

*F O U R T H D R A F T*

**"COME TOGETHER, TALK TOGETHER, WORK TOGETHER"**

# **PRACTICING PEACE**

**A Peace Education Module for Youth and Young Adults  
In Solomon Islands**



**UNICEF  
May 2005**

# CONTENTS

	PAGE
<b>INSTRUCTOR'S GUIDE</b>	3
<b>SECTION I: UNDERSTANDING PEACE AND CONFLICT</b>	
Lesson 1: What Is Peace?	8
Lesson 2: Understanding Conflict	11
Lesson 3: Conflict and Change	13
Lesson 4: Valuing Diversity	17
Lesson 5: Respecting Others	20
Lesson 6: Understanding the Conflict in Solomon Islands	27
<b>SECTION II: PRACTICING INTERPERSONAL PEACE</b>	
Lesson 7: Conflict Styles	30
Lesson 8: Listening Skills	34
Lesson 9: Managing Anger	38
Lesson 10: Communicating Feelings	41
Lesson 11: Problem Solving	46
Lesson 12: Mediation	50
<b>SECTION III: PRACTICING INTERGROUP PEACE</b>	
Lesson 13: Group Problem Solving and Decision Making	55
Lesson 14: Facilitation Skills	61
Lesson 15: Reconciliation	66
<b>SECTION IV: PRACTICING GOOD GOVERNANCE AND PEACE</b>	
Lesson 16: Understanding Rights and Exercising Responsibilities	72
Lesson 17: Good Leadership	80
Lesson 18: Good Governance	83
Lesson 19: Advocacy Skills	87
Lesson 20: Youth Participation	94
<b>GLOSSARY</b>	97

# INSTRUCTOR'S GUIDE

## Introduction

“Come Together, Talk Together, Work Together”, the subtitle of this Peace Education Module, is the motto of the National Peace Council of Solomon Islands. This motto aptly describes the ultimate goals of Practicing Peace, which are to help people resolve interpersonal and inter-group conflict through productive and peaceful strategies, and to teach young people how they can participate in public life. The module is intended for use with youth and young adults in community and school settings in Solomon Islands.

In the aftermath of five years of civil unrest in Solomon Islands, educational institutions, the National Peace Council, and NGO leaders expressed a need to build capacity in educational and community settings to teach peace building concepts and skills. UNICEF is currently implementing the Pacific Stars Life Skills curriculum in community settings. Practicing Peace is intended to be used as the final module in this curriculum. It can also be used as a stand alone module.

## Overview of Content

The content was prepared in response to interviews of nearly 50 community leaders, educators, young people, and NGO representatives in Solomon Islands in 2004. The content and skills of the highest priority identified by these stakeholders include:

- Understanding rights and responsibilities
- Understanding cultural diversity
- Restorative justice and reconciliation
- Gender relationship skills
- Ability to live with change
- Leadership qualities
- Conflict prevention
- Traditional definitions of peace
- Understand interdependence between individuals and society
- Respect different cultures

These content and skill areas have been incorporated into the module, which consists of four units. All of the conflict scenarios that serve as the basis for skill exercises have been drawn from examples that educators, community leaders and young people provided during interviews.

**Section I: Understanding Peace and Conflict**, addresses concepts of peace building at the levels of self, family, clan, ethnic group, and province. The lessons address conflict as an obstacle to peace at these levels, and change as a factor in creating conflict. The unit also addresses the concepts of diversity and respect and their

relationship to conflict and peace. It asks participants to reflect on the causes of the civil unrest in Solomon Islands and its impact on individuals, families, and island groups.

**Section II: Practicing Interpersonal Peace**, teaches the processes of problem solving and mediation of interpersonal conflict. Skills include managing anger, listening, assertive communication, and empathy.

**Section III: Practicing Inter-group Peace**, teaches the skills of group problem solving, facilitation, and reconciliation, applied to familiar conflict scenarios in villages and urban centers.

**Section IV, Understanding Good Governance and Peace** examines conflict and peace at the societal and governmental level. It addresses the individual's relationship with society and government, and the relationship between peace and good leadership, good governance, and human rights. The lessons teach tools for public advocacy and participation to assist young people in learning strategies for participating in their communities and interacting productively with government leaders.

These materials are consistent with an educational approach referred to as peace education. Peace education is defined (S. Fountain, UNICEF 1999) as education that promotes the knowledge, skills, attitudes, and values needed to bring about behavior changes that will enable children, youth, and adults

- To prevent conflict and violence, both overt and structural;
- To resolve conflict peacefully; and
- To create conditions conducive to peace, whether at the intra-personal, interpersonal, inter-group, national, or international level.

The values and principles of peace education include:

- Non-violence in dealing with conflict
- Equality and non-discrimination
- Respect for human rights
- Social and economic justice
- Participation, cooperation, problem solving
- Respect for differences.

## **How to Use the Module**

Instructors may teach all of the lessons in the module over a period of weeks or even months, or select lessons or sections to teach based on their instructional goals, time limitations, and target audience. The module is also intended for secondary schools, integrated into specific strands, content areas and learning outcomes of the new secondary social studies syllabus under development by the Curriculum Development Centre of the Ministry of Education. For secondary social studies teachers, the following chart provides a guide for how the lessons can be integrated into the strands and content areas of the new social studies syllabus.

<b>Strand</b>	<b>FORM 1</b>	<b>FORM 3</b>	<b>FORM 4</b>
Conflict and Resolution Conflict and Resolution	Lesson 1: What is Peace? Lesson 2: Understanding Conflict Lesson 5: Respecting Others Lesson 7: Understanding Feelings Lesson 8: Listening Skills Lesson 9: Managing Anger Lesson 10: Assertive Communication Lesson 11: Problem Solving Lesson 12: Mediation	Lesson 13: Group Problem Solving and Decision Making Lesson 14: Facilitation Skills	Lesson 6: Understanding Conflict in Solomon Islands Lesson 15: Reconciliation
Social Issues	Lesson 4: Valuing Diversity		
Physical and Human Environment		Lesson 3: Conflict and Change	
Good Governance and Leadership		Lesson 16: Understanding Rights and Exercising Responsibilities Lesson 17: Good Leadership Lesson 18: Good Governance Lesson 19: Advocacy Lesson 20: Youth Participation	

The format of each lesson contains learning outcomes that are measurable, approximate time the lesson will take to teach, the teaching strategies employed, materials needed, lesson preparation, and detailed teaching instructions. For classroom use, many of the lessons will need to be broken up into two teaching sessions to fit into the class periods in schools.

The lessons were written to provide instructors with everything they need to teach them, and clear instructions for how to conduct the activities and discussions. The only materials the instructor will need are student handouts provided with each lesson, and markers, chart paper and tape. If photocopying is a problem, it is possible for groups of participants to share handouts. The instructor can also write the contents of the handouts on chart paper or a black board if there are no other resources.

The module was written in English, and instructors are encouraged to teach the lessons in English when possible. If appropriate, instructors can also teach in Pidgin, and translate the written materials to Pidgin when needed. Another option for monolingual groups is

to teach in native languages. If participants have trouble reading the handouts, they can be grouped with those who are literate. For many of the concepts introduced in the module, like **peace**, **conflict**, and **respect**, students are asked to identify the word or words in their native languages for these concepts. This allows students to draw on knowledge and experiences that are rooted in their local cultures.

## Teaching Strategies

The module incorporates teaching methods that are interactive, student-centered, participatory, and that promote cooperation and problem solving. Research in peace education programs shows that programs that maximize student participation are most successful in helping children internalize conflict resolution skills. Teaching methods used in the module include:

- **Role-play and Simulation.** Students act out parts in a conflict and apply problem solving or communication skills to solving the problem.
- **Small Group Work.** Students work cooperatively to discussion, analyze, or come to consensus on an issue or problem.
- **Guided Discussion.** Students discuss issues or concepts in a focused way directed by the instructor.
- **Brainstorming.** Students offer ideas that are accepted uncritically in an effort to encourage creative thinking about issues or problems.
- **Negotiation Exercises.** Students practice cooperative problem solving, empathy, perspective-taking, and win/win negotiation techniques to solve problems.
- **Case Study.** Students analyze scenarios based on interpersonal conflicts or community conflicts adapted from real situations based on the local culture.
- **Opinion Poll.** Students give their own opinions on a series of statements or principles that are neither “right” or “wrong” in order to explore peoples’ values and opinions on an issue.

It is important to stress that in order for young people to learn and internalize the skills and attitudes presented in the module, there needs to adult modeling of peaceful and cooperative problem solving to create a school and community climate consistent with the skills being taught. This can be achieved, in part, through pre-service and in-service training of conflict resolution methods for handling student and other youth-related conflict.

## Evaluation

A proposed method for evaluating participant learning is to ask learners to respond to two questions:

1. What was the most important idea or skill you learned in the lesson?
2. How can you apply or use this skill or idea in your daily life?

Another method is to conduct follow up interviews with learners after a designated period of time by asking:

1. How have you used the skills and ideas you learned in the module?
2. What impact did the module have on you? Your family members? Others?

Since the learning outcomes are measurable, it is also possible to construct an evaluation that asks students to demonstrate the skills and knowledge identified in the learning outcomes.

## **Acknowledgements**

The following people attended a workshop in Honiara in October 2004 and provide valuable input about the structure, content, and cultural appropriateness of the lessons for the third revision of the manual: Franco Rodi, Curriculum Development Centre (CDC); Sam Obadiah, CDC, Aseri Yalangono, Ministry of Education; Sam Alasia, Social Studies Advisory Committee; Timothy Omani and Ian Waena, CDC; Naelyn John and Rachael O'Mara, Live and Learn; Luke Memua, Church of Melanesia Youth Desk Officer; Miriam Una'au and Grace Manusalo, Church of Melanesia Life Skills Trainers; Nathan Gideon and Lorraine Maitoha, Save the Children Life Skills Trainers; Eddie Omokirio, Solomon Islands Football Federation and Life Skills Trainer; and Wryne Bennett, UNICEF staff member, Honiara. Other people who provided input into previous drafts include Rose Maebiru, Save the Children; Joe Oge, Community Peace Restoration Trust; Carolyne Aston; and members of the Social Studies Advisory Committee of the CDC. Appreciation is expressed for their time, expertise, and commitment. A special note of appreciation is due to Luke Memua and Naelyn John for pilot testing the module. Thanks are also due to the staff of the UNICEF Honiara office for their superb technical support.

# SECTION I. UNDERSTANDING PEACE

## Lesson 1: What Is Peace?

### Learning Outcomes

- Explain different meanings of peace in traditional and contemporary society in Solomon Islands
- Identify the characteristics of peace within oneself, between friends, family members, clans, island groups, and provinces in the Solomon Islands
- Reflect on the personal and societal impact of the civil unrest in Solomon Islands

**Time:** 60 minutes

**Teaching Strategies:** Brainstorm, guided discussion

**Materials:** Six index cards, slips of paper or post it notes per student; tape, (optional)  
Handout 1: Circles of Peace

**Preparation:** Draw the Circles of Peace diagram (as shown in the handout) on the board or chart paper

### Teacher Instructions:

1. Introduce the module, telling participants that they will explore ideas about peace and practice peace building skills.
2. Write the word **PEACE** on the board and ask students to brainstorm what peace means to them. Ask participants:
  - *What is the word for PEACE in your language(s)?*
  - *How was PEACE made or kept in traditional society?*
  - *What does PEACE mean to you in contemporary society?*

### Teacher Tip

Example of Words for Peace in Different Solomon Island Languages

*Namha - no fighting*

*Marape'aha - calm*

*Nirwe - calm*

*Saisai - bringing people together*

*Kwaima anga - live in peace*

3. Show participants the Circles of Peace diagram prepared on chart paper or the board. Ask them to write on one of the slips of paper what **peace within oneself** means to them. Go around the room and ask students for their responses. Then have the students tape their responses in the first circle.
4. Ask participants what **peace between family members** means to them. Ask them for their responses and have them tape responses in the second circle.
5. Then ask participants what **peace between clans** means to them. Ask them for responses and then have them tape their responses in the third circle.
6. Ask participants what **peace between island groups** means to them. Get responses and tape them to the fourth circle.
7. Ask participants what **peace between provinces** means to them. Get responses and tape them to the fifth circle.
8. Ask participants what **peace between nations** means to them. Get responses and tape them to the sixth circle.
9. Tell participants that the peace education module will give them skills to build peace at each of these levels: **personal, interpersonal, inter-group, and national** and help them make the ideas for peace that they put on the chart a reality.

