want the children to be able to define peace and understand that peace means many things, not <u>just</u> the absence of war or fighting. Words to practice: peace, peacefulness, cooperation, unity, no fighting 	<p>Time: 1 hour</p> <p>Teacher Instructions:</p> <ul style="list-style-type: none"> <u>Materials:</u> A-4 paper and coloured pens, pencils, or crayons, tape, and pictures from the previous lesson. For (a), hang the pictures from the first lesson. For (b), put the children in pairs or groups of three.
<p>Teacher Tips:</p> <ul style="list-style-type: none"> Stress that it is important to look at peace very broadly. Peace is not just the absence of conflict or war. In this curriculum “peace” includes issues of justice, freedom, the end of poverty and oppression, political fairness, providing basic human rights and so on. <p>Discussion Questions:</p> <ol style="list-style-type: none"> What does “peace” mean? What are some different ways that we can see peace in our family, our community, and the world? <i>(Help them to look for examples of peace as justice, the end of poverty, etc.)</i> 	<p>Directions for Activities:</p> <ol style="list-style-type: none"> (3 minutes) Ask the children to remember the first lesson about conflict. Ask them to define conflict once again. (5 minutes) In small groups or the whole class, ask them to define “peace” to discuss what “peace” means? Question 1 in Discussion Questions. (5 - 7 minutes) List the definitions on the board or poster. Clarify the words to be sure that each term does have some relation to peace. (10 minutes) Ask them if they can describe a peaceful time when they were with brothers and sisters or parents, or what peace looks like in the classroom or the village or the world? (5 - 7 minutes) In small groups, do the drawing exercise from Lesson 1. This time they are to draw a picture of what peace looks like in the classroom, family, neighbourhood, or the world. (10 minutes) Display the pictures next to the conflict pictures and ask them to talk about the differences they see. As in Lesson 1, you may have them do short plays instead of drawing.
<p>Follow-up and Evaluation:</p> <ul style="list-style-type: none"> Complete these sentences: There is peace in my life when-_____. There would be peace in the world if _____. <i>(Tell them they may not say, “Peace in the world means no war.” They must describe world peace in some other way.)</i> 	<p>The virtues reflected in this lesson are <i>cooperation, peacefulness and unity</i>.</p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • The aim of this lesson is to learn how rules help increase cooperation and that rules are a way to be sure everyone gets a fair chance to participate. This lesson should help the children to develop a more respectful way of living. At the end of this lesson you want to help them understand how rules can help contribute to a peaceful environment. • A skill they will practice is a tool to help them become calm and gentle and to help them think about their own feelings. • Words to practice: respect, courtesy, and consideration, non-negotiable. 	<p><u>Time: 30-45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> • Materials: Black/whiteboard, or poster paper, chalk or markers • For (a), Explain that you are going to ask a question for the whole class to answer. You are going to give them one minute to silently think about their answer. Tell them when you say, “GO,” you want all of them to answer the question at the same time, and it does not matter if the class gets very noisy. They should all try to be heard. When you use the “silence” symbol, they should each use the symbol until all are quiet. • For (d), the class can add any other rules they feel are appropriate. • Save the rules to hang during future lessons or at anytime in the classroom. You may already have class rules, so you may simply add to them. • For all follow-up activities, tell them to be prepared to share their experiences about each lesson from here on each time they come to the next peace ed lesson.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> • Introduce an appropriate signal for getting everyone to be quiet during the exercises. This becomes the group symbol for quiet and helps bring control to the class when they become very energetic about the exercises. A common signal is raising a hand and holding it up until everyone has their hand raised and all are quiet, or holding a finger to your lips. • When making rules for group behaviour (d), children often use broad terms like “respect” or “be nice.” Help them be specific about the rules, for example, “respect each other,” might be “do not call anyone names” or “do not tease.” Ask, “How do we act when we are showing respect?” The aim is to get them to describe actions they relate to and can practice. Remember from the Introduction, there are four non-negotiable rules. They are in bold type in Directions for Activities, (c). <p><i>Continued</i></p>	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (2 minutes) Ask, “Why do we have rules?” Give them a moment to think about an answer. Say, “Go!” Once everyone is talking, give them enough time to experience the confusion then use the silence signal until everyone is quiet. (5 – 7 minutes) Ask the questions 1 through 3 in the Discussion Questions. (5 minutes) Put up the non-negotiable rules from Appendix A. Ask them to define “non-negotiable.” Have them add their own rules. Write all of their suggestions on the board or poster paper. The list may look like this: <ul style="list-style-type: none"> • Do not use unkind words. • If a person feels the exercise is <u>too personal or risky</u>, he or she can pass • Respect <u>privacy</u> and <u>confidentiality</u> • Only one person talks at a time – raise your hand for a turn. • Everyone uses the “silence” signal to bring the class to quiet. • Listen carefully to the person speaking. • Have a sense of humour • Have fun • Take risks <p><i>Continued</i></p>

<p><u>Teacher Tips (cont.)</u></p> <ul style="list-style-type: none"> The breathing exercise introduced here is a tool you can use at any other point in work with the children. You can begin and/or end peace education lessons by doing this exercise, or use it to calm the children down after any exciting or energizing activity. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> Could anyone hear what others were saying? When everyone is talking at once is it easy or hard to learn and understand? <i>Why are rules important? Do they help with peaceful living? Why?</i> What rules can we use in this group to help us listen to each other better? 	<p><u>Directions for Activities (cont.):</u></p> <ol style="list-style-type: none"> (10 minutes) After the list is complete, go over each rule to be sure that everyone <u>understands</u> and <u>agrees</u> to it. Tell them these rules will be hung for each lesson. (5 minutes) To end the class, ask them to sit quietly, close their eyes and take slow, deep breaths. While they keep breathing, the teacher softly counts up to 10 and back down to one out loud, and then asks them to open their eyes, and resume other activities. Remind them they can use this exercise at anytime when they want to calm themselves.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Complete these sentences: Rules are important because _____. To be respectful means that I _____. Ask them to observe times when they or others practice respect, courtesy and consideration between now and the next lesson. Tell them you will ask for examples at the next lesson. <p><i>Teacher:</i> During the week look for “teachable moments,” and compliment the class or children who practice the new skills from this lesson.</p>	<p>The virtues reflected in this lesson are <i>respect, courtesy, and consideration</i>.</p>

Section II: Interpersonal Skills for Peace - Lesson 4: Active Listening

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to improve listening skills and increase the children's understanding of the importance of listening to others. As the teacher, you want them to learn the skills of active listening and how active listening helps us to understand one another better. Point out that understanding others is an important part of having peaceful relationships. Words to practice: Active listening, respect, courtesy, and consideration 	<p><u>Time: 35-40 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Black/whiteboard or poster paper and chalk or markers, Active Listening rules (see Appendix B) written on board or poster paper. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their experiences with or observations about rules. Choose a sentence that is not too difficult or too easy for the age group. For (a), ask the children to sit or stand in a circle or a line. For (d), post Active Listening rules after the circle exercise. For (e), ask the children to choose a partner. One of the pair is the speaker; the other is the listener.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> This lesson can be done in two sessions. You can break between (d) and (e) in Activities. Break the questions between 2 and 3. In this exercise the last person usually shares something very different from the beginning sentence. If the group should end with the correct sentence, compliment them on their accuracy and their good listening skills. You can try the exercise again with a more complicated sentence or still ask questions about why good listening is important. Knowing how to practice this skill helps us to maintain peaceful relationships. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> In the whisper exercise, what might you do different to make sure you heard the right sentence? What is necessary to be a good listener? Does it make a difference if you do not listen to someone? What can happen if you don't listen? <i>Why is good listening important to peace?</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 - 10 minutes depending on number of children) Whisper the sentence in the ear of the first child and tell him/her to whisper the same sentence to the next child. Have them continue on to the last child who then says the sentence out loud. Tell the group the starting sentence and see if the final sentence matches. Tell the children to sit and ask questions 1 & 2 from Discussion Questions (5 minutes) Record the answers on the blackboard. (5 minutes) Explain to the children that active listening has a set of rules that make listening and communication better. Post the "Active Listening Rules" on the board and review them. (1 minute) In pairs, one speaker talks for one minute about any topic from a list of suggested topics that might include: my family, my favourite subject and why, favourite sport, favourite food, home, the market, singing, etc. <i>Before doing this exercise, you might ask one student to come to the front and role play a good listener and a poor listener with you to show an example.</i> (3 minutes) When the storyteller finishes, ask the listener to repeat to the storyteller what he/she said. The listener may refer to the rules on the board. The storyteller corrects any mistakes. (4 minutes) The two children exchange roles and practice again on a different topic. Follow the same instructions.

<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Complete these sentences: Two rules for active listening are _____. Listening helps bring peace because _____. • Ask children to look for moments in or out of school where they can practice active listening. Ask them to be prepared to talk about these situations at the next peace education lesson. <p><i>Teacher:</i> During other subjects, have children practice active listening when appropriate.</p>	<p>The virtues reflected in this lesson are <i>respect, courtesy, and consideration</i>.</p>
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Section II: Interpersonal Skills for Peace - Lesson 5: Blind Man's Trust

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to increase understanding of trust, responsibility for others and compassion. The lesson provides an opportunity to practice cooperation. By the end of the lesson the class should be able to make a connection between trust and peacebuilding. Words to practice: trust, responsibility, compassion and cooperation. 	<p><u>Time: 30-45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Strips of cloth to be used as blindfolds for half of the group. You will need a space with enough room to move around easily. A few obstacles such as desks and chairs are ok. This is a good exercise for an open space outside with trees or other possible natural and safe obstacles. For younger children, keep the space small enough to be safe. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and to share some of their experiences with listening.
<p><u>Discussion Questions (for younger ages use #s 1-4 & #7:</u></p> <ol style="list-style-type: none"> How did it feel to be the blind person? How did it feel to be the leader? What happens in life if a leader or a follower does not play their part? What can you do to show trust, cooperation, or compassion? Have there been times in your life when it was hard to trust someone? Do you do things sometimes that make it hard for someone to trust you? <i>Why are cooperation and trust important to finding peace and solutions to problems that cause conflict?</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 – 7 minutes) Have the children find partners. One of the partners is blindfolded, and the other gently leads him or her through an imaginary section of the bush as you describe the obstacles that might be in their way: trees, streams that they must cross, a log bridge across a deep valley, stepping stones across a stream, a pile of trash, a snake, etc. If you have a large space with natural obstacles such as trees, large rocks, a stream, etc., you can let the leader do this without your description. Always stress to the leaders that they must be thoughtful of and gentle with those they are leading. (5 – 7 minutes) Have the partners change places and do the exercise again. (10 minutes) Stop and talk about the experience using the discussion questions.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Ask them to write down two things can do to build trust with someone or to show compassion or cooperation. For example, take care of a younger brother or sister, or a pet. Tell them to be prepared to talk about their trust and cooperation experiences at the next lesson <p><i>Teacher:</i> observe and comment on moments of cooperation, compassion or trust building among the children between peace education lessons.</p>	<p>The virtues reflected in this lesson are <i>trust, responsibility, compassion and cooperation.</i></p>

Section II: Interpersonal Skills for Peace - Lesson 6: Feelings (2 lessons for 2 age groups)

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to help the children learn that there are <u>no bad feelings</u>, but <u>there can be bad results</u> that come from acting out our feelings. As the teacher you are to help them look at the messages about feelings and how to show them that come from their culture. They should look critically at <u>what they do</u> when they have strong feelings and <u>who teaches</u> them how to act when they have strong feelings? Words to practice: feelings/emotions, honesty, responsibility, and truthfulness. 	<p><u>Time: 30 – 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Take a couple of minutes to review the previous lesson. Ask children to recall and share their understandings of what they learned from the lesson about trust. For (a), let them come up with their own feeling, or you may suggest a feeling for each group. If you use (c), divide the class into small groups.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> There are two sets of questions here. One (1) through (3) are for younger children. Questions (4) through (9) are for older children. You can mix and match them based on the ability of the children you are working with. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> What does your family tell you about showing feelings? Are there some feelings you can show and some you are not supposed to show? Which ones? Are feelings good or bad? Why? Why not? When we are having strong feelings like anger or sadness, what are some ways to show them without hurting others? <p><i>Continued</i></p>	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> Ask the group “What is a feeling?” Ask for examples of feelings. Write their answers on the board. (15 minutes) Ask the children to draw a picture about a feeling: someone angry, someone sad, someone happy, etc. Let each child (<i>depending on the number in class and the time you have</i>) show his/her picture and describe what is happening in the picture. Or, you can ask small groups to develop a short play to show people acting out their feelings. They might use facial expressions to just show the feeling or they might act out to express the feeling (like a fight or anger). (Time allotted depends on number of groups) Each group gets one to three minutes to perform their play. (0 – 15 min) Use the Discussion Questions to help the children learn more about feelings and how they make choices on how to show them.

<p>Discussion Questions (cont.):</p> <ol style="list-style-type: none"> 4. Describe people you see showing feelings in positive or negative ways? Give examples. 5. When someone acts the way you described are they respected and accepted in your community? Why or why not? (<i>Ask this question for both positive and negative ways people show feelings.</i>) 6. Do family and Solomon Island customs teach you to control your feelings, or encourage you to show feelings? 7. How are you taught these things and who teaches you? 8. In today's world how do the customary ways of showing feelings fit? Do they still work for you? 9. <i>Why is it important to understand our feelings and those of others? How does this understanding help bring peace?</i> 	
<p>Follow-up and Evaluation:</p> <ul style="list-style-type: none"> • Ask the children to write two sentences using the words for this lesson. • Ask them to watch for how they or others act when they have strong feelings and be ready to share in the next lesson. • (<i>For older children</i>) Ask them to identify what cultural influences they see in their examples. <p>Teacher/facilitator: Between lessons teachers might watch for moments when children are exhibiting different feelings and ask them to stop what they are doing and talk about what they are feeling and their actions.</p>	<p>The virtues reflected in this lesson are <i>honesty, responsibility, and truthfulness</i>.</p>

Section II: Interpersonal Skills for Peace - Lesson 7: *I'm OK, You're OK*

Standards 4 through 6

<p>Learning Objectives:</p> <ul style="list-style-type: none"> The aim of this lesson is to help the children learn to give themselves positive affirmations and to be able to affirm others. This lesson provides an introduction to building self-esteem and learning that being supportive of self and others contributes to peaceful behaviour. Positive self-esteem is one of the qualities required of peacemakers so they feel secure in stating their minds and are willing to stand up for what they believe. Words to practice: affirmation, self-esteem, caring, confidence, honesty, respect, and trust 	<p>Time: 30-45 minutes</p> <p>Teacher Instructions:</p> <ul style="list-style-type: none"> Take a couple of minutes to review the previous lesson. Ask children to recall and share their understandings of what they learned from the lesson about feelings.
<p>Teacher Tips:</p> <ul style="list-style-type: none"> Solomon Island custom teaches that it is prideful to give yourself a compliment, even if deserved. It is also not common for Solomon Islanders to compliment others in a direct way, even if deserved. Local advisors who believe that the ability to affirm self and others contributes to self-esteem and assertiveness recommended this lesson. Both are qualities that support peacemaking behaviour. Research supports this assumption. Tell the children that they are going to practice making and receiving affirmations or compliments. Tell them this activity is to help the to gain confidence and to become comfortable talking about positive qualities in themselves and others. 	<p>Directions for Activities:</p> <ol style="list-style-type: none"> (3 minutes) Ask the children to count off by twos (one, two, one, two). Tell the “ones” to stand in a circle facing outward. Tell the “twos” to stand in a circle around the ones and facing them. Every child should then be facing a partner. (4 minutes) Tell them you are going to give them a topic and the ones will go first. They will talk for one minute on the topic. Then tell them to shake hands with their partner. Use the topics listed below. Give the ones a minute to talk then use the class silence signal to stop them. (1 minute) Next ask the twos to talk for one minute on the same topic. Again use the silence signal to stop them. (2 minutes for each round) When the twos finish ask one of the circles to move to the right to face a new partner and repeat the exercise again. Depending on the time you have allowed, have them change partners four or five times.

<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. Was it easy or hard to talk about the positive things you see in other people? Why? 2. Was it easy or hard to talk about the positive things about yourself, or to hear someone else say positive things about you? Why? 3. Why is it important to be able to believe in others and ourselves? 4. <i>How might being self-confident help you as a peacemaker?</i> 	<p><u>Directions for Activities (cont.):</u></p> <p>e) Topics:</p> <ul style="list-style-type: none"> • Describe an adult in your life who you admire and tell why; what is it that you admire? • Describe an adult in your life who likes or cares for you and tell what it is about you that you think they like. • Tell your partner four things you like about yourself. • Tell your partner four things you like about him/her. • Tell your partner the things you like about someone in your family, a parent, a brother or sister, a cousin or auntie • Imagine your partner has just done something nice for you; tell him/her why you appreciate what he/she did.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write a sentence about what you learned about yourself from this lesson. • Between this lesson and the next look for chances to give yourself silent affirmations and look for chances to give affirmations to others. Be prepared to report your experiences in the next class. <p><i>Teachers: Look for chances to practice affirmations with your students and encourage them to affirm others.</i></p>	<p>The virtues reflected in this lesson are <i>caring, confidence, honesty, respect, and trust in self.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim is to learn to use “I” messages in conflict situations, to identify their feelings, and increase understanding of the difference between positive and negative ways to communicate. This is a difficult lesson and requires lots of practice in the days after it is taught. Words to practice: assertiveness, confidence, honesty, detachment, and responsibility. This lesson can be taught in two sections. Break between (i) and (j). <p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Explain that each of us is <i>responsible</i> for our own feelings and behaviour. If someone is being mean or rude to us, we can <i>decide</i> how we want to react. We can treat it as not important. We can feel angry and act in negative ways like shouting or hitting, or we can feel angry and decide that we want to try to work it out. If someone tells us that something we did angered him or her, it is our responsibility to listen and look at what we might have. Even if we think we did not do anything to hurt them, we should listen. The important point of this lesson is that we must take responsibility for our own feelings. It is ok to start an “I” message with “you” or “we” as long as the person speaking <u>is identifying his/her own feelings</u> and <u>is not blaming another</u> person or saying unkind personal things about the other person. Be sure to cover question 5 in Discussion Questions. 	<p><u>Time: 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: Black/whiteboard, chalk or markers, “I Message/You Messages” Poster (see Appendix C) Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their experiences with honesty about feelings, truthfulness and taking responsibility for feelings. Write the examples from Appendix C on the board or poster paper. For (g) – (i), add as many examples as you want until the children begin to feel comfortable with this skill. <p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (1 minute) Explain to the children that there are different ways of telling people about our feelings when we are angry, ashamed, sad, or afraid. (5 - 7 minutes for (b) through (f)) Point to the “You (or Blame) Messages” on the board first and ask them how they feel if someone says these things to them. Give a few children a chance to respond. Ask them, “Were there times when you said things like this to others.” <i>(They do not have to share the situation unless they want to.)</i> Remind them, “We usually say things like this because we do not like something another person said or did, and we want to blame them for it.” Next tell them, “It is important to learn <u>positive</u> ways to tell someone that we are feeling bad or angry about something they did in a way that does not make the conflict worse. Positive messages allow us to hear each other better. This is today’s lesson; to learn how to tell your feelings in positive ways using words that tell your feelings without blame, “I Messages.” Read the examples on the board. <i>(You might add your own examples.)</i> Explain that when they use the word “I” to talk about their feelings, it helps us to name our feelings and not put the blame on someone else. They are describing the <i>act</i> or <i>behaviour</i> that upset them, and they are giving the other person a chance to tell them what he or she did, or to say “I’m sorry” without making the situation worse. <p><i>Continued</i></p>
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<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. How are “I Messages” different from “You Messages”? 2. Why is it important to learn how to send positive messages about our own hurt feelings? 3. <i>What happens if you use hurtful personal messages? Does this bring more conflict or does it help bring peace?</i> 4. Can you think of an example when an “I Messages” could work between you and your parents if there’s a conflict? Between you and your teachers? 5. Are there any times when you should not use “I Messages”? <i>(Explore the issue of risk here. “I” messages are not an appropriate tool in a situation where there is risk of physical or emotional harm. Ask the children what they might do in high-risk situations. If they need help, give examples such as walking away or telling a trusted adult.)</i> <p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Ask them to answer, “How can positive talk about our feelings prevent conflict?” • Ask them to practice “I” messages between now and the next lesson and be prepared to share examples then. <p><i>Teacher:</i> Point out times when a child uses an “I Message,” and compliment them on this practice, watch for moments to ask a child to use an “I” message instead of a “You” message in a class situation.</p>	<p><u>Directions for Activities (cont.):</u></p> <p>g) (1 minute) Explain that an “I Message” sentence looks like this “I feel <i>(name the feeling you are having)</i> when you <i>(name the behaviour that upset you)</i>.” Then begin the practice examples.</p> <p>h) (25 minutes for h & i) Give the example below. Write the practice sentences with fill-in blanks on the board. Ask for volunteers to fill in the blanks.</p> <ul style="list-style-type: none"> ○ Situation: Jenny accidentally spills John’s drink. <ul style="list-style-type: none"> ▪ John’s “You Message” to Jenny is, “You are _____ for spilling my milk! <i>(They should use words like “stupid,” “clumsy,” “a bad person” or anything that places blame on Jenny.)</i> ▪ John’s “I Message” to Jenny is, “I feel _____ because you spilled my milk.” <i>(They should name a feeling, “sad,” “angry,” “afraid of what Mommy will say.” It is the same thing if thy say, “You do not have to be upset that you spilled the milk,” or “I am not upset with you because you spilled the milk.”)</i> <p>i) Have them fill in the blanks for a “You Message” and an “I Message” for each of the following situations:</p> <ul style="list-style-type: none"> ○ Stephen falls and breaks Victor’s toy. What might Victor say? ○ James hits Mary and pulls her hair. What might Mary say? ○ Elizabeth takes Lewis’ favourite book without asking. What might Lewis say? <p>j) Ask them to make “You” <u>and</u> “I” messages for the following examples:</p> <ul style="list-style-type: none"> ○ Jerry’s pencil falls on the floor. George tries to take it for himself. They start to argue over it. What might Jerry say? ○ Mary and Diane are playing together under a tree. Linda comes over and asks if she may play with them. They shout at her and tell her to go away. Linda feels sad. What might Linda say? ○ John’s brother tells their mother that John broke her best cooking pot, but it is not true. John feels angry. What might John say to his brother? Is there an “I” message he could say to his mother? <p>The virtues reflected in this lesson are <i>assertiveness, confidence, honesty, detachment, and responsibility.</i></p>
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Section II: Interpersonal Skills for Peace - Lesson 9: Anger Management

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is for children to learn about the way anger can affect their bodies, and to learn the use of appropriate ways to control or let go of anger. It is especially important for the teacher to help them focus on the physical feelings we have when we are angry. Help them to understand that their feelings can lead them to violence or could make them ill (stomach aches, headaches, etc.) if they don't act in healthy ways. Words to practice: detachment, moderation, responsibility and tact. 	<p><u>Time: 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share any experiences with "I" messages, assertiveness, confidence, honesty, detachment or responsibility.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Point out to the children that it is important to recognize our own feelings before we react to a conflict situation. Tell them this lesson will give them practice in paying attention to angry feelings and how anger can make our bodies feel. Tell them they will learn two new tools for letting go of anger and responding to conflict with positive actions. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> Why is it important to know how we <u>might</u> act when we are angry? What can happen if we let our bodies take control of our feelings in a conflict? What other things could you do to stop the anger or other strong feelings before you act on them, e.g., <i>taking deep breaths, counting to ten, going to a quiet place until you calm down, etc.</i> <i>How do these practices contribute to peace?</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (2 minutes) Say, "Close your eyes and think about a recent conflict with another person when you felt very angry, very strong bad feelings. Someone criticized you unfairly, called you a bad name, ordered you to do something you didn't want to, or you were threatened." <i>Give them a moment to think about this.</i> (1 minute) Say, "Now I want you to think about what you felt in your body when this happened." Prompt them to think about their muscles, their stomach, did anything hurt, etc. Let a few children respond. (2 minutes) Ask the children to close their eyes again and listen to this story. You might want to read it twice. Read slowly. <i>You and a friend are working in the bush collecting firewood that you have just cut. A boy arrives and begins to take the wood you cut. When your friend tells him that it's your wood, the boy pushes your friend who falls and cuts his hand. Your friend is scared and hurt. You are very angry.</i> (7 - 10 minutes for (d) – (f)) Continue and <u>pause briefly</u> after each question, "Keep your eyes closed and think of how you might be feeling the anger in your body? Think of two ways you might act on this situation. If you were the person who was pushed and cut his hand, how would you feel toward the boy who pushed you? What would you do? How would you feel if you were the boy who did the pushing?" <p><i>Continued</i></p>