# Handout 1: CIRCLES OF PEACE

BETWEEN NATIONS

BETWEEN PROVINCES

BETWEEN ISLAND GROUPS

BETWEEN CLANS

BETWEEN FAMILY MEMBERS



## **Lesson 2: Understanding Conflict**

### **Learning Outcomes**

- Explain different meanings of conflict in traditional and contemporary society in Solomon Islands
- Identify causes of conflict
- Identify examples of conflict within oneself, between friends, family members, clans, ethnic groups, and provinces in Solomon Islands

**Time:** 45 minutes

**Teaching Strategies:** Guided discussion, brainstorming

**Materials:** Circles of Peace drawing from Lesson 1, six slips of paper and tape or post-it notes for each participant

**Preparation:** None

### **Teacher Instructions:**

1. Ask participants what they think the word **CONFLICT** means and write the responses on the board.
  - *What is the word for **CONFLICT** in your language(s)?*
  - *How was **CONFLICT** resolved in traditional society?*
  - *What does **CONFLICT** mean to you in contemporary society?*
2. Ask participants:
  - *What types of **CONFLICT** do young people face in daily life?*
3. Ask participants to think about the causes of conflict. List responses on the board. Responses might include:

**Resources**

**Ideas**

**Gender**

**Class**

**Communication**

4. Ask participants what kinds of **CONFLICTS** have prevented peace at each level of the circle: within oneself, between family members, clans, ethnic groups, provinces. Ask for responses at each level. Then have participants tape their responses in the appropriate circles on the diagram.

### Teacher Tip: Sample Responses to Conflict Exercise

Conflicts about money  
Conflicts about work at home  
Conflicts about alcohol abuse  
Conflicts in sports  
Conflicts about adultery  
Conflicts about bride price  
Conflicts about land  
Conflicts about allocation of resources  
Conflicts caused by the wantok tradition  
Conflicts about corruption and bad leadership

5. Explain to participants that they will learn methods of resolving conflict at each level in the circle. Ask participants:
  - *What skills do you currently use to resolve conflict?*
  - *What happens when conflicts aren't solved?*
6. Give participants a preview of the skills they will learn:
  - Listening skills
  - Managing anger
  - Assertive communication
  - Problem solving
  - Mediation
  - Group problem solving
  - Facilitation
  - Advocacy
  - Participation
7. The tension in Solomon Islands may be brought up in addressing the obstacles to peace between island groups or between provinces. Ask
  - *What do you think are continuing obstacles to achieving peace?*

List responses on the board. Tell participants that there is a lesson on the Tension where they will have a chance to talk about the causes and impacts more fully.

## Lesson 3: Understanding Conflict and Change

### **Learning Outcomes:**

- Identify the types of changes have brought about conflict in Solomon Islands
- Identify the types of conflict that have resulted from the changes
- Demonstrate understanding of the ways that changes have affected young people, their families, their villages, their islands
- Analyze how people are responding to the conflicts

**Time:** 45 minutes

**Teaching Strategy:** Small group work, guided discussion

**Materials:** Handout 2: Understanding Conflict and Change

**Preparation:** None

### **Teacher Instructions:**

1. Tell participants that change usually creates conflicts. This lesson will help participants understand how change in Solomon Islands has caused conflict. Read the poem by Sam Alasia, a Solomon Islands poet, to the class or have them read it to themselves.

### **MY PEOPLE**

*By Sam Alasia*

From the mountains  
I come to town - naked -  
Some distance away  
I wear my only clothes:  
In town I talk  
Like a whiteman.

Going back with my gains,  
I forget to change;  
I reach the mountains and  
My people take me  
For a whiteman.

2. Ask participants:
  - *What kind of changes is the poet talking about in the poem?*
  - *What are his “only clothes”?*
  - *Why do his people take him for a white man?*
  - *What kind of conflicts is this change causing for the poet?*
  - *Within himself? Between him and his family and village?*

**Teacher Tip**

The poet means that his “only clothes” are the way he talks, thinks, and behaves with white men. The presence of white men and urbanization have caused conflicts between traditional values and culture of the village and modern culture of town.

3. Tell participants that they will be analyzing conflicts that have come with changes in Solomon Islands. The following are some of the changes that Sam Alasia referred to in his poem and other changes that have come about. Put the class into five groups and assign one of the changes to each group.
  - 1) Presence of white people (Europeans)
  - 2) Urbanization (people living moving to town)
  - 3) Cash economy
  - 4) Modern government
  - 5) Logging, fishing, and mining (for export)
4. Distribute the handout. Tell participants that they need to answer the following questions for the change they are assigned.
  - *What conflicts have been caused by the change?*
  - *What are some positive effects of the change?*
  - *What are some negative effects of the change?*

Tell groups to appoint a person to record responses. Give groups 10 minutes to respond to the questions.

CHANGE	CONFLICTS Affecting <ul style="list-style-type: none"> <li>• Young people</li> <li>• Families</li> <li>• Villages</li> <li>• Islands</li> </ul>	How are people responding to the conflicts?

5. Ask each group to report on the conflicts and responses to conflict that they discussed.
6. Ask students
  - *What changes have created the most conflict in your lives?*
  - *What skills can you use to handle the conflicts that have come from these changes?*
  - *What do you need in order to handle them better?*

### **Teacher Tip**

Clear and open communication is important between those who initiate change and those affected by it. Misunderstanding and negative assumptions can cause conflict. If change has negative impacts on people and causes conflict, people can use communication and negotiation skills to manage change.

7. Conclude by telling participants that they will be learning skills to help them cope with some of the changes they have experienced.

## Handout 3: UNDERSTANDING CONFLICT AND CHANGE

### MY PEOPLE

*By Sam Alasia*

From the mountains  
I come to town - naked -  
Some distance away  
I wear my only clothes:  
In town I talk  
Like a whiteman.

Going back with my gains,  
I forget to change;  
I reach the mountains and  
My people take me  
For a whiteman.

CHANGE	CONFLICTS Affecting	How are people responding to these conflicts?
	<ul style="list-style-type: none"><li>• Young people</li><li>• Families</li><li>• Villages</li><li>• Islands</li></ul>	

## **Lesson 4: Valuing Diversity**

### **Learning Outcomes:**

- Demonstrate understanding of diversity in Solomon Islands
- Demonstrate ability to tolerate and respect differences
- Demonstrate ability to understand similarities among all people

**Time:** 45 minutes

**Teaching Strategy:** Group activity, discussion

**Materials:** Handout 4: Solomon Islands Flag and National Anthem (or actual flag)

**Preparation:** None

### **Teacher Instructions:**

1. Begin by telling the class who you are: your name, age, male or female, profession, where you come from, your clan, your island, your province, your religion.
2. Ask the class to stand up. You will give them directions for forming groups based on different groups they can belong to. Ask them to group themselves physically by the following group descriptions in the following order:
  - 1) **Gender.** Ask participants to identify their gender and group themselves according to whether they are boys or girls.
  - 2) **Age.** Now ask all participants 18 or older go to one side of the room and everyone younger go to the other side.
  - 3) **Religion.** Next, ask them to identify their religions and re-group themselves according to their religions.
  - 4) **Clan.** Ask participants to identify their clans and ask them to re-group themselves according to their clans.
  - 5) **Language group.** Ask participants to identify their ethnic groups and re-group themselves according to their groups.
  - 6) **Island.** Ask participants to identify the islands they live on and re-group themselves according to the islands (regardless of ethnic groups).
  - 7) **Country.** Ask participants to identify what country they live in and ask them to re-group themselves accordingly. (They will all be in one group.)
3. Have participants take their seats. Ask them:
  - *In this exercise, how were you different?*
  - *How many different language groups are represented?*
  - *How many different island groups are represented?*

- *How many islands?*
4. Tell participants that **DIVERSITY** means difference, variation, variety. Ask them:
    - *What problems or conflicts are caused by diversity? List them on the board.*
    - *Why is it sometimes hard for people to accept that people are different?*
    - *What are people afraid of?*
  5. Ask participants what are values or good things about diversity. List them on the board.

**Teacher Tip: Sample Responses**

Diversity makes life more interesting

Diversity brings different experiences and points of view to solving problems

Diversity brings more resources to communities

Diversity is necessary to sustain life

6. Ask participants to think about food is prepared by people of different island groups. Have participants from different islands tell how their traditions handle the situation. Ask participants:
  - *Which method described is the “right” way to prepare food?*
  - *Just because something is done differently in another culture, does that make it wrong?*
7. Now ask participants how they handle elopement in their different island groups? Ask participants what they think would make something the “wrong” way to handle a situation?
8. Ask participants: *What can we do to show we tolerate or respect people who are different from us?* List ideas on the board.
9. Ask the group
  - *In this exercise, how were you alike?*
  - *What is the value of people having similarities?* List ideas on the board.
10. Show the participants the Solomon Islands flag. Ask them:
  - *What does the blue stand for?*  
*(It stands for the sea and the diverse and rich resources of the sea.)*
  - *What does the green stand for?*

*(It stands for the land and the diverse and rich resources of the land and the forests.)*

- *What does the gold stripe across the flag stand for?*

*(The rich diversity of people that live in the Solomon Islands.)*

- *What do the stars stand for?*

*(The stand for 4 provinces and the national government)*

11. Explain that the flag is a symbol of unity in diversity. Have the class talk about their thoughts about **UNITY** in **DIVERSITY**.

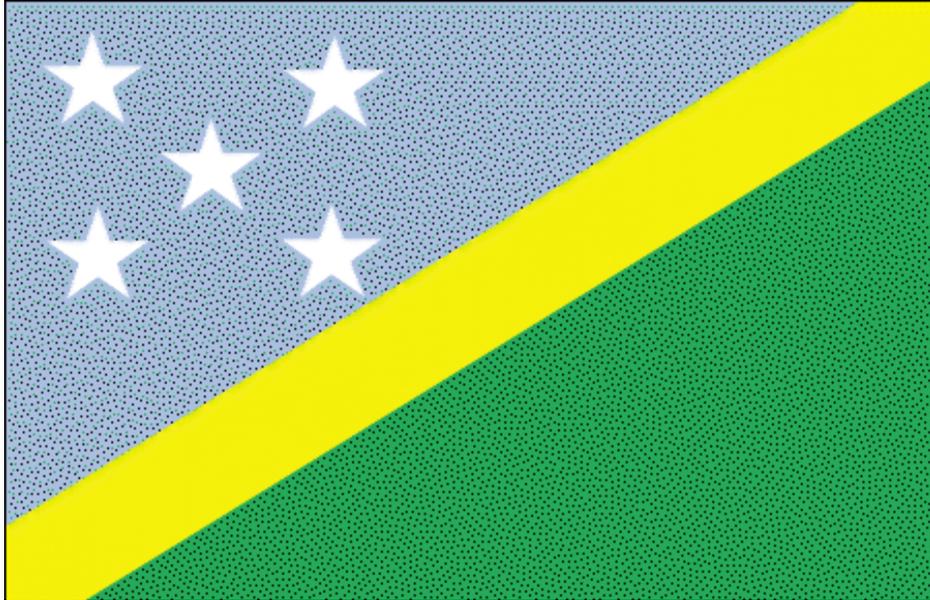
- *What are the challenges of being a country with such diversity in people, languages, customs, ways of life, and ideas?*

12. Ask participants:

- *What makes you proud to be a Solomon Islander?*
- *What does it mean to be citizens of the same country?*

13. Conclude by looking at the words of the Solomon Islands national anthem. Ask participants how they feel when they read the words.

**Handout 4: SOLOMON ISLANDS FLAG  
AND NATIONAL ANTHEM**



**NATIONAL ANTHEM**

**God save our Solomon Islands from shore to shore  
Bless all our people and all our lands  
With your protecting hands  
Joy, peace, progress and prosperity  
That men should brothers be  
Make nation see  
Our Solomon Islands, our Solomon Islands  
Our nation Solomon Islands stands forevermore.**

## **Lesson 5: Respecting Others**

### **Learning Outcomes**

- Identify how respect is demonstrated to other individuals, to family members, to village elders, police, political leaders
- Identify causes of respect being lost
- Explore ways that respect can be restored

**Time:** 45 minutes

**Teaching Strategies:** Brainstorm, small group work, large group discussion

**Materials:** Chart paper or board, markers; Handout 4: Respecting Others

**Preparation:** None

### **Teacher Instructions**

1. Ask the class to define what **RESPECT** means to them.
  - *What is the word for RESPECT in your language(s)?*  
Write responses on the board.
2. Ask the class
  - *How do people show respect to each other?*
  - *Why is respect important in families and in the community?*
3. Distribute the handout, Respecting Others.

WHO	SHOWING RESPECT	REASONS FOR LOSS OF RESPECT	HOW TO REGAIN RESPECT
Family Members			
Women/Girls			
Church Elders			
Village Elders/Chiefs			
Teachers			
Police			
Political Leaders			

4. Divide the class into six groups. Assign  
Group 1 - Family Members and Women/Girls  
Group 2 - Church Elders  
Group 3 - Villages Elders/Chiefs  
Group 4 - Teachers  
Group 5 - Police  
Group 6 - Political Leaders
5. Ask the groups to answer the first two questions, 1) how respect is shown to their group, and 2) reasons for the loss of respect.
6. Go around the room and ask each group for their responses.
7. Next, ask the groups to respond to the third question, how respect can be restored. Go around the room and ask each group to respond to this question.
8. Ask the whole class:
  - *Remember the changes we talked about in the lesson, Conflict and Change? Do any of them cause the loss of respect?*
  - *What are the consequences of the loss of respect?*
  - *What is the role of self-discipline and self-control in restoring respect?*
  - *Will it take changes within a person? Changes in a community? Political changes?*
  - *What must the leaders do to help restore respect?*
9. Conclude by asking the whole class what each person can do personally to restore respect in his/her family and in his/her village or community.
10. (Optional activity) If time, the class could construct a community survey and ask the community members their recommendations for restoring respect.