	<p><u>Directions for Activities (cont.):</u></p> <p>e) Ask them to open their eyes and share some of the physical feelings they felt and some of the actions they thought of. Ask them for negative and positive actions. If they give negative actions, ask them how this would help or make things better? Then ask if they can think of positive actions instead.</p> <p>f) Ask the Discussion Questions.</p> <p>g) (3 minutes) Technique 1: tell them to close their eyes and imagine the angry feelings from the beginning of the lesson or the story. Give them a moment to get back into the feeling. Say, “Now imagine that you are holding an empty balloon. Blow the feeling into the balloon and tie it very tightly so the feeling cannot escape. Now, slowly raise your arm and let go of the balloon. See the balloon drift to the sky and feel the anger lift out of your body and float up into the air.” Pause for a moment, and then tell them to open their eyes.</p> <p>h) (5 minutes) Technique 2: “Close your eyes again. Imagine that the angry feeling you have is settling in your arm and then in your hand. Take in a deep breath and tense both arms and hands as tight as you can. Make two fists like you are going to hit someone. Now, let your breath out slowly and feel the anger leaving your body like waves of colour or light. At the same time relax your muscles in your fingers, hands, arms and shoulders letting the feeling continue to escape from your body.” <i>(You might want to have them do this more than once until they report that the feeling is gone.)</i></p>
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Ask the children to write two positive things they can do when they are angry. • Ask them to write a sentence using one of the words for this lesson. • Ask them to watch for examples of people expressing anger between now and the next lesson, and be prepared to share with the group next time. <p><i>Teacher:</i> watch for chances to encourage the children to talk about situations of anger and ways to handle them.</p>	<p>The virtues reflected in this lesson are <i>detachment, tact, moderation, and responsibility.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to understand the principals of repentance and forgiveness and to learn to practice these principals. As the teacher, you want to be sure that children know the connection between these principals and peace. You might tell them about truth and reconciliation commissions around the world and that Solomon Islands is talking about having one also. Words to practice: forgiveness, mercy, responsibility, reconciliation and tolerance 	<p><u>Time: 1 hour</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Black/whiteboard or poster paper and markers or chalk – write the text from Appendix E. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share any experiences they had with anger. This lesson can be very sensitive, even painful, so watch carefully how the children are responding. Let them pass if any questions feel too personal to them.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Prejudice and bias, intra-personal and interpersonal conflict, group and tribal conflict and war are all things in relationships that raise the need for healing, forgiveness and reconciliation between people. In previous lessons, several skills have been provided to help people get past conflict. But there is one more set of behaviours needed, especially if a conflict has caused much pain and suffering: confession, repentance and forgiveness. We often tell children to “forgive and forget.” In reality, we can do not usually forget a important moments because our brains are “programmed” to remember what we experience. We cannot wipe away or change these memories, though they may lessen with time. We CAN teach children <u>how to change their hearts by letting go</u> of the hatred and desire for revenge. This is hard work and children need to understand that it takes time. It does not happen quickly. <p><i>Continued:</i></p>	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> You can do the definitions with the whole class or you can divide them in half. Let one half of the group brainstorm the meaning of the words “confession” and “repentance.” Ask them, “What does it mean to confess? What is repentance?” Ask them to think of examples of times when confession and repentance might be needed or when they might have done this. Have the other half of the group ask the same questions about the words “forgiveness” and “reconciliation.” In the larger group, have each small group present their responses. Put their responses on the board. The “confession” group will probably mention confession at Church. Help them to see the difference between that act and confessing to a friend or parent. Use the discussion questions to talk about the ideas the groups came up with. If the children are comfortable doing so, let some of them share their experiences with confession, repentance and forgiveness. With older children you might ask them to do an assignment out of class doing research on the current state of the formation of a Solomon Islands truth and reconciliation commission. In the next class, ask them to discuss what they think of the idea and what might be the advantages and disadvantages of such a commission, or to give examples of reconciliation ceremonies in their villages or families. <p><i>Continued</i></p>

<p><u>Teacher Tips (cont.):</u></p> <ul style="list-style-type: none"> A frequent question in this lesson is, “Can I forgive someone and still want them to receive an appropriate punishment for their crime?” Forgiveness does not mean that there is no justice. <u>Complete</u> forgiveness usually means the forgiving person gives up the need for justice, but that does not mean that someone else, parents, the courts, etc. will not still give an appropriate punishment. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> Have you ever done anything that you needed to confess? Did you confess? Why? <i>(They can answer “yes” or “no,” or they can tell the circumstances if they choose to.)</i> If you have ever confessed, how did you feel afterward? Have you ever been asked to forgive someone for a wrong they did you? Were you able to forgive them? If not, why not? Could you forgive someone who hurt you, but who did not confess and did not ask for forgiveness? Do you believe that there can be forgiveness without punishment or justice? Why? Why not? Why are forgiveness and reconciliation important to healing between two or more persons? <i>How do these acts help bring peace?</i> 	<p><u>Directions for Activities (cont.):</u></p> <p>f) You can also use the poem in Appendix F. It will be used again in Lesson 12, but verses three through six are appropriate to this lesson.</p>
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Think of a time when you hurt someone, or someone hurt you. Did either of you confess to the hurtful behaviour? Did either of you forgive the other? Write a short story or draw a picture about what happened. You can use pretend names. Use two of the words from this lesson in sentences. You can do this in your story. 	<p>The virtues reflected in this lesson are <i>forgiveness, mercy, responsibility, and tolerance.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to learn that we have more similarities than differences, and our differences are often used to create conflict among groups. As a teacher you want the children to have fun looking at their own similarities and differences, but to understand that the importance we place on differences often leads to conflict. The children should understand that too much similarity among people would make a boring, unchallenging world, and differences can introduce us to new experiences and new ways of thinking. They should understand the difference between <i>acceptance</i> and <i>tolerance</i> (described in the definition of tolerance in the Glossary). Words to practice: acceptance, tolerance, and respect 	<p><u>Time: 20 to 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: Black/whiteboard, markers or chalk, poster paper, paper and pencil Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some experiences or thoughts they might have had on forgiveness.
<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> What were some of the differences and similarities you found? Were some the same on both lists? (e.g., everyone has hair, but hair has different colours and textures)? Did you notice mostly physical differences? Were there other similarities or differences you looked for or found, e.g., cultural practices, different island groups, etc.? Does anyone ever treat you like you are different in a good way or a bad way? How does that feel? How do you treat people who are different from you? <i>Do people use differences or similarities to create conflict or to divide groups? How?</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (6 minutes) Ask the children to choose a partner and sit facing each other. Each child has three minutes to find out five ways that he or she is different from their partner and five things they have in common. They should list these on their paper. Give each partner a turn. In the middle of the exercise, ask them to look at their list of similarities and differences. Ask them if most of them are about physical qualities. Then ask them to ask their partners about similarities and differences that are not just physical. (5 minutes) At the end of the exercise, list similarities and differences on the board. <i>(If there is no board for recording, keep a tally of each category on paper.)</i> Use the Discussion Questions to follow up the exercise.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Complete these sentences: Differences can lead to conflict because _____. “Acceptance” means _____. Between now and the next lesson, watch for things people say and do when noticing differences in others. Were the comments people made positive or negative? Be prepared to share in class. 	<p>The virtues reflected in this lesson are <i>tolerance</i>, and <i>respect</i>.</p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • This lesson builds on the previous lesson. In this lesson children are to focus first on the ways in which our beliefs about differences contribute to conflict. Then they will learn what they can do to be more accepting of differences and how acceptance contributes to peace. They should know by the end of this exercise that each of us is a member of many groups that make us different from or similar to others. • Words to practice: acceptance, tolerance, flexibility, and responsibility 	<p><u>Time: 30 – 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> • <u>Materials:</u> Poem in Appendix F, black/whiteboard or poster paper, chalk or marker, globe or map of the world. • Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson about differences and similarities in their lives and share their experiences or observations.
<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. Are there some things that separate us that we cannot change? Give some examples. 2. Did you find yourself with a different group of people each time? 3. Is it possible for you to fit into more than one group? For example, do you belong to a tribal group and to a religion? 4. Do both groups have all the same people in them? 5. What types of differences were referred to in the poem? 6. What happened to the person in the poem when conflict came? Did the differences matter? 7. Was it a good change or a bad change? 8. Why do differences in [<i>name a category or groups</i>] create conflict? 9. <i>If we want to create a peaceful world, how should we treat people who are different from us?</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> a) For younger children or to get older children warmed up: Point to four spots or corners in the room. Give each corner the name of a food. Tell the children to go to the corner or spot named for their favourite food. They should decide quickly and move quickly. Ask them to look around to see who's in each group. Ask them if they could change groups if they had a second favourite food. b) Now do the same exercise again one more time using different groupings, for example, hair colour, four religions or religious denominations, four different sports or other activities, etc.; always using categories where they could change their choice if they wanted to. Ask them again to look at who's in each group. c) Now ask them to do the exercise one more time, but this time use a category where the choices are forced, e.g., tribal choices, ethnic or racial choice, etc. Ask them to look again at who is in the different groups. d) Ask them questions (1) – (4) in the Discussion Questions. For both age groups be sure to ask question 9. <p><i>Continued</i></p>

	<p>Directions for Activities (cont.)</p> <p>e) For older children: (5 minutes) Have the children sit in a circle. Do some deep breathing, and read verses 1-3 of the poem <i>Where Do I Belong</i> in Appendix E. You may want to read it twice or have the children read the three verses.</p> <p>f) (10 minutes) Ask questions (6) – (9) in the Discussion Questions.</p> <p>g) (10 -15 minutes) Use Discussion Questions 5 & 6 to discuss and stress that it is okay to have feelings about differences. The important thing is how we treat people who are different.</p> <p>h) (5 minutes) On the board, write the words “tribal,” “racial,” “special needs,” “religion,” “political,” or other appropriate terms for your students. Ask the meaning of each term.</p> <p>i) Ask them to name some places in the world where there are conflicts based on these terms. Break into small groups (or use whole class) and ask each group to use Discussion Question 8 to discuss one topic per group.</p> <p>j) Ask them to report back to the larger group a summary of their discussion.</p> <p>k) Discuss with and guide the children to understand the value of taking responsibility for their own actions and attitudes about differences, as well as the importance of accepting others.</p>
<p>Follow-up and Evaluation:</p> <ul style="list-style-type: none"> • Write down three different types of groups that you are a part of. Using some of the lesson words, write a sentence about what you learned about differences and conflict. • Before the next lesson watch for examples of the ways differences are causing conflicts or the ways people accept differences. 	<p>The virtues reflected in this lesson are <i>tolerance, flexibility, and responsibility</i>.</p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to have boys and girls look at the way custom shapes our gender roles. The most important thing about this lesson is to help the children explore where the beliefs and customs about gender come from, and to help them ask, “Are these things still good ways to divide roles?” Help them to explore gender discrimination directed at both genders. Words to practice: fairness, justice, and respect. 	<p><u>Time: 35 -40 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: Black/whiteboard or poster paper, chalk or markers Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share observations or experiences about differences and conflict.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Balance is important here, but it is also true that the limitations placed on women in most cultures are usually more damaging and potentially dangerous, than those put on men. This should be explored. Help the children talk about what they think about the way women (and men) are treated in their culture. The children may understand this lesson better if you help them understand why and how some of the gender customs developed over time, and help them to critically analyze if these customs are still necessary. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> Are all of these things still true for men and women today, or do you think any of them are changing? Describe the changes you see. Are these roles fair or should they change? Why? Why not? Were you ever told that you could not do something because you were a boy or a girl? How did it feel? What do people in your culture or community think about people who break out of these roles to do something new or different? 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 minutes for each category in (a) & (b)) Ask them to write the word “Female” on the top of a paper. Divide the class by boys and girls. You may also break the two gender groups into smaller working groups of three or four. Ask the groups to make a list on their paper all of the things women and girls are allowed to do or that they are supposed to do. Now ask them to list all the things that women and girls are not supposed to do or not allowed to do. <i>(Prompt them to think about things like work, study, profession, and activities in the village, or at home, etc.)</i> Put the sheets aside. Do not hang them yet. Tell them to put the word “Male” at the top of a paper and ask them to do the same for men and boys. (5 minutes). When they are done, hang all of the sheets so that everyone can see them. (10 – 15 minutes) Use the Discussion Questions to elaborate. You can ask each group to answer these questions separately. This might help them respond to the exercise better.)

<p>Follow-up and Evaluation:</p> <ul style="list-style-type: none"> • If you think gender roles should be changed in some way, write one or two paragraphs saying why. Or, if you believe they should not change, write about why you believe that. Use the words from this lesson. • Between the lessons watch for examples of the ways men and women act out their roles or are trying to change them. Be prepared to discuss at next lesson. <p>Teacher: between classes watch for chances to raise the awareness of children about how gender roles can restrict our lives or how trying to change them can be a risk and an opportunity.</p>	<p>The virtues reflected in this lesson are <i>fairness, justice, and respect</i>.</p>
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<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • The aim here is to learn to distinguish between needs and wants. To learn that needs are those things that we need to survive and have a healthy life, and wants are things that are not necessary, but for pleasure and self-fulfilment. We can live without them if we have to. • Words to practice: need, want, resources, consideration, flexibility, justice, responsibility, self-fulfilment and self-discipline. • This lesson can be broken into two sections between (d) and (e). Ask Discussion Questions 1-3 after the first section and question (4) after the second. 	<p><u>Time: 45 - 60 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> • Materials: A-4 paper and coloured pencils, crayons or markers. • Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some thoughts and observations about gender roles. • Put the children in small groups give each group 18 pieces of paper with markers or crayons. • For (c), assign a number to each group ask them to write it on the back of their 18 drawings. • At the end of (d) & (f), collect the rejected items. The number on the back allows the teacher to keep track of which group chose which items to leave behind for later discussion.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> • This session can be sensitive for children in the Solomon Islands where many children do not have their basic needs met. It is important to help them understand that these lessons are about teaching them how they may someday help themselves and other children get their needs met. Explain that meeting the needs of all people in the world is an ideal or a goal of perfection and is a very long process that we all have to work on. 	<p><u>Directions for Activities:</u></p> <p>a) (10 – 15 minutes) List these items on the board or poster paper. There are 18 items. Give each group 18 pieces of paper. Instruct the children to draw one item on one piece of paper until they have 18 separate pictures. Ask them to put their group number on the back of the paper.</p> <p>b) The items are:</p> <p>c) <i>Healthy food, drinking water, materials needed to build a house, toys, clothes and footwear good for the island temperatures and surface, medicine, TV, one friend, video player and videos, somebody who loves and cares for me (supportive adults, e.g., parents, aunties, etc.), cakes, candies and other unhealthy but fun foods, pretty clothes and fancy shoes, a book that will teach me to read or write or do math, an official paper with a written law that says I can say what is important to me and be listened to, money, my own computer, a written law that says I can practice my own religion, a ball.</i></p> <p><i>Continued</i></p>

<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. What items were the most frequently left out? Why? 2. Did you have disagreements about the resources you decided to take? Give an example of one of your disagreements. 3. Can you give an example of bigger disagreements about resources? In your community, in the nation? 4. <i>Why is it important to have our needs met? Can being without the things we need lead to conflict? Why?</i> 5. What do you think governments could do to help meet the needs of the people who do not have enough? <i>(Ask them about the provincial and national government and the world community.)</i> 	<p><u>Directions for Activities (cont.):</u></p> <ol style="list-style-type: none"> d) (10 - 15 minutes for d -e) Tell them they have been chosen to build their own society on a newly discovered island in Solomon Islands where no one has ever lived. They need to take every resource they consider <u>necessary</u> or <u>essential</u> to be able to live and develop as human beings. However, since there is not enough room on the boat, they cannot take all 18 items. They can only take <u>13</u> items and must decide together what 5 items to leave behind. e) Before they start, teach them the tool of using “plus/minus.” With this tool you divide a piece of paper with a line down the middle. On the top of one column you write a plus sign (+). At the top of the other column, you write a minus (-). As you talk about deciding on any of the items you write down reasons for taking the item on the plus side and reasons for not taking the item on the minus side. Sentences are not needed, just a word or two to describe why it’s a plus or a minus reason. This is a tool to help groups or individuals make decisions and it be can used for many other activities. f) Remind them to use their active listening skills in their groups. g) When they are finished, collect the rejected items from each group and keep each group’s pictures together by group. h) (10 minutes) Now tell them that there is still not enough room on the ship, and they can take only <u>8</u> things they consider the most important. They must decide again which are the most important. i) (10 minutes) Refer to Discussion Question.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write two sentences about needs or wants using at least two of the words for this lesson. • Before the next lesson, ask one or two people, “If you could take only five items to a desert island, what items would you take so you could live there?” Ask these people why they chose those five things. 	<p>The virtues reflected in this lesson are <i>consideration, flexibility, justice, responsibility and self-discipline.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is for children and parents to become aware of the rights identified by the UN Convention on the Rights of the Child. They should understand that the aim of the UN is to ensure these rights for ALL children. Parents will learn their role in ensuring the rights. Children should understand that they are entitled to a safe environment and they should know where to turn when their safety is threatened. Words to practice: right, caring, idealism, justice, and responsibility. 	<p><u>Time: three 45-minute sessions</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Black/whiteboard or poster paper, markers or chalk, coloured pencils, crayons and A-4 paper Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some thoughts and observations about the distinction between wants and needs. On a board or poster paper, draw a tree with a wide, tall trunk and many branches (Tree of Life). This lesson can be broken into three sections based upon each “P” or a whole class can be divided into three groups where each group works on one P.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> There are 37 rights mentioned in the CRC. In this lesson you will present the rights in three categories, the 3 Ps: <i>provision, protection, and participation</i>. Tell the participants “Rights are not given automatically, but must be supported by people taking responsibility for their actions. The CRC rights require that responsible adults work to provide for and protect children and provide opportunities for them to participate in their families and communities. These rights are based upon what humans need to survive, grow and learn. They are not negotiable.” This lesson can be difficult, as many children in Solomon Islands do not have enough of what they need. Parents can also see it as being against some Solomon Islands customs of upbringing. It will be important for the teacher to explain that these rights were decided by <u>all</u> nations including Solomon Islands and that they are a considered vital for the health and well-being of children. Meeting everyone's needs is a <u>long-term</u> UN goal that every country can and should work towards. 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 minutes) Refer to the Tree of Life and tell them that just like the tree, children will have difficulty surviving and growing up healthy if basic human needs are not met. The earth needs trees and other growing things, and growing things need clean water, air, and food just as children do. (10 minutes) Handout the <i>CRC 3 Ps</i> copied from Appendix G, or list them on the board. Explain that in 1989 members of the United Nations except the U.S. and Somalia in Africa signed a document called the <i>Convention on the Rights of the Child</i>. <u>Solomon Islands is one of the signers.</u> (If needed, explain the United Nations and its role in the world.) Explain the three categories and list the rights that come under each. Explain that there is a fourth category that requires governments and decision-making bodies to ensure that these rights are met. Tell them this lesson will be studying the actual rights in each category. <p><i>Continued</i></p>

<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. If people's rights are not met, what can happen? 2. <i>If rights are not met, can this affect peace and conflict in a family, community or the world?</i> 3. What can local or national governments do to make sure rights are given? What about the world community? 4. What can you do to help those who are responsible for your rights? Are there things you can take responsibility for that show your respect for your rights? 	<p><u>Directions for Activities (cont):</u></p> <ol style="list-style-type: none"> d) (10 minutes) Put the children in groups of three or four with paper and coloured pencils or markers. Ask each group to draw a picture of one right in the "P" that they have chosen for this lesson. Remind them of the cooperation rules: that everyone gets to contribute something to the development of the picture. Move around the room to help them if they need it. If needed, you may make suggestions of what to draw if they are struggling with this exercise. e) (15 minutes (d)-(e)) Ask the groups to describe their picture to the whole group and then post the pictures on the Tree of Life. They do not need to memorize the rights, but make sure they can explain them correctly when presenting. f) After all of the rights for the selected category have been posted on the Tree of Life ask the children to use the Discussion Questions to talk about the importance of these rights. g) Assign each group a right from the next "P" and use the same steps (d) through (f) until all three "Ps" have been covered.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write a sentence about two rights you learned from this lesson. • Write a sentence using the words "rights" and "justice." <p><i>Teacher:</i> watch for teachable moments related to rights by helping them to relate this lesson to community, national or international issues in the news.</p>	<p>The virtues reflected in this lesson <i>caring, idealism, justice, and responsibility.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • The aim of this lesson is to help children look at the importance of traditions and customs of the past from the viewpoint of today. The teacher should help the children look at the history of traditions and customs, what role they played in traditional society and where they fit in today's world. • The words to practice are custom, tradition, courtesy, flexibility, obedience, respect, service, modesty, and unity. 	<p><u>Time: 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> • Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their thoughts on children's rights.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> • It is not the intent of this lesson to challenge customs in a negative way, but to help children become aware of the powerful role traditional customs play in their lives and to look at the value and practice of these customs in today's world. • Use the Discussion Questions to help the children think seriously and critically about custom and tradition. For example, if they say chief system should be kept, help them explore how this system can fit in a complementary way with a system of democratic government like the national system. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. Do you think that Jean and Gypsy are being rude when they return to the village and this way? If not, why not? If yes, why? 2. Is there something else besides rudeness that might have caused them to act this way? <i>(Look for the idea that they might have been uncomfortable or scared.)</i> 3. What could their parents or the island people do to help Jean and Gypsy with the different customs? 4. What customs have you been taught by people in your family and culture? <p><i>Continued</i></p>	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> a) (5 minutes) Have a child read the story of Jean and Gypsy in Appendix H (or read it to them). b) Ask the children to define "tradition" and "custom." c) (20 minutes) Use the story to work through the Discussion Questions (1) – (4). Write down the customs they identify in question 4. d) (5 – 7 minutes) Put the children in small groups and ask them to make a list of customs they think should be kept. e) (5 – 7 minutes) Ask them to make a list of customs they think should not be kept. f) Use the rest of the Discussion Questions to talk about their lists and why they put some customs in the "keep" list and some in the "end" list. <i>(Help the children think of "custom" broadly so that they are not only identifying customs that may come from a specific island group, but also from their religious practices, work ethics, how to treat people of different ages, etc. Help the children to think seriously and critically about whether traditions and customs have changed for the good or the bad.)</i>

<p><u>Discussion Questions (cont.):</u></p> <ol style="list-style-type: none"> 5. Do you understand the reasons or purposes for the customs? Explain. 6. Do you think it is important to pass on custom behaviour? Why? Why not? 7. What would you do if there were a conflict between a custom and modern behaviour? 8. <i>Do you think that such conflicts can lead to larger conflicts among groups or nations?</i> 9. Do you think that traditional customs can be changed to fit with modern practices? How? Why not? 	
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Using some of the words from this lesson, write a sentence or two about why tradition and customs <u>are</u> important <u>or</u> are <u>not</u> important. • Between now and the next lesson look for moments when you see yourself or others practicing customs in your family or community. Be prepared to describe one or two of these instances at the next lesson. <p><i>Teacher/facilitator:</i> watch for opportunities to point out when custom is influencing behaviours or attitudes among the children or in the news.</p>	<p>The virtues reflected in this lesson are <i>courtesy, flexibility, obedience, respect, service, modesty, and unity.</i></p>

Section V: Our Culture, Our Nation - Lesson 17: Who Are We?

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is for children to learn the negative power of prejudice and stereotyping. They will be able to see the effects on their own cultural group and that of others. They will learn how they stereotype others and how others see them. This lesson should help children understand that prejudices and stereotypes are based in false beliefs and the negative way in which they contribute to conflict. Words to practice: culture, stereotype, prejudice, loyalty, justice, respect, tolerance and unity 	<p><u>Time: 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Black/white board, chalk or markers, poster paper, tape, markers or A4 paper, pens & pencils. When you pick your starting category, tape up single sheets of poster paper, enough for each possible island, religion or whichever category you chose. Write the name of one group in the category at the top of each page. Draw a line down the centre making two columns. Write a plus (+) at the top of one column and a minus (–) at the top of the other. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of observations and experiences with tradition and custom.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Remind the children of the group’s ground rules. Explain to the children that this lesson is the first in a section that will help them understand more about their own ethnic background and how they can make a single nation out of so much diversity. This exercise requires the children to think about the negative things that others may say about their culture or ethnicity. You will want to watch the children’s response to each other as this lesson can sometimes raise feelings about the negatives. Be sure that the children have the opportunity to talk about feelings if they come up. The lesson can also be great fun as the children see the silly and untrue beliefs they all have about each other. The key here is for the children to identify for themselves the prejudices and stereotypes held against them and the ones they hold about others. 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 minutes for a & b) Write the words “<i>prejudice</i>” and “<i>stereotype</i>” on the board, and ask the children to define them. Tell them they will be discussing the positive things about their heritage and culture and identifying the prejudices and stereotypes that others have toward them. Remind them of Lessons 11 and 13 where they talked about similarities, differences and stereotyped gender roles. (5 minutes) Ask the children to think about the words listed on each paper and choose the one that they identify with most. For example, if you chose to list Islands, they would go to the one they identify as their ancestral home, e.g., Guadalcanal, Malaita, Isabel, etc. If they come from a mixed family, suggest that they choose the island group they are most comfortable with just for this exercise. The same with religion or any other category you chose. Every child should be standing in front of one group’s paper. (15 minutes) Starting with the plus (+) column, tell them to work in their groups to brainstorm a list of “Positive things we believe and others say about our island culture (or religion, etc.)”. In the minus (-) column they are to write “Negative things others say about us.” Be sure they understand that the minus column should be the things <u>others</u> say about them. Complete sentences are not necessary.. <p><i>Continued</i></p>