## Handout 5: RESPECTING OTHERS

WHO	SHOWING RESPECT	REASONS FOR LOSS OF RESPECT	HOW TO REGAIN RESPECT
Family Members			
Women/Girls			
Church Elders			
Village Elders/Chiefs			
Teachers			
Police			
Political Leaders			

## **Lesson 6: Understanding the Conflict in Solomon Islands**

### **Learning Outcomes:**

- Explain the root causes of the tension in Solomon Islands
- Analyze the system failures that led to the tension
- Identify the, economic, social and emotional impacts of the tension
- Identify lessons learned from the tension and ways of preventing conflict in the future

**Time:** 60 minutes

**Teaching Strategies:** Case study, small group work, guided discussion

**Materials:** Handout 6: Tension in Solomon Islands

**Preparation:** None

### **Teacher Instructions:**

*(Note: This lesson was developed with the assistance of participants of a workshop on peace education held at the Curriculum Development Center in October 2004.) This lesson has been included for those teachers and trainers who want to teach directly about the civil unrest in Solomon Islands. Recognizing that it is a very sensitive subject, you may choose not to use this lesson. Lesson 14, on reconciliation, may be more appropriate because it does not deal explicitly with the tension, but with the impact of inter-group conflict and violence).*

1. Explain to participants that they will have an opportunity to analyze the tension in Solomon Islands. Let participants know that this is a very emotional subject for many of them and the class should following these ground rules during the lesson:
  - **Speak and listen with respect**
  - **Value the diversity of people and opinions**
  - **Express feelings honestly**
  - **Don't interrupt each other**
2. Ask participants to read the summary of the events surrounding the period of the tension in Handout 6, Tension in Solomon Islands, or read it to them. Explain that the summary is taken from an account written by Solomon Islands author Sam Alasia.
3. In small groups of three or as a whole group, have students identify the **CAUSES** of the tension. List them on the board. Then have them identify the **SYSTEM FAILURES**, that is, how the government didn't function correctly during the crisis: the law making process, the legal decision making process, and the law enforcement process.

### Teacher Tip

The causes of the tension include 1) land ownership, 2) unequal distribution of resources, and 3) migration of people from other islands

The system failures include 1) inability of government to invest in jobs throughout the country, 2) lack of strong state government in Guadalcanal to make laws about land ownership and inter-island migration.

4. Ask participants what the economic impact of the tension was? How did that affect them and their families?
5. Tell participants that many people, especially those living in Guadalcanal and Malaita, had very bad experiences. Explain that they are going to read stories of two families affected by the tension. Read the stories to them or have them read it silently.

### James' Story

James and his family come from Honiara on Guadalcanal. One day a group of 5 men from Guadalcanal came to his house and accused James of passing information to Malaitans. They tied James up, took his car, drove him to a spot outside of town and threatened to shoot him. James was afraid and angry, and said, "If you are going to kill me I want you to bring my wife and kids here to see it." Some of the men drove to the house and brought his family to the spot. Then someone from the senior command of the IFM, who knew James, approached and asked the men, "Why are you bothering this man? Leave him alone!" Luckily, they released James and gave him back his car. Unluckily for James, several months later, the MEF was conducting a big operation in his part of town. The MEF burned down all the houses in the area, including James". He lost everything.

### Nathan's Story

Nathan and his family lived in a small Malaitan community in Guadalcanal. They bought land legally and have lived there for a generation. Members of the IMF came to the community with guns and threatened to shoot the families if they didn't leave their homes within 24 hours. The families had a meeting to discuss what they should do. Many felt that they the land was theirs and were very angry that they could be threatened. They also had nowhere to go. Nathan was an elder in the community and spoke in favor of leaving in order to save their lives. He was very sad but felt it was the only option. They all decided in the end to leave. The IFM returned to find the village abandoned.

6. Ask participants:

- *What was the emotional impact on James and his family? How do you think they felt about what happened to them?*
- *What was the emotional impact on Nathan's village?*
- *What was the impact on the relationship between Malaitans and Guadalcanal people?*
- *What was the impact to you and your family during the tension?*

7. What were some of the lessons that people learned from the tension? What are some ideas for how to prevent a similar conflict from happening again? What should the responsibilities of government be? Of citizens?

#### Teacher Tip

#### Ideas for Preventing Conflict

- Reform land laws to make clear what land can be sold and what land can not be sold to people from different island groups
- Improve relationships between island groups
- Strengthen law enforcement
- Strengthen courts to handle disputes about land and resources
- Pass laws that make the distribution of resources fair to people from all island groups
- Develop better planning for employment and growth

## Handout 6: UNDERSTANDING THE CONFLICT IN SOLOMON ISLANDS

*The material for this background piece was adapted from Chapter 13, The Guadalcanal Social Crisis 1998-2000, in Fanoa Kulu: A Political History of Solomon Islands by Sam Alasia. (Unpublished manuscript, used with permission of the author))*

The reasons for the tension in Solomon Islands began long before the unrest started in 1998. The town of Honiara grew from the 1950's to the mid 1970's but at the rural areas of the country did not benefit from the growth. Settler villages grew outside of Honiara and Guadalcanal. Honiara began to represent the unity of a growing nation where people of different island groups and different races were able to live together and play together. However, some negative effects of the expanding town and urbanization were beginning to be seen and felt. Some of the root causes of the tension were the following:

- **Poor planning strategy by the Colonial government.** Effective planning would have helped more equal development throughout the whole country
- **Relocation of the capital of Solomon Islands to Guadalcanal.** Honiara was chosen as the new capital after the war because Tulagi was destroyed. The relocation wasn't well planned, because there were no regulations for internal migration, purchase of land and settlement of people between the islands. The colonial administration didn't understand the culture and the land tenure system.
- **Internal migration.** Solomon Islanders who couldn't return home decided to settle on the outskirts of Honiara. Others who entered into intermarriage with Guadalcanal men or women decided to purchase land and live with their "tabus" or in-laws on Guadalcanal.
- **Inequality of economic opportunity.** Development of the Solomon Islands Plantations Ltd, the Goldridge Mine Project, the Honkiki Cocoa Farming Project, and other industry were concentrated only in one region of Guadalcanal.
- **Inability of Solomon Islands government to plan and invest in commercial development.** One way to deal with troublesome internal migration would be to create more jobs for people in the

- overpopulated areas of the country. But that would take massive planning and management and investment in commercial development. This was more than the government could do or afford.
- **Illegal sale of customary land.** People from other provinces employed in industry on Guadalcanal chose to remain on Guadalcanal. Land was sold to these people, not by rightful landowners but by people who wanted to make quick money.
  - **Lack of knowledge and respect for the real landowners.** There were problems with the Guadalcanal land tenure system, because land in Guadalcanal is based on matrilineal lineage, not patrilineal. Conflicts existed between female heads of clans and brothers who claimed to be rightful owners. Sometimes new settlers and the Guadalcanal people did not know who had the authority to sell the land.
  - **Lack of respect by the settlers of the hosts' culture.** Some of the settlements grew and unwelcome visitors began to flock to the settlements. They disregarded some of the cultural norms of Guadalcanal.
  - **Stronger state government.** Guadalcanal people wanted the state government to be stronger so they could have more control over their land issues and inter-island migration.
  - **Lack of hearings by the premier of the Guadalcanal province to determine ownership of the Lunga alienated lands.** Many Malaitans owned land here legally (under fixed term estate) but the premier declared that the purchase of land plots here was illegal.

## Handout 6 (continued)

### James' Story

James and his family come from Honiara on Guadalcanal. One day a group of 5 men from Guadalcanal came to his house and accused James of passing information to Malaitans. They tied James up, took his car, drove him to a spot outside of town and threatened to shoot him. James was afraid and angry, and said, "If you are going to kill me I want you to bring my wife and kids here to see it." Some of the men drove to the house and brought his family to the spot. Then someone from the senior command of the IFM, who knew James, approached and asked the men, "Why are you bothering this man? Leave him alone!" Luckily, they released James and gave him back his car. Unluckily for James, several months later, the MEF was conducting a big operation in his part of town. The MEF burned down all the houses in the area, including James". He lost everything.

### Nathan's Story

Nathan and his family lived in a small Malaitan community in Guadalcanal. They bought land legally and have lived there for a generation. Members of the IMF came to the community with guns and threatened to shoot the families if they didn't leave their homes within 24 hours. The families had a meeting to discuss what they should do. Many felt that they the land was theirs and were very angry that they could be threatened. They also had nowhere to go. Nathan was an elder in the community and spoke in favor of leaving in order to save their lives. He was very sad but felt it was the only option. They all decided in the end to leave. The IFM returned to find the village abandoned.

## SECTION II. PRACTICING INTERPERSONAL PEACE

### Lesson 7: Conflict Styles

#### **Learning Outcomes:**

- Identify and compare three styles of responding to conflict
- Become aware of participants' personal styles of conflicts
- Recognize problem solving as a style of dealing with conflict

**Time:** 45 minutes

**Teaching Strategies:** Role-play, guided discussion

**Materials:** Handout 7: Conflict Styles, Role Cards

**Preparation:** None

#### **Teacher Instructions:**

1. Tell participants that there are different types of styles that people use to handle conflict. Distribute handout, Conflict Styles.
2. Explain that there are three basic human responses to conflict. **FLIGHT** is when we avoid or ignore conflict. It is passive behavior. **FIGHT** is when we are aggressive and we can threaten, blame, or even get violent. **PROBLEM SOLVING** is when we talk out a problem and explain our feelings. Read the explanations of each style on the handout. Explain that all of us use each of these styles at different times.
3. Ask for six volunteers to prepare three role-plays that they will perform in front of the class. Assign two people to each of the role-plays and give them a few minutes to prepare. Then have pair #1 **FLIGHT**, perform the role-play.
4. Ask students:
  - *How did Rose feel? How did Patricia feel?*
  - *What are the disadvantages of being passive or ignoring or avoiding a conflict? Are there any advantages?*
  - *Was the problem solved?*
5. Have pair #2, **FIGHT**, perform the role-play.
6. Ask students:

- *How did Rose feel? How did Patricia feel?*
  - *What are the disadvantages of being aggressive in a conflict? Are there any advantages?*
  - *Was the problem solved?*
7. Have pair #3, PROBLEM SOLVING, perform the role-play.
- *How did Rose feel? How did Patricia feel?*
  - *What are the disadvantages of being aggressive in a conflict? Are there any advantages?*
  - *Was the problem solved?*
8. Ask participants to remember a recent they had with a family member, a friend, or someone at work. Have them fill out the questions on the handout. Discuss responses. An alternative is to group participants in pairs and have them describe their conflicts to each other and answer the questions on the handout.
9. Then ask participants which conflict style or styles they used. Ask them:
- *For those who used **FLIGHT**, what was the result of the conflict? How did you feel? Was the problem solved?*
  - *For those who used **FIGHT**, what was the result of the conflict? How did you feel and was the problem solved?*
  - *For those who used **PROBLEM SOLVING**, what was the result? How did you feel and was the problem solved?*
  - *What are the advantages and disadvantages of each style of conflict?*
10. Tell participants that they will learn and practice problem -solving skills for interpersonal and inter-group conflicts in the Peace Education module. Ask them to see if they can recognize different conflict styles in their family during the next week.

## Handout 7: CONFLICT STYLES

### **FLIGHT (Passive)**

- ✓ Walk away from the conflict
- ✓ Ignore the conflict
- ✓ Give in to the other person
- ✓ Deny that the conflict exists
- ✓ Stay away from the person

### **FIGHT (Aggressive)**

- ✓ Verbal attack
- ✓ Accuse the other person
- ✓ Name- calling
- ✓ Blaming
- ✓ Shaming
- ✓ Physical attack

### **PROBLEM SOLVING (Assertive)**

- ✓ Talk over the problem.
- ✓ Work together to come up with a solution.

## **REMEMBERING A CONFLICT**

**Who was involved?**

**What was the conflict about?**

**What style did you use during the conflict?**

**What did the other person do?**

**How did you feel at the beginning of the conflict?**

**How did you feel at the end of the conflict?**

## ROLE CARDS

### # 1 FLIGHT (Passive)

Rose and Patricia are classmates in Form 2. They used to be friends in Form 1 but things changed. Rose started ignoring Patricia and made friends with other girls. Then Patricia got mad and spread gossip about Rose being with a boy. Rose is very mad at Patricia but doesn't want to talk to her. When Rose sees Patricia in front of school, she ignores her and starts talking to other girls, and whispering about Patricia to her friends.

---

### # 2 FIGHT (Aggressive)

Rose and Patricia are classmates in Form 2. They used to be friends in Form 1 but things changed. Rose started ignoring Patricia and made friends with other girls. Then Patricia got mad and spread gossip about Rose being with a boy. Rose is very mad at Patricia. When Rose sees Patricia in front of school, Rose starts yelling at Patricia.

**Rose:** "You liar, you are really rubbish, you said lies about me and I'm going to get back at you. I'm going to get you in trouble!"

**Patricia:** "You are a bad girl. You know you went with a boy on the beach last week and I'm going to tell everyone!"

---

### # 3 PROBLEM SOLVING (Assertive)

Rose and Patricia are classmates in Form 2. They used to be friends in Form 1 but things changed. Rose started ignoring Patricia and made friends with other girls. Then Patricia got mad and spread gossip about Rose being with a boy. Rose is very mad at Patricia. When Rose sees Patricia in front of school, she starts talking to her.

**Rose:** "Patricia, I really need to talk to you. I'm really upset because I heard that you are telling people that I was with a boy last week. I'm embarrassed because it's not true and people are talking about me. Why are you mad at me?"

**Patricia:** "I thought you were my friend but you just ignore me now. I'm really mad at you for that."

**Rose:** "Why didn't you tell me that instead of spreading gossip?"

**Patricia:** "I don't know. I guess I felt too mad."

**Rose:** "Will you stop spreading gossip and tell people it's a lie?"

**Patricia:** "I guess I can. Will you stop ignoring me?"

**Rose:** "Okay, I can do that."

## **Lesson 8: Listening Skills**

### **Learning Outcomes:**

- Practice listening for content and feelings
- Understand the importance of listening in conflict resolution
- Practice paraphrasing
- Practice asking questions
- Understand empathy

**Time:** 30 minutes

**Teaching Strategies:** Game, role-play, guided discussion

**Materials:** Handout 8: Listening Skills

**Preparation:** None

### **Teaching Instructions:**

1. Explain to participants that listening skills are important to solving conflicts and problems. Tell them that they will be practicing listening skills.
2. Ask participants to stand in a circle. Tell them they will play “Pass the Message.” Tell them that you will pass a message by whispering it to the person next to you and each person must whisper it on to the next until you reach the last person in the circle. The last person who gets the message will say out loud what s/he hears. Make up a long enough message so that it will be changed or distorted, or use this example:  
*“I’m going to visit my auntie next week and bring her some rice, potatoes, and biscuits and a new dress that my mother bought for her.”*  
You can write down the message on a slip of paper before the game to show the class after the message is passed.
3. Compare the last message with the original. Ask participants:
  - *Why was the message changed?*
  - *Why are good listening skills important?*
  - *What makes someone a good listener?*
4. Write on the board the qualities of a good listener. Then ask them to brainstorm the qualities of a poor listener and write them on the board.

### **Teacher Tip**

Sample responses to write on the board:

#### Good Listener

Pays attention

Looks at you

Asks questions

Shows understanding

#### Bad Listener

Interrupts

Looks at others

Doesn't look interested

Doesn't care how you feel

5. Distribute the handout. Explain that there are skills people can learn to make them better listeners. Review the skills on the handout and explain them.

Listening for content

Listening for feelings

Empathy

Paraphrasing

Asking questions

6. Give some examples of each skill.
7. Tell participants to get into pairs. Tell them that they are going to practice listening skills based on the conflict between Alan and Joe. One person will be Joe and the other person will be Alan. The rules for this exercise are:
  - 1) Alan will tell his side of the story for one minute. Joe will listen, using the listening skills on the handout.
  - 2) After one minute, the role players will switch. Then Joe will tell his side of the story for one minute and Alan will listen, using the listening skills.
  - 3) Tell participants that they are not supposed to solve the conflict, and they are not supposed to fight. They are just supposed to listen to each other. They can ask questions but they can't interrupt each other.

### **The Story of the Missing Soccer Ball**

Alan and Joe play soccer on the same team. Alan brought a new soccer ball to practice one day. Joe picked up the ball and took it home by mistake. He returned it at the next practice a week later. Alan was very angry and accused Joe of stealing it. Joe said it was just a mistake and was mad at Alan for reacting so strongly.

8. Ask the participants how they felt about their conversations.

- *Did you feel listened to?*
- *Was it difficult listening to someone who was angry with you?*
- *How did you feel after the exchange? Did your feelings change?*

Explain to participants that listening can be a very powerful skill that can result in the resolution of conflict. Ask participants if their conflicts were resolved, even though that was not the goal of the exercise.

9. Conclude by asking participants how they can apply these skills in their lives.

## Handout 8: LISTENING SKILLS

**Listening for content** - get information about what the other person is saying. Listen for information about needs, positions or point of view.

**Listening for feelings** - find out what feelings the speaker is trying to communicate. Listen for information about the other person's feelings or reactions.

Example: "It sounds like you're feeling mad because..."

**Empathy** - put yourself in the other person's shoes and try to understand how that person feels.

Example: "I understand how you must have felt when \_\_\_\_\_"

**Paraphrasing** - restate the other person's words in your own words to let him know you heard him.

Example: "So what you are saying is that \_\_\_\_\_"

**Asking questions** - to get a better understanding about the other person's view. Ask a question about the other person's needs, feelings, or point of view.

Example: "Tell me more about that."

### The Story of the Missing Soccer Ball

Alan and Joe play soccer on the same team. Alan brought a new soccer ball to practice one day. Joe picked up the ball and took it home by mistake. He returned it at the next practice a week later. Alan was very angry and accused Joe of stealing it. Joe said it was just a mistake and was mad at Alan for reacting so strongly.

## **Lesson 9: Managing Anger**

### **Learning Outcomes**

- Identify physical responses when one is angry
- Identify anger activators
- Practice techniques for managing anger

**Time:** 45 minutes

**Teaching Strategies:** Guided discussion and individual work

**Materials:** Handout: Managing Anger

**Preparation:** None

### **Teacher Instructions:**

1. Ask participants to think about a recent conflict that made them angry. Suggest that they try to remember how they felt and what happened to their bodies and their minds when they got angry. Then ask:
  - *What were your physical responses when you got angry?*

List responses on the board. They might include:

Heart beats faster

Sweating

Crying

Unable to talk

Feeling out of control

Feeling confused

Feeling like being violent

2. Ask participants:

*What are the consequences of not being able to control one's anger?*

List responses on the board. They might include:

Physically harm oneself

Physically harm someone else

Hurt a relationship with a family member or friend

Violate the law

Abuse substances

Ask participants if they have seen the consequences of people who have not been able to control their anger and give examples. What happens in families? What are the consequences for women? For children?

3. Distribute the handout, Anger Management. Ask students:
  - *What are your anger activators (things that make you angry)?*
  - *Can you think of three things that someone might SAY that make you angry?*
  - *Can you think of three things that someone might DO that make you angry?*

Have students complete the questions on the handout.

4. In small groups or as a whole class, have students share their anger activators.
5. Explain that there are strategies that people can use to control their anger. Explain the S-T-A model for managing anger. Tell participants to look at the handout. Explain the following:

#### **S-T-A ANGER MANAGEMENT**

**STOP** - When you are angry, don't act on the angry feelings. Be aware of the changes in your body. Take deep breathes. Separate yourself from the cause of the anger. Take time to cool off. Take a walk. Leave the scene of the anger until you cool down.

**THINK** - Think about the trigger that caused the anger. Think about your feelings. Think about how the other person in the conflict might feel. Think about the consequences if you act in a violent way. Will you hurt someone? Will someone hurt you if you don't control your anger.

**ACT** - After thinking through the consequences, think of how to solve the conflict without acting in your anger.

6. Ask participants:
  - Can you think of a conflict in which S-T-A could have helped you manage your anger?
  - *How can you use this in your daily life? With family members? With friends? With people you work with?*
  - *Do you think it is ever appropriate and acceptable to hurt someone because of anger? Do you think hurting family members should be against the law?*
7. Conclude by asking participants how they can apply these skills in their lives.

## Handout 9: MANAGING ANGER

### MY ANGER ACTIVATORS

*List 3 things that someone might SAY that make you angry and may lead to conflict?*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

List 3 things that someone might DO that make you angry and may lead to conflict.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### **S-T-A ANGER MANAGEMENT**

**STOP** - When you are angry, don't act on the angry feelings. Be aware of the changes in your body. Take deep breathes. Separate yourself from the cause of the anger. Take time to cool off.

Take a walk. Leave the scene of the anger until you cool down.

**THINK** - Think about the trigger that caused the anger. Think about your feelings. Think about how the other person in the conflict might feel. Think about the consequences if you act in a violent way. Will you hurt someone? Will someone hurt you if you don't control your anger.

**ACT** - After thinking through the consequences, think of how to solve the conflict without acting in your anger.

## **Lesson 10: Communication Feelings**

### **Learning Outcomes:**

- Identify a range of feelings
- Practice communicating feelings in a conflict
- Practice communicating needs in a conflict

**Time:** 45 minutes

**Teaching Strategies:** Role-play, guided discussion

**Materials:** Handout: Communicating Feelings

**Preparation:** Draw a “Feelings Line” on the board or chart paper (see handout)

### **Teaching Instructions:**

1. Tell participants that communicating feelings is important in solving problems and resolving conflict. Ask students to think about how they feel when they have a conflict or a problem. Write responses on the feelings line on the board.  
Examples of responses: **Angry, Afraid, Confused**
2. Distribute the handout. Explain that people have a range of emotions and it is important to be able to understand and communicate them. This is useful skill in solving conflicts.
3. Ask participants to think of more feelings. Call on some of the participants and have them come up to the board and write them on the feelings line. If they are happy or positive, write them down near **GLAD**. If they are negative, have them write them down near **SAD** or **MAD**.

### **Teacher Tip**

Some feeling words that can be added to the feelings line:

Afraid	Desperate	Excited
Depressed	Embarrassed	Hopeful
Angry	Disrespected	Frustrated
Enraged	Lonely	Happy

4. Read the Story of a Young Married Couple to the class.

## The Story of a Young Married Couple

Miriam and Donald got married several months ago and live in Donald's parents' house. They are fighting all the time because Miriam is upset with Donald. His mother is always interfering with them. She orders Miriam around and doesn't let them have any privacy. Miriam asks Donald to talk to his mother but he refuses. He doesn't want to insult his mother.

**Miriam:** Donald, you're a coward. You never stand up to your mother.

**Donald:** You're always complaining. Why can't you be nice to my mother?

**Miriam:** You don't care about me. You're a terrible husband!

**Donald:** You'd better be good or I'll leave you for another woman!

2. Ask the participants
  - *How does Miriam feel? (angry, upset, neglected, disrespected, frustrated)*
  - *How does Donald feel? (uncomfortable, confused, angry)*
3. Explain that Miriam and Donald are using **YOU Statements** when they fight.
  - *How do the **YOU Statements** make Miriam and Donald feel?*
  - *Do you think a conflict can be solved using **YOU Statements**?*
4. Ask students to look at the comparison of **YOU** and **I Statements** on the Handout. Explain that stating feelings in a conflict can help you communicate in an assertive way and can help the other person understand your point of view.

### STATE YOUR FEELINGS: I STATEMENTS

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

5. Miriam can say to Donald:
  - ***I feel frustrated when you won't talk to your mother about our need for privacy because it is interfering with our relationship.***
  - ***I feel angry when you ignore me because I feel neglected.***

Donald can say to Miriam:

- *I feel upset when you yell at me because it makes me hard for me to talk to you.*
  - *I feel confused when you ask me to talk to my mother because I need to respect her.*
6. “I “ statements. It avoids blaming or threatening the other person, but helps express our feelings honestly. It can help people avoid fighting.
7. Explain that another strategy is to talk about needs rather than make demands. Miriam can say to Donald:
- *I need to spend more time with you because we just got married.*
  - *I need to make my own decisions.*
  - *I need to have a better relationship with your mother.*
- Donald can say to Miriam:
- *I need to be able to talk to you without you yelling at me.*
  - *I need more time with you too but I need to treat my mother with respect.*
8. Ask students how this way of expressing feelings and needs can improve the way Donald and Miriam handle their conflict.
9. Divide the class into pairs. Have one person play the role of Donald and another play Miriam. Have them role-play the conflict **STATING FEELINGS** and **NEEDS** rather than **YOU Statements**. Give them 3-4 minutes to role-play the conflict. (If some participants are uncomfortable playing these roles, you have them observe a role-play.)
10. When groups are finished, ask participants:
- *Did Miriam and Donald use assertive communication skills?*
  - *How did you feel about the other person?*
  - *Did you avoid a flight?*
  - *Did you start to solve the problem?*
11. Conclude by asking participants how they can use assertive communication with family and friends. Remind them that communicating feelings and needs can help people feel confident about talking about their needs or refuse peer pressure.

## Handout 10: COMMUNICATING FEELINGS

### FEELINGS LINE

MAD \_\_\_\_\_ SAD \_\_\_\_\_ GLAD \_\_\_\_\_

### The Story of a Young Married Couple

Miriam and Donald got married several months ago and live in Donald's parents' house. They are fighting all the time because Miriam is upset with Donald. His mother is always interfering with them. She orders Miriam around and doesn't let them have any privacy. Miriam asks Donald to talk to his mother but he refuses. He doesn't want to insult his mother.

**Miriam:** Donald, you're a coward. You never stand up to your mother.

**Donald:** You're always complaining. Why can't you be nice to my mother?

**Miriam:** You don't care about me. You're a terrible husband!

**Donald:** You'd better be good or I'll leave you for another woman!

### "YOU" STATEMENTS

You always lie to me.  
You better keep the kitchen cleaner.  
You are rubbish!  
You'd better shape up or I'll leave you for another woman!  
You never do what I say. You're always disobeying me.  
You are stupid. You'll never make anything of yourself.