<ul style="list-style-type: none"> There are several ways to group the children, e.g., by island that their family claims as their heritage, by language groups, by tribes, by village, by religion, etc. Use the category you feel most comfortable with to start. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> How do you feel when you hear the things in the “minus” column being said about your group? Who teaches you the positive things about your culture or other? Who teaches you the negative things about your culture or other cultures? Are prejudices and stereotypes usually true or not? <i>What effect do you think prejudices and stereotypes have on conflict among groups? Among nations?</i> <i>Do you think prejudice or lack of information might have contributed to the Tension? In what way?</i> If you hear someone stating a prejudice or stereotype about your own group or someone else’s, what might you do? How could you respond? <i>(Ask a few children to give examples of I Messages with this question.)</i> Can anyone give an example of a time when a prejudice or stereotype caused a conflict in your family (your community, your nation)? 	<p><u>Directions for Activities (cont.):</u></p> <ol style="list-style-type: none"> (2 – 3 minutes per group) Ask a group to volunteer to stand in front of their paper and read and explain the first column and then the second. Ask them to answer Discussion Question #1 telling the whole class how it feels when they hear others say the negative things about them Let each group present. Ask, “Do you ever say or think those things about others?” Add a new tool to “I Messages,” that will allow them to address prejudice when they hear it. Give an example, “I feel <i>sad</i> (or <i>angry</i>) when you say things like that about <i>(name the group)</i> because I don’t believe that. Or “I feel <i>confused</i> when you say that about <i>(name the group)</i> because I don’t think that is true.” Use the discussion questions to help them further explore the negative power of prejudice and stereotypes. Be sure to let each group separately answer question (1).
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Write two things you are proud of about your culture. Then write two positive things you learned about someone else’s culture. Write one or two sentences using some of the words from this lesson. <p><i>Teacher:</i> watch for chances in the future to build on this lesson when talking about different groups or observing conflicts in the community, nation, or the world where prejudice and stereotyping play a role.</p>	<p>The virtues reflected in this lesson are <i>loyalty, justice, respect, tolerance and unity.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to increase a sense of national identity while continuing to value traditional heritage, and to understand the symbolic relationship between Solomon Islands flag and unity in Solomon Islands. Words to practice: peacefulness, responsibility, tolerance, and unity. 	<p><u>Time: 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Solomon Island flag, A4 paper, pens/pencils, poster paper, markers Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some thoughts and observations about prejudice and stereotypes. Display the Solomon Island flag. This lesson can be done as a whole group, if the group is no more than 10 children. If more than 10, put the children in small groups of 4 to 6 and have them write the advantages and disadvantages on a piece of paper to be read out to the class. Record them on the board or poster. They can hold the discussion of advantages and disadvantages in the small groups also.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Tell the children that this lesson will talk about why it is important to bring together all of the cultures, ethnic groups, and languages of Solomon Islands to work as a unified nation. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> When you look at the disadvantages, can you describe ways they can cause conflict? What types of conflict? Give examples of conflicts about unity in other nations. Do you think the recent Tension was related to difficulties of defining a national identity? What can Solomon Islanders do to create a nation from so many different people and islands? What can you do in your own family and community to build a sense of Solomon Islands unity? <i>Is it possible to have national unity without losing your tribal/island/ethnic identity? Explain.</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> Display the flag of Solomon Islands and ask the children for the meaning of the colours and symbols in the flag. Ask, “Do you think it is important for the islands that make up Solomon Islands to be a nation? What might be the advantages and disadvantages of nationhood for these islands?” On the board or a piece of poster paper, draw a vertical line making two columns. In small groups, ask the children <u>first</u> to list all of the <u>disadvantages</u> they can think of for having a nation made up of their islands. Ask them to report their answers to the large group and write their answers in the first column. Then ask them to list the possible <u>advantages</u> and follow the same process. Go over the lists to clarify that everyone understands the meaning of each item and to talk about whether the reasons one side seem more powerful or important than those on the other side. (<i>Or, do this in small groups.</i>) In the large group, go over the Discussion Questions.

Follow-up and Evaluation:

- Write two things you can do to help build unity in Solomon Islands.
- Write two things you can do to still honour your own culture or identity, and also be a full citizen of Solomon Islands.
- Watch for situations in your community or in the news that you believe help or hurt unity in Solomons or elsewhere in the world. Be prepared to share them at the next lesson.

Teacher: Watch for chances to discuss with the class national unity versus cultural customs, e.g., news items, etc.

The virtues reflected in this lesson are *peacefulness, responsibility, tolerance, and unity*.

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to learn the importance of the environment to human survival, to understand the connections between humans and the environment, and to practice ways of protecting and maintaining the quality of the environment starting in our own yards or gardens up to the world environment. This is a good lesson for the children to develop a project to actively engage them. Words to practice: pollution/pollutant, environment, biodegradable, cleanliness, consideration, helpfulness, orderliness, responsibility and reverence 	<p><u>Time: 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: black/whiteboard or poster paper, chalk or marker Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and to share observations and experiences about national unity and cultural custom. Bring in an example or two of biodegradable and non-biodegradable refuse to show. This lesson is best done using an outdoor area where the children can walk around and look for pollutants themselves.
<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> What items on our list are not biodegradable? What about the biodegradable items? Is it still ok to leave them lying around? Why should we care about our environment? <i>What will happen to our homes and the earth if we keep leaving our trash and other waste just lying around? How is this subject related to peace?</i> What are some of the things you and your family can do to help the environment and to stop pollution? What are some of the things the government might do? 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 minutes) Ask the children what the words “pollution” or “pollutant,” “biodegradable” and “environment” mean. Write their answers on the board or poster paper. (5 minutes) Ask them to give examples of pollution they might have seen in their village, Honiara or places they might have travelled. <i>If they are having trouble you might ask “What about cars & trucks?” “What about betel nut waste, or trash?” etc.</i> (15 – 20 minutes) Have them walk around outside and look for possible causes of pollution. Tell them to think about the examples they gave in the classroom. If you want them to pick up items, be sure they have something such as a paper towel to use for pick up so they don’t have to touch anything harmful. (10 – 15 minutes) Have them show the items they found or list them on the board. Ask them Discussion Questions (1) and (2). Continue with the rest of the Discussion Questions. A project for the class might be to write the Honiara City Council and the Parliament asking for better refuse pickup, or making other suggestions that will help the environment.
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> Write two things that you plan to do differently between now and the next lesson to help the environment. Write one or two sentences using the new words for this lesson. 	<p>The virtues reflected in this lesson are <i>cleanliness, consideration, helpfulness, orderliness, responsibility and reverence for nature.</i></p>

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to have the children look at and understand customary tribal or island methods of decision making and to learn a new skill called “consensus building.” Children should understand the relationship between consensus decision-making practices and peace. As the teacher, you want them to see the difference between majority rule and consensus – that in majority rule there are <u>always</u> losers who may be dissatisfied (win/lose) and in a consensus everyone feels they had a say in the final outcome and they can “live with it” (win/win). Words to practice: consensus, decision-making, consideration, flexibility, helpfulness, and patience. 	<p><u>Time: 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Black/whiteboard or poster paper and markers or chalk, paper and pencil for each child. Take a couple of minutes to review the previous lesson. Ask the children to recall what they learned from that lesson and to share some of their thoughts and experiences with practicing environmental cleanliness or their observations about pollution. Post and review rules for brainstorming (Appendix D) and the chart for describing the concepts of win/lose and win/win (Appendix I).
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Consensus building is a new skill for most children, but a very important one for peace building. While consensus decision-making is appropriate for many types of decisions, the children should know that it is not appropriate for all decisions. Emergencies and many types of administrative decisions are examples. Explain the concepts of “win/lose,” “win/win,” etc. When participants reach a win/lose agreement, there is usually someone on the losing side, who is not happy with the agreement and may not support it or may even try to sabotage it. Draw the diagram from Appendix G on the board or poster paper. 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (10 minutes for a – g) Ask the children if they can describe the way in which important decisions are made in the village, or if they know of old, customary ways that the village or tribal people made decisions. Teach them what you know about this, if necessary. Ask them to think about what might be good about this way and what might be a problem with making decisions in this way. Ask a couple of children to volunteer answers. Write “consensus” on the board. Ask them for or give them the definition, and tell them that they are going to practice making a decision by consensus. Make sure they understand that reaching a consensus is <u>not</u> done by <u>voting</u> or <u>majority rule</u>. Review the rules for brainstorming and ask the class to brainstorm a list of five possible trips they might like to take as a class, e.g., a national sports event, a pleasure trip, a picnic, etc. Write them on the board. <p><i>Continued:</i></p>

<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. What problems did you have with this exercise? Was it hard to reach a consensus? 2. How did you come to consensus? What were some the things you did or tools you used to help come to consensus? 3. Are there advantages to working toward a consensus? Explain. 4. Give examples of when consensus might <u>not</u> work? (<i>You want them to identify that emergencies and small, unimportant decisions are not suitable for consensus.</i>) 5. Is consensus-building different from customary Solomon Island ways of making group decisions? How? 6. What would happen if a group of you needed to make a decision and one person wanted to tell everyone what they should do? How would you feel? 7. When people use voting to decide something important to many people, what happens to the people who lose? How do they feel? 8. <i>Do you think these feelings can cause conflicts? How can consensus help avoid conflicts or bring peace?</i> 	<p>e) <u>Directions for Activities (cont.):</u> Tell them one rule of consensus is that people don't just compromise by giving in to the different ideas of others, but everyone works together to create a new solution by getting everyone's ideas, thoughts and desires out in the open so all of the information is there for making a decision that everyone feels ok about.</p> <ol style="list-style-type: none"> f) Ask each person to write down on a piece of paper his/her two favourite ideas for a trip from the list on the board. g) Put the children in small groups. If any group has the same two favourite trips on all of the papers, switch the children around to other groups. It is ok if everyone has one trip in common on each list. h) (5-7 minutes) Have them combine their duplicates to create a new list. Out of the new list, have them come up with one trip they would like to take. (Remind them of when they have used the tool of dividing a sheet in half and doing a pluses (+) and minuses (-) or advantages/disadvantages for each trip, e.g., too far away/easy to get to, costly/affordable, etc. Remind them to practice active listening.) i) (2 minutes) Ask each small group to tell which trip they selected. g) (2 minutes) If you have no more than 15 children in the class, you can do the next step with the whole group. If there are more than 15, put them in another small group but with more members this time. h) (5-7 minutes) Ask the group or groups to eliminate duplicates, and choose one trip for the whole class by consensus. (<i>If you were really going to take them on this trip then you would want to keep narrowing down the trip choices with each round of decision making. Your last round should be with the whole class. This is not necessary if time does not permit or the trip is not really going to happen.</i>)
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write an example of a type of decision that would work best if made by consensus? Give an example of a decision where consensus should not be used. • Between lessons, look for opportunities to practice consensus and be prepared to report at the next lesson. <p><i>Teacher:</i> Look for appropriate times to have the children practice consensus in the classroom or group.</p>	<p>The virtues reflected in this lesson are <i>consideration, flexibility, helpfulness, and patience.</i></p>

Section VI: Building Our Community - Lesson 21: Negotiation

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to teach skills that two or more people can use together to solve a problem or a conflict. This lesson will reinforce the concept of “win/win” or consensus decision-making. Negotiation is another new skill but one many of us practice without even knowing that we are doing it. Words to practice: consensus, negotiation, assertiveness, consideration, flexibility, helpfulness, justice, moderation, peacefulness, and unity 	<p><u>Time: 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Black/whiteboard or poster paper, chalk or markers, small slips of papers with the role-plays written on them. More than one group can have the same role-play, but evenly distribute all of the role-plays. Children should have paper and pencil for taking notes during the negotiation sessions. Negotiation Steps list from Appendix J. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their observations or experiences with consensus (win/win) or voting (win/lose).
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Tell them that negotiation is a skill they can use between friends, family members and others to solve problems. Remind them about win/win decision making if they do not bring it up in their review of the last lesson. At the end of class, when asking for examples where negotiation would not be appropriate, if the children can’t think of an example, tell them emergencies are not a good time to use negotiation. Another example could be when one person or group has much more power than another and could possibly force others to go along with them. 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 – 7 minutes) Ask them for the definition of negotiation or provide it if they have not heard it before. Ask the children to give examples of times they <ul style="list-style-type: none"> May have tried to negotiate with someone else, or May have seen someone in a negotiating situation, or Saw a situation where negotiation would have helped a conflict. (1 minute) List the “Negotiation Steps” from Appendix J on the board or poster paper. (10 minutes) Put the children in groups of two and give each pair one of the role-play examples from Appendix J. Ask them to role-play to practice negotiation and to come to a resolution. Move around among them to help if they get stuck.
<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> Was it hard to come to a win/win solution? If so, why. If not, why not? What were some of the things you did that helped reach a win/win solution? Give examples of places in your own life where you can use negotiation. What if the other person does not want to negotiate? What might you say to encourage them to negotiate? <i>(Give them examples if necessary.)</i> Can you think of times when negotiation is not the best way to solve a problem? Does this type of decision-making process resemble traditional methods in any way? Describe. <i>How is this type of decision making important to peace?</i> 	

<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write an example of a time in your life when you might be able to use negotiation. • Write two sentences using “negotiation,” “win/win” or “win/lose”. <p><i>Teacher:</i> look for teachable moments where the children might use negotiation outside of the peace education lessons.</p>	<p>The virtues reflected in this lesson are <i>assertiveness, consideration, flexibility, helpfulness, justice, moderation, peacefulness, and unity.</i></p>
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<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is for the children to learn how to act as an outside mediator – someone who listens to those with a problem and helps them to solve it by helping them reach their own solution or consensus. Mediation is another new skill related to negotiation and consensus building. It is also a very important part of being a peacemaker. Words to practice: mediation, facilitation, neutral, impartial, assertiveness, consideration, flexibility, helpfulness, justice, moderation, peacefulness, and unity. 	<p><u>Time: 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: Black/white board or poster paper, chalk or markers, small slips of paper with the role-plays written on them. Depending on how many groups of three you have in the class you will need enough for each group to have one role-play example. Children should have paper and pencil for taking notes during the mediation sessions. Mediation Steps in Appendix K. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that negotiation lesson and ask if they practiced negotiation with anyone?
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> <i>Negotiation</i> is problem solving <i>between</i> the two persons or groups with the problem. <i>Mediation</i> is a process where a third person that is usually <i>not involved</i> in the problem attempts to help the others solve the problem. “Problem ownership” is an important concept to learn from this lesson. Remind them about the lesson on feelings where they took ownership for how they felt and learned not to blame others for their feelings. This is much the same concept. The mediator is “facilitating” the discussion between the two (or sometimes more) people in a disagreement or row. 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> Tell the group, “When we think we have a problem, we are seeing it from our side and usually not from the other person’s side. Mediators are impartial or neutral and help the parties see the problem from the view of the other side. A mediator helps them work towards a fair and balanced solution. The work a mediator does is called mediation or facilitation. Facilitation means making a meeting easier.” (3 minutes) Point out that the steps in mediation are much the same as those used in negotiation. But here the mediator listens to the two differing views and helps the two sides work through the steps without saying what he/she, the mediator, thinks about the problem or the solution. (1- 2 minutes) Post and review the list of skills from the negotiation lesson (Appendix J) and post a new list for the mediators from Appendix K. (3 minutes) Put the children in groups of three or more. Hand out one role-play slip to each group. Tell them to read the role-play and then pick a role. There will be a person on each side of the problem and one mediator. (25 minutes) Give the first team 5 minutes to work on the problem, then ask them to rotate roles, so that the first mediator takes the place of one of the people in the argument and the arguer becomes the new mediator. Have them continue working on a solution. After another 5 minutes ask them to switch again for another 5 minutes so everyone gets a chance to practice mediation. If they solve the problem before everyone gets a chance to mediate, give them another role-play.