### "I" STATEMENTS

I feel angry when you ignore me.  
I feel upset when you yell at me.  
I feel disrespected when you order me around.  
I feel deceived when you don't tell the truth.  
I feel sad when you don't listen to me.  
I feel bad when you call me names.

## Handout 10 (continued)

### STATE YOUR FEELINGS: I STATEMENTS

I feel \_\_\_\_\_ when you \_\_\_\_\_

I feel angry when you ignore me.

I feel upset when you yell at me because it makes it hard for me to talk to you.

I feel hurt when you don't tell me the truth because it feels like you don't respect me.

### STATE YOUR NEEDS

I need \_\_\_\_\_.

I need time alone with you.

I need you to respect my mother.

I need to be able to talk to you in a calm way.

I need you to be honest with me and I will be honest with you.

I need to be able to say "no" to you without feeling guilty.

### ASSERTIVE COMMUNICATION

- Stating feelings
- Stating needs
- Focusing on problem solving
- Being able to say "no"

## **Lesson 11: Problem Solving**

### **Learning Outcomes:**

- Apply problem solving skills to conflict situations
- Apply assertive communication skills to conflict situations

**Time:** 45 minutes

**Teaching Strategies:** Guided discussion and role play

**Materials:** Problem solving poster; Handout 5: Problem Solving

**Preparation:** Make a poster of the 7- step problem-solving model and put it on the wall.

### **Teacher Instructions:**

1. Tell participants that they will be applying the communication skills (listening, anger management, and assertive communication) in previous lessons with a 7 Step Problem Solving Process. Review the process with students.

#### **7 STEP PROBLEM SOLVING MODEL**

1. Clarify the problem
2. Name the feelings involved
3. Brainstorm possible solutions
4. Look at outcomes for each solution
5. Choose a solution
6. Act on it quickly
7. Work out how you can avoid it happening again

2. Tell students that they will be using this process to resolve the conflict in the scenario, Stella's Story. Read the story to the class.

## STELLA'S STORY

Stella, who is 18, is upset because her father won't let her do anything but stay home and help with household chores and gardening. She feels like a prisoner. She wants to go out with her friends and be part of a church group. Stella is smart and lively and wants to make her own decisions and live her own life. She has a big fight with her father and threatens to leave home and go to the city.

3. In the whole group, ask participants to:
  - 1) Clarify the problem
    - *What is the problem as Stella sees it?*
  - 2) Name the feelings involved
    - *How does Stella feel? How does her father feel?*
    - *How can Stella communicate her feelings to her father using assertive communication.*

### Teacher Tip

#### Sample Responses

I feel depressed when you don't let me spend time with my friends.

I feel disrespected when you treat me like a child.

I feel bad about myself when I can't make some decisions for myself.

- 3) Brainstorm possible solutions
  - *What are some ways that the problem could be solved?*
  - *How could Stella's needs be met? How about her father's?*
- 4) Look at the outcomes of each solution
  - *How would each solution solve the problem?*
  - *Which solution would be best for both Stella and her father?*
  - *What are the consequences of each solution?*
- 5) Choose a solution
  - *Chose the solution that best meets the needs of Stella and her father.*
- 6) Act on it quickly

4. Ask the class to get in groups of three and tell them that they will role-play the following scenario or make up a conflict situation involving young people. Two people will play roles and the third person will observe. (Role-plays can be done simultaneously.)
5. When groups are finished ask observers and role players to respond.
  - *How well did people use the 7-step problem-solving model and the communication skills?*
  - *Were you able to solve the conflicts?*
  - *What was difficult about resolving the conflicts?*
  - *Were there power differences between the people in the conflict? Did that make it harder to resolve the conflict?*
6. Ask participants to apply these skills at home or with their friends.

## Handout 11: PROBLEM SOLVING

### 7 STEP PROBLEM SOLVING MODEL

1. Clarify the problem
2. Name the feelings involved
3. Brainstorm possible solutions
4. Look at outcomes for each solution
5. Choose a solution
6. Act on it quickly
7. Work out how you can avoid it happening again

### STATE YOUR FEELINGS: I STATEMENTS

I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.

I feel upset when you yell at me because it makes it hard for me to talk to you.

I feel hurt when you don't tell me the truth because it feels like you don't respect me.

### STATE YOUR NEEDS

I need to be able to talk to you in a calm way.

I need you to be honest with me and I will be honest with you.

I need to be able to say "no" to you without you getting mad at me.

### STELLA'S STORY

Stella, who is 15, is upset because her father won't let her do anything but stay home and help with household chores and gardening. She feels like a prisoner. She wants to go out with her friends and be part of a church group. Stella is smart and lively and wants to make her own decisions and live her own life. She has a big fight with her father and threatens to leave home and go to the city.

## **Lesson 12: Mediation**

### **Learning Outcomes:**

- Demonstrate skills in acting as third party mediator to help others resolve conflict
- Understand the skill of impartiality
- Understand win/win solutions

**Time:** 80 minutes

**Teaching Strategies:** Teacher demonstration and role play

**Materials:** Handout 7: Mediation Process

**Preparation:** Review mediation process to prepare for demonstration; Write an outline of the mediation process and what a mediator does and does not do on the board or chart paper prior to class.

### **Teacher Instructions:**

1. Tell students that sometimes people in a conflict need a third person to help them resolve it. People might be too angry or don't have the skills to solve it on their own. A person who helps people solve their conflicts is called a mediator. People who act as mediators can be
  - Friends*
  - Parents*
  - Ministers or priests*
  - Aunts and uncles*
  - Other relatives*
  - Chiefs and elders*
  - Teachers or principals*
  - Police*
2. Explain that participants will learn a method of mediation that may be a little different from mediation practiced by the people they named. This method can be used by young people to help friends and family members resolve conflicts. :
3. Explain what a mediator does and does not do (Put this on the board or chart paper):

**A mediator**

  - Stays neutral
  - Helps people listen to each other
  - Helps them understand each other's feelings and point of view

- Helps people a find solution to their conflict

A mediator does NOT

- Say who is right and who is wrong
  - Make people feel bad
  - Solve the problem for the people
4. Tell the students that you will demonstrate how a third person can mediate a conflict between two other people. Distribute the Mediation Process handout to students. Explain that you will demonstrate the following steps to help two people in a conflict solve their problem (Put this on the board or chart paper):

### STEPS IN MEDIATION

- Step 1: ROLES AND RULES. Explain the process and set rules.
- Step 2: STORY TELLING. Ask people to tell their stories and how they feel about the conflict
- Step 3: UNDERSTANDING OTHERS' FEELINGS. Help the people understand how the other person feels about the conflict.
- Step 4: FINDING A FAIR SOLUTION. Help the people brainstorm different solutions and find a solution that is fair.
- Step 5: PREVENTION. Help people think of ways to avoid the problem in the future.

5. Ask two students to play the roles of Andrew and Gilbert. Read the story to the class.

### THE STORY OF ANDREW AND GILBERT

Andrew and Gilbert, both 15 years old, attend a boarding school together. They are from different islands and don't like each other. Gilbert kicked Andrew in the legs at a soccer game. Andrew decided to get back at Gilbert by spreading a rumor that Gilbert had sex with a girl at the school, even though it wasn't true. Gilbert got very mad at Andrew and threatened to beat him up and get other boys from his island to beat up boys from Andrew's island.

6. Arrange three chairs in the front of the room with the students playing Andrew and Gilbert seated on either side of you. Mediate the conflict, following the Steps in Mediation. Follow the suggestions for what to say that are on the worksheet.
7. After the mediation is finished, ask the boys playing the roles of Andrew and Gilbert how they felt about the mediation. Ask them if they thought you were fair and heard both of them. Ask them if they thought the solution was fair.
8. Ask the rest of the class if they thought the mediation process was a good way of helping other people solve problems when they can't solve them themselves.
9. Divide the class into groups of four. Ask one person to play the role of mediator, two to play people in conflict, and one person to observe. Have the groups practice mediation. Have them use the story of make up a conflict between young people that is typical or one they have recently experienced. Give them 15 minutes to do the mediation.
10. Call time and ask the following questions:
  - *How many groups reached a solution?*
  - *Was the solution fair?*
  - *For mediators, what was the hardest part of being a mediator?*
  - *For observers, what did the mediator do well?*
11. Ask students to apply the process in their own lives. Ask them to mediate a problem between friends or between younger brothers or sisters.

### **Teacher Tip**

Teachers might want to break up the mediation practice by having participants practice the first two steps and then stop to discuss. Then have them do the next two steps and then stop to discuss, followed by the final step. Teachers also might want to give everyone in the class a chance to practice being a mediator by spending several more class sessions practicing and changing roles. Teachers in schools might want to set up a peer mediation program where young people help each other solve minor disputes without the intervention of adults.

## Handout 7: THE MEDIATION PROCESS

### Step 1: ROLES AND RULES

Explain the process and set rules.

- *I'm going to help you solve your problem. I'm not going to decide who is right or wrong or made a decision for you.*
- *Each of you will have a chance to talk about the conflict.*
- *It's important that you listen carefully to what the other person is saying.*
- *I'm going to ask you to find a solution that is fair to both of you.*
- *Everything you say is confidential.*
- *Will you agree to the following rules?*
  - No calling
  - No physical fighting
  - No interrupting when someone is talking
  - Be as honest as you can
  - Try to solve the problem

### Step 2: STORY TELLING

Ask people to tell their stories and how they feel about the conflict.

1. Ask the people to describe how they see the problem and how they feel about it.
  - *(Ask first person, then ask the second person). Tell us what happened? Describe how you see the situation.*
2. Ask questions to find out more information.
  - *How long have you known each other?*
  - *How long has this problem been going on?*
  - *How does this make you feel?*
3. Restate the main point and feelings that they people talked about.
  - *So you said that...*
  - *That makes you feel...*

**Step 3: UNDERSTANDING OTHERS' POINT OF VIEW AND FEELINGS**

Help the people understand how the other person sees and feels about the conflict.

1. Ask each person to summarize the other person's point of view and feelings.
2. Check to make sure each person heard it correctly.
  - *Can you tell what you heard (the other person) say about the problem and how he feels about it?*
  - *Is that right? If not, what are the most important things you want him to understand?*

**Step 4: FINDING A FAIR SOLUTION.**

Help the people brainstorm different solutions and find a solution that is fair.

1. Tell people you will now help them to brainstorm ideas to find a fair solution to their problem.
  - *We will brainstorm ideas for a fair solution.*
  - *Brainstorming means thinking of a lot of ideas without judging them. Then we'll go back and see what works.*
2. Ask each person to say what they need or what they think is a fair solution. Ask them to come up with more than one idea. Write them down if that will help you remember them.
  - *What ideas do you have? What do you need to solve the problem?*
  - *What do you think would be a fair solution?*
3. Go through the ideas as see which of them is fair to the people. Help them find a fair solution.
  - *You told me the following ideas...*
  - *Which do you think is fair to both of you?*
4. Help the people evaluate the solution they choose.
  - *Is the solution possible?*
  - *Can you do it? How will you do it? Where, when, who?*

**Step 5: PREVENTION**

Help people think of ways to avoid the problem in the future.

- *What can you do to make sure this problem doesn't happen again?*

## SECTION III: PRACTICING INTERGROUP PEACE

### Lesson 13: Group Problem Solving and Decision Making

Learning Outcomes:

- Identify steps in group problem solving
- Demonstrate skills in applying problem solving to a community conflict
- Demonstrate skills of cooperation and group decision making
- Explain the importance of collaborative problem solving in building peace

**Time:** 60 minutes

**Teaching Strategies:** Role-play, group discussion

**Materials:** Chart paper, markers, Handout 11: Group Problem Solving, Role cards.

**Preparation:** Make copies of the handouts for all students

**Teaching Instructions:**

1. Explain to participants that an important part of keeping peace in a village or community is for people to be able to solve problems and make decisions in ways that are fair to everyone. One way to make sure that decisions are fair is to involve all the people that are affected by the decision to participate in the decision-making process.
2. Pass out the handout and ask participants to read the following story or read it to them.

#### **Teacher Tip**

You might want to read this quote and ask what the relationship is between peace, good governance, and environmental protection: *"The environment is very important in the aspects of peace because when we destroy our resources and our resources become scarce, we fight over that. I am working to make sure we don't only protect the environment, but we also improve governance."* - Wangari Maathai, Kenyan environmental activist and recipient of the 2004 Nobel Peace Prize

## CONFLICT ABOUT LOGGING

A tribe living in a village own communal land containing a dense forest of rosewood trees. The tribe is matrilineal, so the land passes through the women's lineage. A timber company from Malaysia contacted several tribal elders about a contract to cut trees. A group of trustees in the village want to negotiate a deal with the company without consulting other tribal leaders and without consulting the women in the village. Women are especially concerned about timber cutting not only because they have been left out of the decision making process, but also because past timber cutting has caused soil erosion. This has affected the soils of their gardens and has had a bad effect on the crops they grow. The trustees also want to decide how the royalties of the contract will be paid and they want to take more than their share of the money. The women and other tribal members were very upset, because they want to make sure money is allocated so that all families would get some. Other people are mad because in the last timber harvest there wasn't anything done about reforestation in the contract. A group of people goes to the trustees and tells they want to bring people together to discuss the problem.

3. Ask participants:
  - *Why were people in the village unhappy about the decision about logging?*
  - *What were the women unhappy?*
  - *Why were other people unhappy?*
  
4. Tell participants that they will participate in an exercise in group problem solving in a community with many people. Ask them if they remember the **7- Step Problem Solving Model** for conflicts between people from the earlier lesson. Review the model:
  - 1) Clarify the problem
  - 2) Name the feelings involved
  - 3) Brainstorm possible solutions
  - 4) Look at outcomes for each solution
  - 5) Choose a solution
  - 6) Act on it quickly
  - 7) Work out how you can avoid the problem happening again

5. Tell students that when groups with different stakeholders try to solve a problem, they can use a process that is similar. Group problem solving needs a few more steps and leaders who can help the group move through the steps.
  6. Pass out handout 11, Group Problem Solving, and review the steps with the class.
- 

## **GROUP PROBLEM SOLVING PROCESS**

### **Step 1: Come Together**

- Community leaders and people who care about the problem should invite people to come to a meeting. No one should be excluded.
- Find a meeting place and time.
- Explain that people are coming together to talk about a problem try to solve it together
- Set ground rules for the meeting

### **Step 2: Talk about Feelings and Views**

- Explain what you think and how you feel about the problem
- Listen to other people's views of the problem.
- Ask who else should be involved and make sure they are involved.

### **Step 3: Clarify the Problem**

- Make a list of the concerns and needs of people affected by the problem.
- Identify the needs of people affected by the problem.
- Clarify what is most important about the problem for everyone.

### **Step 4: Brainstorm Options**

- Brainstorm ways of solving the problem.
- Make a list of ways to solve the problem.
- Make a list of ways to solve the problem.

### **Step 5: Evaluate Options**

- Look at each option to see if it satisfies the lists of needs in Step 3.
- Discuss what is good and bad about the options.

### **Step 6: Make a Decision**

- See if there is consensus on which options are best.
- Eliminate the least popular alternatives.
- Ask people if they can agree and make a decision.

### **Step 7: Act on the Decision**

- Decide what needs to be done to act on the decision.
- Pick people to make sure each part of the decision is carried out.

### **Step 8: Work out How the Problem Won't Happen Again**

- Get promises on how to avoid the problem in the future.
- 

7. Tell students that they will play different roles of people in the village and they will work in small groups to solve the problem. They will work in groups of six.
  - Two people will play the role of **two elders** who will run the meeting.

- One person will play the role of a **woman** who represents the women in the village
- One person will play the role of a **trustee** who represents the trustees who made the original contract
- One person will play the role of a **villager** representing other adult villagers
- One person will play the role of a **young adult**

8. Hand out role cards. Divide the class by counting off by sixes. Tell the students that each group will try to solve the problem playing the roles of people representing different groups. Let them choose their own roles. Tell them that the students who choose to play the elders must feel confident about running the meeting and be able to stay neutral, just like a mediator.

9. Tell students that each group has agreed to the following ground rules and write them on the board:

<p><b>Ground Rules</b></p> <p>Listen and speak with respect</p> <p>Don't interrupt each other</p> <p>Talk about the topic</p> <p>Be creative about solutions</p> <p>Make decisions by consensus</p>
---

10. Give participants 20 - 25 minutes to resolve the conflict.

11. When groups are finished, ask the groups if they were able to come to an agreement. Ask the groups what their agreements were. Compare the agreements. Ask the participants:

- *Were the agreements fair?*
- *Did the agreements meet the needs of all of the people in the conflict?*
- *Were the elders fair in how they ran the meeting?*
- *What was hard about facilitating the meeting?*
- *Would this process work in villages with similar problems?*
- *What would be hard?*
- *How would the trustees react if people want to participate in these decisions?*

12. Ask the participants if they think they can use the skills in their communities, and in what situations.

*Note: If the scenario is too complex or not appropriate for the participants, make up a difference scenario or use one from another lesson.*

## **Handout 13: GROUP PROBLEM SOLVING PROCESS**

### **Step 1: Come Together**

- Community leaders and people who care about the problem should invite people to come to a meeting. No one should be excluded.
- Find a meeting place and time.
- Explain that people are coming together to talk about a problem try to solve it together
- Set ground rules for the meeting

### **Step 2: Talk about Feelings and Views**

- Explain what you think and how you feel about the problem
- Listen to other people's views of the problem.
- Ask who else should be involved and make sure they are involved.

### **Step 3: Clarify the Problem**

- Make a list of the concerns and needs of people affected by the problem.
- Identify the needs of people affected by the problem.
- Clarify what is most important about the problem for everyone.

### **Step 4: Brainstorm Options**

- Brainstorm ways of solving the problem.
- Make a list of ways to solve the problem.

### **Step 5: Evaluate Options**

- Look at each option to see if it satisfies the lists of needs in Step 3.
- Discuss what is good and bad about the options.

### **Step 6: Make a Decision**

- See if there is consensus on which options are best.
- Eliminate the least popular alternatives.
- Ask people if they can agree and make a decision.

### **Step 7: Act on the Decision**

- Decide what needs to be done to act on the decision.
- Pick people to make sure each part of the decision is carried out.

### **Step 8: Work out How the Problem Won't Happen Again**

- Get promises on how to avoid the problem in the future.

## ROLE CARDS

---

### **TWO ELDERS**

Your job is to run the meeting. You might make sure you don't make the decision for the group or give your own views about the conflict. Your job is to make sure that everybody has a chance to say what they think and how they feel about the conflict. You will help the people brainstorm solutions and find a solution that everyone can agree to.

---

### **WOMEN'S REPRESENTATIVE**

The women of the village are angry at the trustees for making the agreement with the logging company and not talking to them about it. The land in your village passes through the female lineage and you feel that woman should be part of any agreement about cutting trees. You also feel that the number and type of trees needs to be agreed on. You don't like how trees were cut in the past. The soil has eroded because of the way the trees are cut and that has a bad effect when it rains. You also want the women to be part of all future negotiations with timber companies.

---

### **TRUSTEES**

You have represented your tribe in making agreements with timber companies in the past. It has brought case to the village and no one has complained. It has been your role to make decisions for the village. You don't know why people want to change that. You are willing to talk to the people because they are unhappy. You just want to make sure that whatever happens, the timber company won't leave because it is confused about who has to power to negotiate with them. The royalties are too good and you don't want to lose the business.

---

### **VILLAGER**

You are representing a number of adults in the village. You aren't use to participation in these decisions but you have seen the effects of logging in the past and you are worried about how many trees are being cut. You're also mad because the money from the logging has not reached all the families. It has only benefited the families of the trustees. You want to make sure there is a way the money can be distributed to everyone.

---

### **YOUNG ADULT**

You represent the young adults in the village. You haven't been able to participate in any of these decisions in the past but you feel strongly that you should have a voice. You will inherit the land and the problems and these decisions will affect you and your children in the future. You want the older people to respect your views and be able to make suggestions that are taken seriously. You also want more jobs for young people and want the timber company hire more local young people rather than rely on some of their own workers from outside.

---

## **Lesson 14: Facilitation Skills**

### **Learning Outcomes:**

- Demonstrate understanding of the role of a facilitator
- Practice skills in helping people participate in a group
- Practice skills in leading a discussion
- Practice skills in helping a group make a decision

**Time:** 80 minutes

**Teaching Strategies:** Role-play, group discussion

**Materials:** chart paper, markers, Handout 14: Facilitation Skills and Handout 13: Group Problem Solving from Lesson 13, Role cards

**Preparation:** Make copies of the handouts for all students

### **Teaching Instructions:**

1. Ask participants who ran the meetings in the lesson on Collaborative Problem Solving what they had to do to make their meetings work. Remind people that in order to have people participate in the decisions that affect their lives, coming together to make decisions is an important part of peace building.
2. Tell the class that they will have a chance to practice the skills that people can use to make meetings run well and help people solve conflicts and make decisions. Review the role of a **facilitator**

### **ROLE OF A FACILITATOR**

- Runs the meeting in a neutral way
  - Does not evaluate or give his own ideas or feelings
  - Helps the group focus on a common task
  - Helps the people follow the ground rules
  - Makes suggestions about how the group should do its work
  - Makes sure that people aren't blamed or made to feel bad about what they are saying to the group
  - Encourages people to participate in the discussion
  - Summarizes what people say
  - Helps people move through the problem solving process
  - Helps group find solutions that meet everyone's needs
  - Makes arrangements for meeting place and time and notifies people
3. Tell the class that they will have a chance to practice these facilitation skills. Read the following story to the class:

## SCHOOL FEES

The school board in the village of Manu is worried because many of the families who send their children to school can't afford to pay the school fees. The fee for one child is S\$500. If every family paid the fee, the school would collect S\$125,000. Unfortunately, only 175 families paid and the total amount collected last year was only S\$87,500. Even so, the school allowed all the children to go to school. Because of the deficit, there is not enough money to pay for repairs, books, and a broken water tank. The school board must find a way to collect more money. Some parents are mad because they don't want to pay if not all the parents pay. The parents who can't pay the fees don't have any source of income or very little. The school board has called a meeting of the community to solve the problem.

4. Tell participants that they will play the following roles:
  - 6 facilitators/recorders
  - Parents who pay fees
  - Parents who can't afford to pay fees
  - School board members
  - Youth
5. Ask for 6 volunteers to facilitate the meeting. Explain that they will work in pairs on different steps in the collaborative problem solving process. One will run the meeting and one will record ideas. Divide the remaining people into one of the three groups.
6. Hand out the role cards and have role players review them.
7. Meet with the facilitators to review their roles. Make sure that the three pairs of facilitators understand what steps they will take in the problem solving process. Tell the people who will record to write down only the main ideas, not every word that is said. Recorders should NOT write the names of the people who talk.
8. Meet with each of the groups. Make sure they understand their roles. Remind them that they must work hard to find a solution that will meet the needs of all the groups.
9. Tell participants that they will now role-play the community meeting. Make sure

there is a board or chart paper and markers for the recorder to write ideas. Give the group 40 minutes to conduct the meeting. Give the facilitators help if the need it moving from one state to another of the problem solving process. Help them summarize the main ideas after each stage if they need help.

10. When the role-play is finished, discuss what happened with the following questions:

- *Was the solution realistic? Can it be done?*
- *Did it meet the needs of the parents who can't pay?*
- *Did it meet the needs of the parents who can pay? Did it meet the needs of the school board? Will the school board be able to pay for its expenses?*
- *Did the solution meet the needs of the youth? How did the group deal with the view that the government should pay for school fees?*
- *How did facilitators feel about their role? What was hard? What do think you did well?*
- *How is the problem with school fees usually solved?*
- *Is the group problem solving process a good way to solve it? If so, what can you do to help people in your communities or villages use this process?*

## ROLE CARDS

---

### FACILITATORS/RECORDERS

You will run the meeting and take notes. You will use the Steps in Collaborative Problem Solving and follow these steps. One pair of facilitators will run the meeting from Steps 1-3, the second pair Steps 4-5, and the third pair Steps 7-8.

**Steps 1-3:** Assume that all of the people have been invited so you can skip Step 1, except for reviewing the ground rules for the meeting. At the end of Step 3 you should have feelings and views listed on the chart paper and a statement of the problems that the group comes up with.

**Step 4-5:** At the end of Step 5 you will have a list of options for solving the problem and ways of judging how well the options meet people's needs and solve the problem.

**Step 6-8:** At the end of Step 8, you will have the group make a decision that everyone agrees with and clear steps for implementing the decision, having a list of actions and who will take them. You will also have a decision on how to prevent the problem from happening again.

---

### SCHOOL BOARD MEMBERS

You are interested in a solution that is fair, but you want all parents to pay something. You need to collect at least S\$100,000 in fees to pay for all the repairs and materials needed for the school year. You understand that many families have very little money, but you don't want the parents who have enough money or who work very hard to earn it to get mad. You are interested in a solution that will get at least S\$100,000.

---

### PARENTS WHO PAY

You are mad because the parents who don't pay aren't taking any responsibility for keeping the school running. You work hard to make enough money for school fees, and you want all parents to work as hard. Some of you threaten to not pay your money until all parents pay. You don't want to carry the burden for everyone.

---

### PARENTS WHO DON'T PAY

You feel bad that you don't have enough money to pay school fees. None of you have jobs that pay cash, and you have a hard time getting enough cash just to feed your families. Some of you sell fruit and vegetables at the market to make cash. Others have lost jobs when a tuna processing plant closed down and haven't been able to find other work. There are very few jobs in your area.

---

### YOUTH

Some of you are students at the school, and some of you have tried to earn money to help your parents pay fees. Others haven't been able to find ways to earn money, but you really want an education. You feel that it is the only way to get ahead and have a future. Some of you think it is the responsibility of the government to pay for your education and that all education should be a right of all people.