<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> 1. When you mediated, were you able to stay neutral? If not, why not? 2. <i>Ask the mediator:</i> Do you think mediation made a difference to the participants in the problem solving? 3. <i>Ask the decision makers:</i> Did the mediator help your problem solving? 4. Did practicing mediation make a difference in how you thought about the other person in the argument? 5. Give examples of where you might use mediation in your own life, with family, friends, in your village. 6. <i>Do you believe that practicing mediation will help a conflict or make it easier to reach peace? Why? Why not?</i> 7. Can you think of examples of conflicts in Solomon Islands or in the world where mediation might be useful? 8. Does this type of decision-making process resemble traditional methods in any way? Describe. 	
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write a few sentences about where you could use mediation in your own life. Use at least two of the new words. • Between now and the next lesson look for an opportunity to practice mediation with people who have a small disagreement and be ready to describe your experience in the next lesson. <p><i>Teacher:</i> watch for moments when mediation might be practiced with a problem among the children and/or look for examples from the news.</p>	<p><i>The virtues reflected in this lesson are assertiveness, consideration, flexibility, helpfulness, justice, moderation, peacefulness, and unity.</i></p>

Section VII: Building Our Nation - Lesson 23: Leadership and Power

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to help children learn the qualities of good and poor leadership and how leaders use their power. A new concept in this lesson is “power over” versus “power with.” Words to practice: power, leadership, courage, honesty, honour, humility, idealism, reliability, responsibility, tolerance, trustworthiness, truthfulness, and unity 	<p><u>Time: 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: Black/whiteboard or poster paper, markers or chalk Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their thoughts or experiences with mediation. For (d), make two column headings on the board or poster paper, a plus (+) and a minus (-). You might also have a column with a question mark (?) for qualities that might be positive or negative depending upon the circumstance the leader is facing.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> Tell the children that this lesson is going to be about leadership and power. They will be talking about people in public positions who act as public models of behaviour for others and/or who help develop laws and policies. They can identify leaders who are government officials, business leaders, or who work for humanitarian organizations, etc. This is a good lesson for using well-known leaders in Solomon Islands from the past or present. The examples can be considered good or poor leaders. “Power over” refers to those who use power to control, dominate, oppress and exclude people from participation in decision-making. “Power with” is the opposite; referring to a leader who includes the people he/she leads in decision-making. This lesson is not specifically about civil society, but drawing the connections between constructive leadership, the qualities of a civil society, and personal responsibility of citizens will help children understand their own role as <i>citizen</i> leaders. 	<p><u>Directions for Activities:</u></p> <p>a) (5 – 7 minutes) Ask the children to think about people they see in public who are leaders or they believe are powerful. Their examples can come from the community, the nation, and the world, and should include “good” and “poor” leaders. List the leaders they name on the board or poster paper. <i>Depending on the age and knowledge of the children, you may want to provide them with some names, e.g., historical and well known SI leaders, Nelson Mandela, Saddam Hussein, Martin Luther King, Jr., Hitler, etc.</i></p> <p>b) (5 minutes) Put the children in groups of two or three and assign each group the name of one of the leaders listed on the board. Balance the number of good and poor leader names assigned to the groups.</p> <p>c) (10-15 minutes) Ask them to answer the following question (they do not have to answer all questions):</p> <ul style="list-style-type: none"> Is this leader a powerful person? Explain what it means to have power? Are there different ways to use power? Are there good ways and bad ways? Discuss the way this leader might work to get things done. Do they use positive or negative ways? <p><i>Continued:</i></p>
<p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> <i>How do people in leadership cause or contribute to conflict or how do they keep conflict from happening?</i> Explain the difference between the ideas of <i>power over</i> and <i>power with</i>. How do leaders become powerful? Do they take power or is power given to them by the people? What can you do to learn and practice good leadership skills? 	<p><u>Directions for Activities (cont.):</u></p> <ul style="list-style-type: none"> Think about all of the peace education tools you have practiced, and come up with ideas about how your “good” leaders might work to get big decisions made. Talk about how the “poor” leaders might make decisions if they don’t use the peace tools you have learned. <i>(Based on the leaders they have identified you can provide them with examples of the types of decisions their leaders might face, e.g., helping the poor, funding education, going to war, addressing corruption, etc.)</i> (5 – 7 minutes) Ask the whole group to list the positive qualities they identified for good leaders and the negative qualities of a poor leader. (10 minutes) Refer to Discussion Questions.

<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Using two or three words from this lesson, write two things about power you learned from this lesson • Between now and the next lesson look for two examples of people practicing leadership. Be prepared to describe them and how they are using power at the next lesson. • Are they examples of good or poor leadership, someone practicing <i>power over</i> others or <i>power with</i> others? <p><u>Teacher:</u> watch for examples to share with the children about leadership and power.</p>	<p>The virtues reflected in this lesson are <i>courage, honesty, honour, humility, idealism, reliability, responsibility, tolerance, trustworthiness, truthfulness, and unity.</i></p>
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Section VII: Building Our Nation - Lesson 24: A Tradition Of Responsibility

Standards 4 through 6

<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is to have children take a critical look at the history of and reason for the wontok tradition. Children are to analyse how the wontok system is working today in Solomon Islands, and to answer the questions, “Is the system being abused by some wontoks and people who go to them?” and “How can the wontok system be useful in today’s world?” Words to practice: assertiveness, compassion, consideration, friendliness, generosity, helpfulness, kindness, loyalty, reliability, respect, responsibility, service, thankfulness and unity. 	<p><u>Time: 30 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> Materials: Slips of paper with the role-play to hand out to small groups, Appendix L. Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their observations about power and leadership.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> This lesson was suggested by many who are frustrated with the misuse of a tradition that was once essential to the welfare and well being of all Solomon Islanders at the village level. As the teacher, help the children look at the history of this tradition and how it might still make a positive contribution to the lives of Solomon Islanders. The children should look at this from the perspective of the strain on the wontoks who are trying to do the right thing and the effects of wontoks misusing their power. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> Were James’ actions and words ok? If yes, why? If no, why not? What are some positive things that James might say or do? What is a wontok’s purpose or role today? Are there times when wontoks misuse their role? Do you know people who abuse the wontok system? If someone like a wontok helps you with a problem, or provides support, do you have a responsibility to them? <p><i>Continued</i></p>	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (5 – 10 minutes) Read or have the children read out loud the history of the wontok system in Appendix L. Distribute the role-play for this lesson. (10 minutes) Put the children in small groups of at least three. Tell them one person will be “James” (or “Jane”), one person will be “Uncle George,” and one will play a friend who wants James/Jane to hang out. If there are only two children in each group, they do not need the friend role. Ask them to spend a few minutes thinking about their role and how they might act out a conversation between Uncle George where Uncle George is asking James to contribute to the household chores or income. They do not need to solve the situation, but they can if they want to. Then ask for a couple of volunteer groups to come up one at a time and act out their interaction between Uncle George, James/Jane, and the friend.
<p><u>Discussion Questions (cont.):</u></p> <ol style="list-style-type: none"> If you were a family wontok, would you expect anything from the people who you help <i>When the wontok system is working effectively how does it contribute to peace?</i> 	

<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • Write two sentences answering this question, “What are some problems with today’s wontok system?” • Using words from this lesson, write two things you will do differently in your relationship with a wontok as a result of this lesson. <p><i>Teacher:</i> look for chances to point out examples of positive and negative wontok relationships to discuss with the children.</p>	<p>The virtues reflected in this lesson are <i>assertiveness, compassion, consideration, friendliness, generosity, helpfulness, kindness, loyalty, reliability, respect, responsibility, service, thankfulness and unity.</i></p>
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<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> The aim of this lesson is for children to understand their place in the world community. They will learn to think of themselves as global citizens and make the connection between how they create peace in their own lives and contribute to peace in the world. Words to practice: global citizen, peacefulness, respect, responsibility, service, tolerance, and unity. 	<p><u>Time: 45 minutes</u></p> <p><u>Teacher Instructions:</u></p> <ul style="list-style-type: none"> <u>Materials:</u> Put on the board or poster paper the chart of “Things You Can Do To Express Peacemaking” (Appendix M) Copy of the “Solomon Islands National Youth Policy and National Plan of Action for Youth” (<i>An abbreviated version of this will be in the final curriculum book.</i>) Take a couple of minutes to review the previous lesson. Ask children to recall what they learned from that lesson and share some of their thoughts about or experiences with the wontok system.
<p><u>Teacher Tips:</u></p> <ul style="list-style-type: none"> For this final lesson you should arrange to conduct some type of review of what the children have learned. Perhaps ask them to volunteer the week before to prepare to present the concepts and words from each lesson. One or two children per lesson. Or you may do this as a final lesson after this one. <p><u>Discussion Questions:</u></p> <ol style="list-style-type: none"> How can you take responsibility and get involved in the workings of your community, island, country, and the world? What does it mean to have “the right to vote?” Why is voting important? What are some of the ways we can learn about other people and countries in the world? <i>What is the meaning of this lesson to peacemaking?</i> 	<p><u>Directions for Activities:</u></p> <ol style="list-style-type: none"> (2 - 3 minutes for (a)-(b)) Point to the picture of the “Ladder of Peacemaking” (Appendix M) and tell the children to imagine that each one is holding up this ladder alone. The ladder represents peace in the world. Point to each level on the ladder and follow the steps below. Ask them, “What would happen, if you let go of the ladder?” (<i>It would fall down.</i>) Say, “So it is with peacemaking. Individuals need to take responsibility for having a peaceful world, and to make it easier, we need to do it together.” (10 – 15 minutes (c) - (d)) At the “You & Me” level, ask them to name some small groups they are a part of. Point to the “Things You Can Do To Express Peacemaking,” and ask them what they might do in their group to promote peace and cooperation. Point to each consecutive level and ask the children what they can do at each of these levels. Remind them that they have learned many ways to promote peace at each level in their previous lessons. (<i>This is a good place to remind them how important it is for them to write letters to their policy and decision-makers, to keep up with current events, and to informed about local issues.</i>) <p><i>Continued:</i></p>

	<p><u>Directions for Activities (cont.):</u></p> <p>e) (10 minutes) Refer to the “Solomon Islands National Youth Policy and National Plan of Action for Youth” and the rights listed in the SI Constitution. Go over some of the policies and rights in an abbreviated way. Say, “Being a peacemaker means exercising one’s rights. This is a way for us to take responsibility for and contribute to the world around us.”</p> <p>f) (5 minutes) Conclude the lesson by pointing to the top of the ladder and define the term “global citizen,” as someone who is part of the whole human family. Say, “Being a global citizen means that we are citizens of the world. We understand that we are interconnected and share the earth, and we take responsibility for what we can do to help bring peace everywhere.”</p>
<p><u>Follow-up and Evaluation:</u></p> <ul style="list-style-type: none"> • What is a global citizen? How can you be one? • Using words from this lesson, write two things you can do to learn more about people who live far away from Solomon Islands? <p><i>Teacher:</i> look for opportunities to point out international events and ways that the children can learn more about them.</p>	<p>The virtues reflected in this lesson are <i>peacefulness, respect, responsibility, service, tolerance, and unity.</i></p> <p>•</p>

GLOSSARY

Biodegradable:	Material that readily decomposes or rots by biological means, e.g., exposure to air or bacterial action rots banana peels.
Conflict:	Sharp disagreement or a fight over things, property, words, etc. Conflict is most often verbal, but sometimes violent, e.g., striking someone or war.
Confession:	Saying, “I am wrong” or “I hurt someone.”
Consensus:	Consensus means that everyone gives their opinions and describes what they want and then the whole group works to find the choice that is the most agreeable to all. There is no voting. The group uses everyone’s ideas to create the best possible decision or solution.
Cooperation:	Working together for the good of the group.
Culture:	The ideas, practices, arts, skills, etc. of a people, tribe, ethnic, regional group, religion, profession, etc.
Custom:	Usual practice or habitual way of behaving. A way of behaving that is carried on by tradition and enforced by disapproval if a person does not continue the tradition.
Disabled:	Those who are physically, mentally or emotionally challenged.
Discrimination:	Showing bias or prejudice in the treatment of others. Often directed toward minority groups.
Essential:	Absolutely necessary, indispensable, cannot do without.
Ethnic:	Groups of people distinguished from other groups by custom, characteristics, language, common history, etc, e.g., tribes or island groups. Ethnicity is one aspect of culture.
Facilitation:	To guide the process of effective meetings and to assist people to use collaborative problem solving steps.
Forgiveness:	Everyone makes mistakes. Being forgiving is overlooking the mistakes others make and loving them just as much as before. It does not mean that you no longer feel the hurt or that what the other person did was right. It means that in your heart you give the other person a new chance. Forgiveness is a virtue and the virtue of mercy also shares this definition.