## Handout 14: FACILITATION SKILLS

### SCHOOL FEES

The school board in the village of Manu is worried because many of the families who send their children to school can't afford to pay the school fees. The fee for one child is S\$50. If every family paid the fee, the school would collect S\$12,500. Unfortunately, only 175 families paid and the total amount collected last year was only S\$8750. Even so, the school allowed all the children to go to school. Because of the deficit, there is not enough money to pay for repairs, books, and a broken water tank. The school board must find a way to collect more money. Some parents are mad because they don't want to pay if not all the parents pay. The parents who can't pay the fees don't have any source of income or very little. The school board has called a meeting of the community to solve the problem.

### ROLE OF A FACILITATOR

- Runs the meeting in a neutral way
- Does not evaluate or give his own ideas or feelings
- Helps the group focus on a common task
- Helps the people follow the ground rules
- Makes suggestions about how the group should do its work
- Makes sure that people aren't blamed or made to feel bad about what they are saying to the group
- Encourages people to participate in the discussion
- Summarizes what people say
- Helps people move through the problem solving process
- Helps group find solutions that meet everyone's needs
- Makes arrangements for meeting place and time and notifies people

## **Lesson 15: Reconciliation**

### **Learning Outcomes:**

- Understand the process of reconciliation to gain emotional closure between victims and offenders
- Demonstrate skills in acknowledging other people's feelings and point of view
- Demonstrate understanding of the power of giving and accepting forgiveness
- Demonstrate skill in negotiating appropriate forms of compensation to restore relationships.

**Time:** 60 minutes

**Teaching Strategies:** Guided discussion and role play

**Materials:** Handout 15: Reconciliation, role cards

**Preparation:** Cut role cards before class

### **Teacher Instructions:**

1. Ask participants how disputes or conflicts are resolved in traditional Solomon Islands culture or *kastom*.
  - *What are the positive aspects of traditional ways of resolving conflict?*
  - *Are there any problems? Explain.*

### **Teacher Tip: Sample Responses**

Kastom kept peace between people through compensation.

Kastom might not get at underlying reasons for the conflict or resolve them.

Kastom might not resolve the bad feelings that the conflict brings out.

Kastom might not resolve issues of criminal guilt.

2. **RECONCILIATION** is a way for people to repair a relationship or the harm or hurt that one person has done to another. One person or a group of people may be the **VICTIMS** if harm is done to them, and the other people may be the **OFFENDERS**, if they have done harm to others. In some cases, as in the scenario in this lesson both groups of people do harm to each other. Usually in reconciliation, one person offers an apology and asks to be forgiven. The other person may or may not be able to forgive, but if he or she is, it can help get closure on the harm that was done. In other cases (as in the scenario in this lesson), both groups of people have been harmed by each other, so both can ask forgiveness and be forgiven.

3. Explain to the participations that the reconciliation process is similar to group problem solving in that people try to find a solution that meets the needs of all the people. In reconciliation, there is the added element of **ASKING AND GIVING FORGIVENESS**.
4. Present the process by telling participants that when people want to reconcile, they can take follow these steps:

## RECONCILIATION

### Step 1: Story Telling

The parties to the conflict tell their stories - what happened and the impact of the other person or group's actions on them. The victims and offenders can ask and answer questions to get more information about the other's point of view or about the events.

### Step 2: Feelings

The parties share their feelings about what happened. They each have a chance to restate or paraphrase the feelings of the other side to show that they understand the feelings of the other people. Those who have done harm can offer an apology and the victims can accept it if they both want to. Both parties can offer and accept forgiveness.

### Step 3: Compensation

The parties talk about how they can resolve the harm and how parties can be compensated for their losses. It could be money, service, traditional forms of compensation, or some combination of all of these. Parties make an agreement and are clear how it will be carried out.

5. Asks the class:
  - *How is this form of reconciliation like **kastom** method of compensation?*
  - *How is it different from the **kastom** method of compensation?*
  - *How easy do you think it is for people to talk opening and honestly about how they feel when they are hurt?*
  - *What would it take to learn and practice this way of making peace?*

6. Tell participants that they will now practice reconciliation skills in a conflict between two families. It involves serious harm on both sides. Read the story of the Bird and the Turtle Tribes.

### THE STORY OF THE BIRD AND THE TURTLE TRIBES

When a cyclone destroyed the Turtle Tribe village, many Turtles moved onto the land of the Bird Tribe, The Turtles built houses, took cocoanuts and other fruit to survive, and planted crops. The Birds became very angry because of the theft of their land, so they burned some of the Turtle houses. One Bird man, 20 year old Peter, fought and killed Paul, a young Turtle man. Peter was arrested and put in jail. The Turtle families were furious because of Paul's death. They wanted to seek revenge, even though the offender was put in jail. Mary, Peter's mother, was ashamed of her son for killing the Turtle man, and wanted the two families to get together and talk about the conflict, because she is filled with sorrow and pain.

7. Divide the class into two groups, the Turtle Tribe and the Bird Tribe. (If the class is large, have four groups, with two separate reconciliation processes going on simultaneously.) The two groups should select two leaders to speak for them. One should be a woman and one a man. Pass out the role cards to each group.
8. Tell them that the Turtles and the Birds will meet and go through the steps in **RECONCILIATION**. The leaders selected will speak for each group, but other members of the groups can also speak during the reconciliation process. Tell the tribes to prepare for the reconciliation by
  - 1) Clarifying their feelings about the conflict and be prepared to express them
  - 2) Think about what they need from the other tribe to reconcile and be prepared to discuss this
  - 3) Think about and be prepared to discuss what they can offer to reconcile with the other tribe.

Give them 20-25 minutes to complete the process. Remind the participants that it is important to use the conflict resolution skills they learned in previous lessons:

Active listening

Empathy

Restating and paraphrasing

Empathy, anger management

Problem solving

9. When they are finished ask:
- *How did you resolve the conflict?*
  - *How does each tribe feel about the resolution?*
  - *What role did the leaders play in the process?*
  - *Do women play a peacekeeping role in your communities?*
  - *Do you think this process would be useful for the feelings that people have because of the tension in Solomon Islands? Why or why not?*

## Handout 15: RECONCILIATION

### RECONCILIATION

#### Step 1: Story Telling

The parties to the conflict tell their stories - what happened and the impact of the other person or group's actions on them. The victims and offenders can ask and answer questions to get more information about the other's point of view or about the events.

#### Step 2: Feelings

The parties share their feelings about what happened. They each have a chance to restate or paraphrase the feelings of the other side to show that they understand the feelings of the other people. Those who have done harm can offer an apology and the victims can accept it if they both want to.

#### Step 3: Compensation

The parties talk about how they can resolve the harm and how parties can be compensated for their losses. It could be money, service, traditional forms of compensation, or some combination of all of these. Parties make an agreement and are clear how it will be carried out.

### THE STORY OF THE BIRD AND THE TURTLE TRIBES

When a cyclone destroyed the Turtle Tribe village, many Turtles moved onto the land of the Bird Tribe. The Turtles built houses, took coconuts and other fruit to survive, and planted crops. The Birds became very angry because of the theft of their land, so they burned some of the Turtle houses. One Bird man, 20 year old Peter, fought and killed Paul, a young Turtle man who came after Peter with a knife. Peter was arrested and put in jail. The Turtle families were furious because of Paul's death. They wanted to seek revenge, even though the offender was put in jail. Mary, Peter's mother, was ashamed of her son for killing the Turtle man, and wanted the two families to get together and talk about the conflict, because she is filled with sorrow and pain.

## ROLE CARDS

---

**THE TURTLE TRIBE:** We were desperate and had nowhere to go so we settled here. We lost everything on our ancestral land. We took the land as our only means of survival. We didn't know it was Bird land. When our houses were burned down, we lost everything again, so we feel victimized twice, one by the cyclone, and once by the Birds. We are angry and filled with grief because the Bird man Peter killed our dear young Paul. It doesn't console us that Peter was put in jail. Paul's mother Esther wants to feel better about what happened so she doesn't carry bitterness in her heart.

Preparation:

- 1) Clarifying your feelings about the conflict and be prepared to express them
  - 2) Think about what you need from the other tribe to reconcile and be prepared to discuss this
  - 3) Think about and be prepared to discuss what you can offer to reconcile with the other tribe.
- 

**THE BIRD TRIBE:** We are angry because the Turtles didn't ask us if they could use our land, they just took it. They took our trees, our fruit and good agricultural land. Our dear young man Peter killed Paul in self-defense and now he is in jail for years. We are very angry and we feel that we were victimized twice, once because our land was taken, and once because Peter is in jail. Peter's mother Mary is heart broken and she wants to do something that will help her and her people feel better.

Preparation:

- 1) Clarifying your feelings about the conflict and be prepared to express them
- 2) Think about what you need from the other tribe to reconcile and be prepared to discuss this
- 3) Think about and be prepared to discuss what you can offer to reconcile with the other tribe.

## SECTION IV: UNDERSTANDING GOOD GOVERNANCE AND PEACE

### Lesson 16: Understanding and Exercising Rights and Responsibilities

#### Learning Outcomes:

- Define human rights
- Demonstrate understanding of rights and why they are important to a peaceful and democratic country
- Identify the rights guaranteed by the Solomon Islands Constitution.
- Identify the impact of the violation of individual rights
- Identify individual responsibilities that come with rights
- List ways of protecting and exercising rights

**Time:** 80 minutes

**Teaching Strategies:** Brainstorm, values line, small group work, large group discussion

**Materials:** Chart paper or board; markers; two signs, **VERY IMPORTANT**, and **NOT IMPORTANT**; Handout 8: Respecting Rights and Practicing Responsibilities

**Preparation:** Prepare signs and tape on a wall on either side of the room

#### Teacher Instructions:

1. Tell participants that individuals and groups have rights. Human rights are those rights that every human being has and is entitled to, just because he or she is a human being. For communities and countries to have justice and peace, it is important for people and leaders to respect the human rights of all citizens. Ask students what they think a **HUMAN RIGHT** is. Ask students for examples of human rights. Write responses on the board.

#### **Teacher Tip**

Human rights are those rights that every human being possesses and is entitled to enjoy simply because they are human. All humans are born with these rights, and they cannot be taken away, or only given to some people. They are a natural part of being human.

2. Tell participants that you are going to read them a list of rights and they are to decide how important they are to peace. Ask students to stand up. Tell them that when you read a right, they are to move to a spot on between the two signs, **VERY IMPORTANT** and **NOT IMPORTANT**, depending on how important they think the right is to keeping peace. Remind students that there are not right or wrong answers, but you want them to think about what is important.
3. Distribute Handout. Read each of the rights on the list and after each one, ask participants to take their place along the line. Provide explanations of each right so that participants understand the meaning of each right. When participants have taken their place on the line for each right, ask some of them why they made the decision they did.

**Right to life** - *right to live and not be harmed*

**Right to freedom of religion** - *right to practice or not to practice religion*

**Right to personal liberty** - *right to be free and not imprisoned or made a slave*

**Right to free speech** - *right to hold opinions without interference and seek or give ideas in any media*

**Right to assembly** - *right to gather with other people in public or elsewhere*

**Right to movement** - *right to travel within and outside of country*

**Right to privacy** - *right to be protected from invasion by the government of one's home, family, and possessions*

**Right to equality** - *right to protection against discrimination*

**Right to basic education** - *right to a free elementary education*

**Right to work** - *right to free choice of employment and protection against unemployment*

**Right to adequate standard of living** - *right to food, clothing, housing, medical care and social services*

**Right to vote** - *right to take part in the government, right to vote*

4. After the participants sit down, explain that many countries of the world agree on a set of universal human rights that exist for all people in the world. These are listed in an international document, the Universal Declaration of Human Rights. Most countries have constitutions that guarantee many of these rights.
5. Ask these questions:
  - *What is the relationship between these rights and the government?*
  - *What happens when rights are violated?*

### **Teacher Tip**

An alternative way of introducing these rights is to hand out the list above and ask participants, "If you had to give up 3 of these rights, which ones would you give up?" This will require that they make choices about which right is more important. It will also require them to analyze which rights might help them obtain other rights. For example, if they gave up the right to assembly, they might be able to regain that right through the right of free speech.

6. Pass out the Handout, Rights and Responsibilities. Tell students that Solomon Islands has a Constitution, which is a set of laws about how the country should be run. The Constitution guarantees certain rights to all citizens but there are rights that are NOT in the Solomon Islands Constitution. Ask the students to guess which of the rights listed in the chart are in the Solomon Islands' Constitution. Then go through them and tell them which ones are NOT included.
7. Ask the class:
  - *Why they think that the Constitution doesn't have social and economic rights? (right to work, standard of living, education).*
  - *Is this something that the country should try to include in the future?*

### **Teacher Tip**

In order to be considered a democracy, countries must protect the civil and political rights of all citizens. Some countries have constitutions that contain economic, social and cultural rights as well. A country must have the resources to guarantee rights such as right to education, work, health care, and social security. The type of right (civil, political, social, and economic) is provided for you in the chart below but you don't have to ask the students to determine what type of rights each of the rights represents.