GLOSSARY (cont.)

Global Citizen:	One who understands his/her relationship to all other people and the environment across the world and takes responsibility for his/her part in the world.
Impartial:	To be fair and not show favouritism or bias toward any side.
Mediator:	A person who is impartial and provides assistance to help people in disputes to find solutions.
Modesty:	Behaving or dressing in a way that is considered proper or decent.
Negotiation:	Talking together to reach a solution using give and take, respect, active listening and cooperation.
Neutral:	Not taking part in either side of a dispute or conflict.
Non-negotiable:	Something that cannot be negotiated. A belief, decision, etc. that is not open to negotiation or change.
Peace:	The presence of structural, social and economic justice and the absence of negative conflict, e.g., war.
Peace education:	The study of the knowledge, skills, attitudes and beliefs that contribute to peacemaking at all levels of relationship from individual to international.
Pollution/Pollutant:	Things that make the environment unclean, dirty, or contaminated. One such item is a <i>pollutant</i> , e.g., a plastic bottle, a gas spill, etc.
Prejudice:	An opinion formed before all the facts are known, usually an unfavourable opinion. A belief you hold on to even when the facts tell you it is not true.
Race:	Any of the different varieties of humankind, distinguished by colour of hair, eyes, or skin, bodily proportions, etc. Race is one aspect of culture.
Reconciliation:	The act of settling a quarrel or difference.
Religion:	A system of religious belief. The expression of such belief in conduct and ritual.

GLOSSARY (cont.)

Repentance:	A feeling of sorrow for a wrongdoing.
Responsibility:	Knowing your obligations and duties, taking care of them, e.g., obedience to parents and teachers, doing your schoolwork, caring for the environment, etc.
Right:	A quality that improves a person's life and that one has a fair or just claim to, e.g., right to shelter, food, etc.
Self-fulfilment:	To achieve one's goals.
Stereotype:	A stereotype is an idea you have about different groups of people. When you hold a stereotype, you believe that all people in a group are the same, e.g. everyone from the United States is rich, or all religious people are good.
Tradition:	Old customs and beliefs handed down from times past. A long established custom or practice that has the effect of an unwritten law.
United Nations:	An international organization of nations promising to promote world peace and security, maintain treaty obligations, and to cooperate in furthering social progress. Based in New York, New York, USA and Geneva, Switzerland.
Virtue:	A moral law that guides behaviour; a commendable quality.
Win/Lose-Win/Win Decisions	<i>Win/Lose:</i> Jane gets what she wants, but John does not get what he wants. <i>Win/Win:</i> Jane and John get some or all of what they both want.

VIRTUES GLOSSARY

Virtues in Lessons

Definitions are adapted from *The Virtues Guide: a Handbook for Parents Teaching Virtues* by Popov, Popov & Kavelin, 1990

Assertiveness:

To be positive and confident. When you are assertive, you don't follow others without thinking. You think for yourself. You have the strength not to let others influence you in negative ways.

Caring:

Giving love and support to people and things that matter to you.

Cleanliness:

Washing often, keeping your clothes clean, and your room and home tidy. In Lesson 21, cleanliness also refers to keeping our environment clean.

Compassion:

To understand and care for someone who has made a mistake. It is being kind and forgiving because another person really matters to you.

Confession:

To say, "I am wrong." Confession may be just to yourself, but is usually done with the person you hurt.

Confidence:

Being certain and feeling assurance. Self-confidence means you trust yourself. You can do things without doubts holding you back and you know your strengths and weaknesses.

Consideration:

To have concern or regard for other people and their feelings. It is thinking about how your actions will affect them.

Courtesy:

To be polite, nice and to have good manners. It is to be considerate of others and to have gracious ways.

Detachment:

Experiencing your feelings without allowing your feelings to control you. It is choosing what you will do in a situation rather than having the situation dictate what you will do. Detachment is not being cold towards others, but being thoughtful about your own feelings.

Flexibility:

Being open to the need for change. We cannot always control the things that happen to us, and when something upsetting happens, it sometimes mean we need to look at ourselves and think about doing things differently.

Forgiveness

Everyone makes mistakes. Being forgiving is overlooking the mistakes others make and loving them just as much as before. It does not mean that you no longer feel the hurt. You recognize that the act was wrong, but you do not want revenge. It means that in your heart you give the other person a new chance. The virtue of mercy also shares this definition.

Friendliness	Taking an interest in other people, making them feel welcome, and being willing to share with them. Going out of your way to make a stranger feel at home.
Generosity	Sharing. Giving to someone else something that is meaningful to you. It is giving freely without thought of reward, recognition, or a gift in return.
Helpfulness	Being of service to someone. When you are being helpful you do things that have a positive effect – that makes a difference. Helpfulness can be doing something that a person cannot do for themselves, things they don't have the time to do themselves, or just things that make life easier.
Honesty	Being sincere, open, trustworthy and truthful. When people are honest they can be relied on not to lie, cheat or steal. It is telling the truth even if it could hurt someone. It is not exaggerating something just to impress others.
Idealism	A person with “high ideals” is a person who really cares about what is right and meaningful in life. When you practice idealism, you have beliefs that really mean something to you and you follow them. You don't just accept things the way they are.
Justice	Practicing justice is being fair in everything you do. It is seeing with your own eyes and not judging something or someone by what other people tell you. Justice means that people receive what they deserve. Everyone gets a fair share. When someone does something wrong, it is just to receive a punishment that is equal to the wrong.
Kindness	Being concerned about the welfare of others. Kindness is showing concern for anything or anyone that crosses your path. You can be kind to people, animals and the environment.
Loyalty	Standing up for something or someone you believe in, having unwavering faith. It is standing by a person, country, or cause when the going gets tough as well as when things are good. When you are loyal you stay true to a person or ideal from day to day. See “Forgiveness.”
Mercy	Creating balance in your life. Not having too much or too little. Moderation is not doing any one thing all the time or too much. Knowing when to stop doing something.
Moderation	
Obedience	Following what is right, listening to what your parents and others in authority have to say and doing it as faithfully as you can. Obedience is accepting a just authority, such as parents, elders or teachers, the laws of your country and your religion. Being obedient means abiding by the rules even when you don't like them unless they are hurtful or dangerous to you or others.
Orderliness	Being neat, and living with a sense of harmony. It means being prepared and organized when preparing to do something. It means paying attention to the tidiness of your surroundings at home and in the environment.
Patience	A quiet hope and expectation based on trust that, in the end, everything will be all right. Patience means waiting. It is enduring a delay or troublesome situation without complaining. Patience means being calm and tolerant when difficult things happen. Patience means persevering – sticking with something for as long as it takes to finish it.

Service	Being service-oriented is to want to make a difference in the lives of others. Having an attitude of service means looking for ways to be of help to others rather than being asked. You do things to be helpful not because you expect a reward.
Tact	Telling the truth in such a way that no one is disturbed or offended. It is know what to say and when, and knowing what not to say. Tactfulness is telling another person the truth in a way that makes it easy for them to hear it and accept it.
Thankfulness	To be grateful for what you have. It is an attitude of gratitude for learning, loving, and being. Thankfulness is giving thanks for special things and everyday things.
Tolerance (see Note)	Being able to accept things that you wish were different. When you practice tolerance you accept things you don't like about people. You can sort out what is important and what is not. You show patience and forgiveness when people make mistakes. You accept what you cannot change with good grace. <i>Note: "Tolerance" is often used when working with different cultures to describe their acceptance of each other. This is not an appropriate use of the word tolerance since it is defined here as "accepting things <u>you wish were different</u>." Among different groups of people it is better to use the word "acceptance" and "acceptance of differences" because <u>we should not want to change people who are different from us</u>. The goal is to understand differences are recognized, they are ok, and they are accepted.</i>
Trust	Having faith. It is relying on and believing in someone or something. It is having confidence that the right thing will come about without trying to control it or make it happen, just as you trust the sun to rise every morning. To trust in others is to believe that they will do as they say and trusting yourself is having confidence in your ability to learn and grow. <i>Trustworthiness</i> is being worthy or deserving of someone else's trust.
Truthfulness	Your words and actions are full of truth. Telling the truth means you don't tell lies, even to protect yourself or someone else. You don't live a lie either. You show people who and what you are with honesty. To be truthful is to know the difference between what is true and what is fantasy.
Unity	When you practice unity, you allow yourself to see how everything is connected and dependent on every other thing or person. Unity brings harmony. It does not mean being the same. Unity is valuing what each part brings to the whole. Unity brings peace. Unity means you accept everyone for who they are not what they look, think, talk or act like. When practicing unity you can solve problems by finding common ground and finding solutions that meet everyone's needs.

APPENDIX A

Lesson 3: Non-negotiable Ground Rules

- **No personal attacks.** Do not use unkind or hurtful words.
- If a person feels the exercise is **too personal or risky, he or she can pass**
- Respect **privacy** and **confidentiality**

APPENDIX B

Lesson 4: Active Listening Rules

- 1. Listen to what the person is saying. Look them in the eyes.**
- 2. Repeat what the speaker said to check that you have heard correctly and ask, “Is this what you mean?”**
- 3. When the speaker has finished, give a summary of what he/she said and check with the speaker to see if you are correct.**
- 4. If the speaker is emotional (angry or sad), pay attention to the emotions, and listen very carefully to the words.**
- 5. Ask questions to fill in the details of the story if they are important.**

APPENDIX C

Lesson 7: “I” Messages Poster

I MESSAGES	YOU MESSAGES
<ul style="list-style-type: none">• I feel angry.• I am sad because you took my toy.• I am afraid because you threw that book at me.• My feelings are hurt because you called me bad names. *	<ul style="list-style-type: none">• You make me angry.• You are bad. You took my toy.• You are stupid for throwing that book at me.• I hate you because you are a nasty, awful person. *

* Notice that an “I” message does not always have to start with “I” and the same for a “You” message. The difference between the two sentences is that in an “I” message you take responsibility for your feelings and you name the other persons action without blaming or shaming them. In a “You” message you blame and shame the other person.

APPENDIX D

Lesson 9: Brainstorming Rules

- 1. Don't judge. Record all ideas, as quickly as possible.**
- 2. Don't hold back, but write every idea down. Push for quantity.**
- 3. Don't stop to ask questions.**
- 4. Words and phrases are ok. No sentences necessary.**
- 5. Build on the previous ideas. Don't wait for completely original ideas; but combine, change, and add to those already suggested.**
- 6. When the brainstorming is complete and all ideas or thoughts are posted. Review the list and make sure that everyone understands what each item means. Then the group can begin to work with the list to build consensus.**

APPENDIX E

Lesson 10: Forgiveness and Reconciliation

- ♦ **Attempt to heal old wounds or hurts**
- ♦ **Attempt to break the cycle of violence and hatred**
- ♦ **Both require the same actions and attitudes**
- ♦ **Both look to a new future**
- ♦ **One tends to inspire the other**
- ♦ **Either can come first**
- ♦ **They lead to a peaceful heart**

APPENDIX F

Lesson 9: Appreciating Differences

Where Do I Belong? By Siakulu

1. My father a Guadalcanal man
My mother a Malaita woman
Both are Solomon Islanders
United by love and sealed by a bride price
With this love I saw myself as
A Solomon Islander
Since birth I do not think it matters
Which island I belong to.
2. In my father's culture
I belong to my mother's clan
In my mother's culture
I belong to my father's clan
Since birth I do not think it matters
Which clan I really belong to.
3. Because of the bride price
My grandfather from Malaita
Stood by his culture
And said, I with my brothers and sisters
Belonged to my father's clan
We were brought up on Guadalcanal
And were free to visit Malaita
It did not dawn on me to think
Which clan, which island, really belong to

Which clan, which island, which country do I really belong to?
4. After some thought
I recall the words of the song
"This world is not my home
I am just a-passing through"
With tears in my eyes I asked,
Then Lord what will I do?"
"Make heaven your home my son"
Was his response
"Where you really belong"
5. But, Lord, how will I get there?
"Obey the ten commandments" he responded
"Love God and love your neighbour"
I know you Lord, but who is my neighbour?
My brothers of Guadalcanal, my brothers of Malaita,
But Lord they have hurt me deeply, I cried!
"Love those who hurt you and forgive those who ill treat you,
And win yourself a place in heaven" was the Lord's plea.
6. I took time to think seriously again.
This world is not my home for sure
At least I can make heaven my home.
I cried out again, Lord forgive me!
Help me to forgive my brothers of Guadalcanal
Help me to forgive my brothers of Malaita
Helps us all to see that we are brothers in Christ
And can live in peace and harmony
In this world and also in heaven.

APPENDIX G

Lesson 15: The Three Ps of Children's Rights: Provision, Protection and Participation

PROVISION is the right to possess, receive, or have access to certain things and services needed for survival and development

- name,
- nationality,
- health,
- education,
- family support system,
- rest and
- play.

PROTECTION means the right of children to be shielded from all influences, acts or practices that are harmful to their

- growth and development
- commercial or sexual exploitation,
- physical or mental abuse,
- domestic violence,
- engagement in warfare
- and others.

PARTICIPATION means the right to the child to

- be heard and
- to participate in decision- making on matters affecting his or her life
 - expression of opinion in family,
 - cultural and
 - social life.

APPENDIX H

Lesson 16: Customs and Change

Jean is 12 years old and her sister, Gypsy, is nine. Their family lived in Honiara for 12 years and then spent three years in New Zealand. This life provided opportunities for the sisters to experience many different cultures and a life that was very different from the life their parents had when growing up in their home village. One year their parents took them back to their village for the Christmas holiday and a visit with grandparents, aunties and cousins.

When Jean and Gypsy arrived, everyone is very excited to see them for the first time in the village. The villagers rushed to greet them in the customary way of rubbing noses. The two girls start making unfriendly faces. They are rolling their eyes at each other, giggling, and generally acting as if they think this custom is silly. The island adults were upset and embarrassed by this behaviour and so were their parents. The island children decided they did not like Jean and Gypsy and went off to play without them. Jean and Gypsy were left alone and no one would talk to them.

APPENDIX I

Lesson 20: Coming to Agreement

WIN/WIN DECISIONS: JANE AND JOHN BOTH GET MOST
OR ALL OF WHAT THEY WANT. BOTH WIN.

WIN/LOSE DECISIONS: JANE GETS WHAT SHE WANTS,
BUT JOHN GETS LITTLE OR NOTHING OF WHAT HE WANTS.

JANE WINS/JOHN LOSES

APPENDIX J

Lesson 19: Negotiation

Steps for Negotiation:

- 1. Describe what you think the problem or conflict is about.**
- 2. Tell the other person what you want as a solution.**
- 3. If there is any solution that is completely unacceptable to you, describe it.**
- 4. Next the other person does steps one through three.**
- 5. Use consensus-building tools of +/-, advantages/disadvantages and looking for a win/win solution to generate different ideas about how you might solve the problem together.**
- 6. When you have an agreement check to be sure that both persons can accept the agreement and will keep it.**

APPENDIX J (cont.)

Role Plays:

- Elizabeth wants to go with her mother to the market. She wants to spend some time with her mother on the walk to town and she wants to meet a friend at the market for a brief visit after they arrive. Her mother wants her to stay home and take care of her baby brother. Mommy has many things to do at home and in town. She does not want to be slowed down by Elizabeth, and she is afraid that Elizabeth will be too busy with her friend to help her mother with the shopping. One person plays Elizabeth and one plays her Mommy.
- Charles and John are working in the bush cutting and gathering wood. They have only one bush knife and both want to do the cutting, neither wants to gather the cut wood, but someone has to. They begin a row over who will cut and who will gather. Charles is starting to get angry and he tells John, “You are stubborn and mean because you won’t let me have the knife.” One person plays Charles and one plays John.
- The people in your village want to build a new community house. There are two pieces of land available. One is closer to the village centre and the other spot is on the outside edge of the village. There is disagreement about which spot to choose. How can the villagers reach an agreement? One person plays a person who wants the community house near the village centre and the other plays a person who wants it on the outer edge of the village.

APPENDIX K

Lesson 20: Mediation

Tips for Mediators:

- 1. Stay neutral.**
- 2. Give everyone a chance to talk. Use the Negotiation Steps.**
- 3. Use your active listening skills and ask each person in the mediation to use them.**
- 4. Ask the persons fighting to pretend to be in each other's position so they can begin to feel how the other person feels. (Ask them to change seats and say the other person's words and views.)**
- 5. Help the persons brainstorm possible solutions.**
- 6. Help them analyze the pluses and minuses or advantages and disadvantages of the different solutions to come up with a win/win agreement.**

APPENDIX K (cont.)

Lesson 20: Mediation

Role-plays:

- A group of friends is divided about what to do with their free time. Someone has offered to take them on a trip to a special beach for the day. They do not get to go to this very nice beach very often. The weather is going to be beautiful and one person who is going has a few kayaks to take for everyone to play with. Some of the friends already decided they wanted to go to Honiara to shop and see what's going on in town. They all live a few hours away from Honiara, so going to town is a rare thing. The friends who want to go to town say there is a movie in town that all of them have been waiting for. As the mediator, help them work this out. This role-play can be done with three people or there can be a small group for the beach goers and for the town goers. Only one mediator is needed.
- Sam and Katherine have come from Honiara to the village for the school vacation. Sam has come with a hairstyle that is considered a sign of city youth who are disrespectful to the elders. Sam is not disrespectful to the elders, but they are upset with him because they think he will be just because of his hair. Katherine is wearing jeans and did not bring a lava lava with her. This is a very traditional village and, again, the elders are upset with Katherine over her "modern" clothes. The villagers are being very distant and unwelcoming with Sam and Katherine. As a mediator how would you help the two sides come to a mutually satisfying agreement? The roles are Sam, Katherine, one or two people to act as elders and the mediator.
- The people of a village have built a primary school for the village children. Now they need to find two teachers for the school. Some people believe there is not enough money to pay two teachers to come from town to the village everyday. They are suggesting that the village pay for teachers to come just three days a week. Others believe it is very important for the children to have teachers who come five days a week. Everyone recognizes the financial limitations. How might these two sides work this out? The roles are the two sets of villagers and a mediator. One person for each side or a few people for each side can play the two sides of the village row.

APPENDIX L

Lesson 23: A Tradition of Responsibility

Before colonization Solomon Islands had no government social security system, it still does not have such a system today. “Social security system” refers to the way a nation takes care of those who are disadvantaged because of poverty, loss of income due to the death of a spouse, being orphaned, physically or mentally disabled, etc. Going back many generations, the traditional social security system for Solomon Islands was, and still is, called the “wontok” system. This system is similar to that of tribal cultures all over the world. When practiced as it was originally intended, wontok provided a very effective social support network because the system was based on the notion of mutual responsibility, whereby all members of a village community were responsible to help maintain the welfare and security of all other members. The word “wontok” comes from the Pidgin for “one talk,” or people from the same tribe who spoke the same language. Thus a person’s wontoks were extended family, and that extended family has a much greater importance to a person than biological parents or siblings who may be barely distinguished from the wider group.

In the village community there was little sense of personal or individual ownership. Land was not owned – it was merely occupied and it could not be measured or traded. At that time, there were no cities like Honiara and most jobs were in the villages and related to village life. Everyone had a role in the community. During and after World War II, as government jobs grew and industry such as timbering came from outside, the city of Honiara began to grow and become a government centre where people were needed to fill the many jobs that came with expanding development and government. People began to own businesses, keep a home away from their village, and bring in a cash income.

These social and economic changes brought a change in the way the wontok system worked that continues today. As many people came to Honiara to work, relatives from the village would come looking for work or send their children to continue their education and, as a wontok, the first relative would take them in. This has sometimes led to overcrowding in homes where one or two wage earners are responsible for supporting their own children as well as the many extended family members living there. Among the youthful guests in the home it is also often the habit not to look for work or not to offer to help around the house with cleaning, cooking, or childcare.

From here, follow the instructions for the role-play in Directions for Activities.

APPENDIX L (cont.)

Role Play: One person plays James, one plays Uncle George, and one plays the friend

James has completed primary school in his village and his family wants him to continue his education in Honiara. His parents asked his Uncle George, the family wontok who lives in Honiara, to let their son come and live with the uncle's family. Uncle George has a wife and two children, and there are already three other relatives living with him. James was used to helping out in the village. He worked in the bush, gathered wood and mended nets with his father. When he arrived at Uncle George's he was excited about being in the city. This was a whole new life! There were many things he wanted to see and do. He quickly made friends and started hanging out around town with them. He began skip his school work and spend all of his time away from home except when he came in at night to sleep. When Uncle George asks him to help. James acts as if his uncle is being rude to ask him. James says, "As my wontok, aren't you responsible for taking care of me no matter what I want to do? I don't have to do anything to help around here."

APPENDIX M

Lesson 24: Ladder of Peacemaking

Things You Can Do to Express Peacemaking

- **Treat others, as you want to be treated.**
- **Accept others.**
- **Work together cooperatively. Solve your problems cooperatively.**
- **Be aware that we are all part of the human family.**

Draw a ladder on the board or poster paper with the following levels for the children to focus on (one on each step) “Our World” is at the top of the ladder and “The Individual” is the bottom rung:

- **Our World**
- **Our Region (South Pacific)**
- **Our Country**
- **Our Island**
- **Our Community (village name)**
- **Us (small groups)**
- **You and I**
- **The Individual**

RESOURCES

This section is to be developed by local users in Solomon Islands. It will include extra materials, references, and process suggestions that will be culture-specific and will enhance delivery of the curriculum.

Examples:

- Suggestions for alternatives to using black/white boards or poster paper and when these are not available.
- Parent involvement
- Poems, songs, etc. that reflect life in Solomon Islands

POEMS

Composed by Students of Chung Wah School

<p>The War</p> <p>The War it has darkness and people are dying Stop the war and bring in the peace Stop wars Bring in the light</p> <p><i>Louise Waki (12)</i></p> <p>Boom! Boom!</p> <p>Boom! Boom! The guns fired We run quickly into stores and we see a man holding a short gun The people scream while the ice-cream melts</p> <p><i>Max Nunumaha (12)</i></p>	<p>Hope</p> <p>Silently she glides, her tear-stricken face Shrouded in mists of gunpowder. Her heart breaks, like never before, as she Sees her children huddled in fright. They cry out to her Lifting their bony hands Praying that she comes Praying that God wills it. She reaches out to them And feels the pain of bullets Devouring her body, eating her alive Here and there, behind the bushes Her own people, faces painted, holding Guns, wearing boots call it heroic. She tastes the blood of women and children Who have suffered. Of men who died bravely She sobs, rocking back Smearing soil on her face Praying for lost souls. Oh God! Revive her! Resurrect her! Restore her! She is our only hope She is the mother PEACE.</p> <p><i>June Rofeta (12)</i></p>	<p>Peace</p> <p>a dove flies high above keeping a steady beat making a flow of respiration pouring down its throat so pleasing that he stares at the wonderful peaceful symbol of peace</p> <p>fading away in a gust of wind the bird disappears sadly, sadly but filled with peace his heart beats to a steady rhythm while he falls fast asleep</p> <p><i>Angela Ho (11)</i></p>
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POEMS (Cont.)

Composed by Students of Chung Wah School

More Than a Kiss

We need peace
That's more than a kiss
It sails the seas
Like a swarm of bees
We'll shout for joy
Like a laughing boy
Peace is what we need
And we must take the lead
To show others a good
Example not to be rude
We must have a good attitude
As in harmony with a kiss
We must have peace
That's more than a kiss
Many are suffering
Around the world
They want peace
That will bring out love
That will change people's hearts
To good from bad
We must have peace
Like a growing tree needs water

Brent Lalao (11)

When You Find the Treasure

I love peace
It sails the seas
Shout "Hurray!"
Peace came today
Shout for joy
Little boy
I love peace
It sails the seas
Little girl
Like a pearl
Please don't cry
You won't die
I love peace
It sails the seas
Shout "Eureka!"
When you find the treasure
Love each other
And love your father and mother
I love peace
It sails the seas

Eric Walekwate (10)

Without Peace

Without peace there will be thousands of people suffering every second.
With peace in our hearts we can make everyone's lives change
from violence to joy and sadness to happiness.
With peace we can make a lot of difference in all our lives
because every human wants to be the happiness of all.
But the wars! Just have to have a long, long rest.
So please throw away your bad ways
and throw away your weapons for goodness sake!
I'm tired of running, hiding and looking for a better place to live.
So please stop fighting!

Leanne Anita (11)

SONGS

“Feelings” – contributed by standard six, St. John’s School

Feelings [Composer]

Fee-lings. Fee-lings. They are part of me. Fee-lings.

Fee-lings. I just want to be me. Oh I feel

hap-py, I feel hap-py when you smile at

me. I feel hap-py, I feel so hap-py when you

smile at me.

Verses:

1. Oh I feel happy, I feel happy
When you smile at me...
2. Oh I feel safe, I feel safe.
When you hold my hand...
3. Oh I feel proud, I feel proud
When you say, “Well done.”...
4. Oh I feel loved, I feel loved
When you give me a hug...
5. Oh I feel special, I feel special
When you say, “I love you.”...