RIGHTS	How Important for a Peaceful and Just Society?	In Solomon Islands' Constitution?
Right to life		X
Right to freedom of religion		X
Right to personal liberty		X
Right to freedom of speech, opinion, ideas		X
Right to assembly (gather with other people in public or elsewhere) and association (form groups and NGOs)		X
Right to movement		X
Right to privacy		X
Right to equality before the law and non-discrimination		X
Right to be given a fair trial if accused of a crime		X
Right to basic education		No
Right to work		No
Right to adequate standard of living		No
Right to vote		X
Protection from slavery or forced labour		X
Protection against taking property		X
Right to form political parties		X
Right to mobilize for common causes		X

8. Ask the students why it is important for citizens to know their rights. Tell students that it is important to know their rights 1) in order to exercise them and 2) to protect themselves if their rights are violated. Knowing your rights is one of the important **RESPONSIBILITIES** of being a citizen.
  
9. Ask students to look at the handout. Ask them if a right has been violated according to the Solomon Islands Constitution in the cases below, and if so, which one.

In the following cases, is a right being violated?

- A group of peaceful demonstrators is arrested.  
*Yes, the right to assembly has been violated.*
- Adam's family is poor and don't have enough food.

## Handout 16: RIGHTS AND RESPONSIBILITIES

<b>RIGHTS</b>	<b>How Important For a Peaceful and Just Society?</b>	<b>Is it in the Solomon Islands' Constitution?</b>
Right to life		
Right to freedom of religion		
Right to personal liberty		
Right to free speech		
Right to assembly (gather with other people in public or elsewhere)		
Right to association (form groups, e.g, NGOs)		
Right to movement		
Right to privacy		
Right to equality		
Right to be given a fair trial if accused of a crime		
Right to basic education		
Right to work		
Right to adequate standard of living		
Protection from torture		

### **HUMAN RIGHTS**

Human rights are based on the fundamental principle that all people have an inherent human dignity and that regardless of sex, race, colour, language, national origin, age, class, or religious beliefs, they are equally entitled to enjoy their rights.

- What does each right mean? Give examples.
- What rights do you think are included in the Solomon Islands' Constitution?

- Why don't you think there are rights to education and work in the Constitution?

In the following cases, is a right being violated?

- A group of peaceful demonstrators is arrested.
- Adam's family is poor and don't have enough food.
- A man is put in jail for no reason and is not released.
- A man is denied an exit visa to leave the country because he is suspected of being a murderer.
- A newspaper is shut down by the government for printing articles that criticize the leaders.

**HOW DO YOU PROTECT THE RIGHTS VIOLATED IN THE CASES ABOVE?**

- Peaceful demonstration
- Man jailed for no reason
- Newspaper shut down

**HOW CAN YOU EXERCISE THE FOLLOWING RIGHTS?**

- Right to free speech
- Right to freedom of religion
- Right to assembly (gather with other people in public or elsewhere) and association (form groups and NGOs)

## **Lesson 17: Good Leadership and Peace**

### **Learning Outcomes:**

- Identify characteristics of a good leader.
- Identify practices that show bad leadership.
- Make recommendations for how leaders should behave.

**Time:** 45 minutes

**Materials:** Chart paper or black board and markers  
Situation cards

**Preparation:** Cut the situation cards up before the class to pass out to the small groups for the small group activity.

### **Teaching Instructions:**

1. Tell the class that an important part of good governance is good leadership. Good leadership leads to peace. This is needed at the village level, the provincial level, and the national level.
2. Ask the class: *What are the qualities of a good leader?* Have the class brainstorm the qualities and write them on chart paper. Qualities that might be listed include:  
*Honesty*  
*Fairness*  
*Decision-making based on principles, not on self-interest*  
*Representing all groups, not just one group*  
*Knowledge of law*  
*Willingness to follow the law*
3. Ask the class if there is anything on the list they don't agree with. Discuss the *wantok* system and how that might be in conflict with good leadership.
4. Divide the class into six groups. Pass out the situation cards. Tell participants that each of the situations describes a leader who is not practicing good leadership. Ask the groups to 1) identify why the leader is not practicing good leadership and 2) make suggestions for how the leader can practice good leadership in each situation. Give the groups more than 10 minutes to discuss the situations and come up with responses. Tell the groups to select one person to be a reporter who is responsible for reporting the group's work to the whole class.

## SITUATION CARDS

### Group 1:

Joseph is a big man in his village. Two clans were disputing the ownership of a piece of land that was on the border of their land. Joseph's cousin Abraham is one of the disputing families and he owes his cousin money. He makes a decision that the land should belong to Abraham's clan.

### Group 2

Donald is a police captain. His son Victor is arrested for stealing from a store in town. He talks to the judge and asks him to throw out the charges, which he agrees to do.

### Group 3

Judith is the head of an NGO that works to improve sanitation and distributes toilets to villages. Her family needs toilets in their house so she takes several toilets and gives them to her family instead of giving them to the families that were supposed to get them.

### Group 4

One of the Ministers in the government made an agreement with a foreign corporation to build a diving and yacht club on a piece of land on the shore in the main town. The land is public land. He got the members of Parliament to approve the deal. He was promised a commission by the corporation for getting the Parliament to go along with the deal.

### Group 5

A council of chiefs decided to allow a foreign timber company to log an area near their villages. Three of the chiefs decided to take most of the money from the logging operation and only give a little to the people in the community.

### Group 6

A school principal accepted a student in form 1, even though the student didn't pass the secondary entrance exam. The student was a wantok and his family gave the principal money to enroll the student.

5. Call on each group to report back on
  - 1) What the bad leadership qualities were
  - 2) What they would recommend that the leaders do to show good leadership.
  
6. Discuss what participants can do to practice good leadership qualities. What can they do to make sure leaders practice good leadership?

## **Lesson 18: Good Governance and Peace**

### **Learning Outcomes:**

- Explain the relationship between peace and good governance.
- Identify the five principles of good governance: 1) Transparency, 2) Accountability, 3) Efficient Allocation of Resources, 4) Public Participation, 5) Rule of Law
- Apply the principles of good governance in situations in which they are violated
- Identify examples of corrupt government

**Time:** 60 minutes

**Teaching Strategies:** Small group activity, group discussion

**Materials:** chart paper, markers, Handout 18: Principles of Good Governance and Handout 18a: Applying the Principles of Good Governance

**Preparation:** Make copies of the handouts for all students

### **Teaching Instructions:**

1. Explain to participants that the principles of good governance are similar to the qualities of good leadership. Ask students what they think **GOOD GOVERNANCE** means. Write responses on the board. Ask students what **CORRUPTION** means to them. Write responses on the board.
2. Ask participants what they think the relationship between good governance and peace is.
3. Tell students that in 2002, the national government wrote a report that identified 5 principles of Good Governance. Ask students what they think these principles might be. Write them on the board.
4. Distribute the handouts. Review the definitions of each of the principles on the handout. Ask students to think about examples of when these principles were practiced by their leaders. Ask them to come up with examples of when they were not practiced.
5. Ask participants to work in pairs. Have them match up the scenarios with the correct principle. There may be more than one principle that applies to a scenario. Give them 15 minutes.
6. Review the answers, asking pairs of students to report.

7. Ask class to give some examples of corrupt governance. Ask participants what they can do to prevent corrupt governance.

**Teacher Tip**

An alternative method for doing the lesson is to make a set of card for each group with the five principles of good governance on them. Then read each scenario and have the groups hold up the cards that apply to each scenario.

## Handout 18: PRINCIPLES OF GOOD GOVERNANCE

### PRINCIPLES OF GOOD GOVERNANCE

#### 1. TRANSPARENCY

Honesty in decision-making, sharing information with the public and other members of government

#### 2. ACCOUNTABILITY

Showing the public and other members of government that government did what it said it was going to do, or explaining why it did not

#### 3. EFFICIENT ALLOCATION OF RESOURCES

Spending public money and resources without wasting them and to meet the most important needs of the people

#### 4. PUBLIC PARTICIPATION

Making it possible for people to participate in decisions that affect them through public meetings or other ways of asking people what they want

#### 5. RULE OF LAW

Applying the law equally to all people and making sure that if people violate the law they are punished and made accountable for their actions

## Handout 18a: APPLYING THE PRINCIPLES OF GOOD GOVERNANCE

SCENARIOS	What principle applies to this scenario? 1, 2, 3, 4, or 5?
1. A member of parliament is caught stealing money from one of the ministries. He is convicted of a crime and put in prison.	
2. People in a village are asked by a provincial leader to attend a public meeting to talk about what they think are the most important health concerns they face.	
3. A provincial governor says he will show the public how he spent the money allocated to an agricultural project. He goes on a radio program and explains how all the money was spent.	
4. Parliament decides to invest more money in repairing roads before building new ones.	
5. People living next to forest land ask their provincial governor to make sure that logging companies follow the laws about cutting trees so that there will be trees left for future use.	
6. Parliament decides to reduce the amount of money it is spending to make sure it does not get further in debt.	
7. A candidate for Parliament follows the law in the constitution that ensures a secret ballot and doesn't make people in his district tell who they voted for.	
8. One of the ministries decides to public its budget in the Solomon Star so that people know how much money it is spending.	
9. A group of chiefs asks people living in a village how to best spend the money from logging on communal land.	

## **Lesson 19: Advocacy Skills**

Learning Outcomes:

- Demonstrate understanding of advocacy as applied to an issue of public interest or good governance
- Identify methods for practicing advocacy on a public issue
- Practice advocacy skills
- Practice skills in group decision making

**Time:** 60 minutes

**Teaching Strategies:** Small group work, group discussion

**Materials:** chart paper, markers, Handout 19: Advocacy

**Preparation:** Make copies of the handout for all students

### **Teaching Instructions:**

1. Explain to participants that one of the responsibilities of being a citizen is to participate in issues that have an impact on you. It is important to use methods that are non-violent. Group problem solving, like students have just practiced, is a way to work with people on an issue.
2. Pass out the handout 13: Advocacy. Tell students that another skill is **ADVOCACY**. Advocacy is a method of organizing support for a cause, issue, or policy.
3. Ask class:
  - *Are there issues or causes that you feel strongly about? What are they?*
  - *What have you done about them?*
4. Explain to class that there are methods of advocacy that can be used to support an issue or cause. Explain the following methods.
  - **Coalition building**  
Contacting other organizations, such as churches or NGOs, that feel the same way you do about a cause and ask them to join you. All of the organizations should make decisions on how they will work together and what advocacy methods to use.
  - **Public education**  
This involves creating ways to let the public know about the issue you care about. You can create dramas and put them on the radio. You can write a leaflet and give it to people at the market and at church. You can make posters and put them up in shops. Write a letter to the editor of the Solomon Star explaining your cause
  - **Petition to the government**

Write a statement of your cause and ask people to sign it. Get as many signatures as possible and present it to your leaders or elected officials.

- **Lobbying elected officials (members of Parliament, provincial leaders)**  
Take a group of people to talk to your member of Parliament or your provincial leader. Present a petition or a leaflet explaining your position on the issue.
- **Suggesting a new law and lobbying elected officials to vote for it**  
If you think a new law needs to be written talk to your member of Parliament about it.
- **Testify at a public hearing**  
If the government says that the public can give their ideas about an issue or law, take a group to the public meeting and present your ideas.
- **Street march**  
Demonstrate public support by getting a coalition to state a street march with banners and leaflets explaining your position. Make sure you get necessary permits.
- **Use the media**  
Ask for an interview on a radio station. Ask a radio station to sponsor a debate or dialogue on the issue

5. Tell participants that they prepare a plan of action for an advocacy campaign. Read the two situations to them. Two groups will prepare a plan for situation (1) and two will prepare a plan for situation (2). Count the class off in 4s and ask them to meet for 20-30 minutes to prepare their plans. Tell them that they should have a facilitator and a note taker to help their work go smoothly. Ask groups to choose someone to report on their work. Groups can choose another cause if they can agree on one quickly, as an alternative to the situations provided.

#### Case 1: Resources for Island A

A group of people living on Island A have been struggling to develop their timber industry. They don't want to just allow foreign companies to come in a cut all the timber and ship it away. They want to be able to have a timber mill so they can cut the logs and use the wood to build their houses and schools. For this they need a big investment in funds from the federal government. Meanwhile, Island B has just received a big government grant to develop a tuna processing factory so they can package tuna and ship it off for export. Island A is angry because they think that the government is unfairly allocating development resources.



## Case 2: Cultural Center

A cultural center was built 40 years ago in the main town of an island. It is used for arts and crafts exhibits and for festivals. The Ministry of Tourism wants to lease the property to a foreign hotel chain to build a new hotel and resort. This will create new jobs and bring in more tourist revenue. The people who use the cultural center are angry because it has been an important part of community life. Artists use the center to exhibit their work; NGOs use it to hold meetings and conferences; and people use it every day as a public park for picnics.

5. Call time and ask each group to report on their plans. Have students ask questions and make comments about the plans.
6. Ask participants:
  - *What do you do if the strategies don't work?*Tell students that they should evaluate their plans if the strategies don't work and come up with alternative strategies and try them. Explain to students that advocacy of an issue will probably take a lot of time and commitment. They may not reach their goals after a first effort.
7. Ask participants:
  - *Do you think a plan like this could work in Solomon Islands?*
  - *What would it take for you to participate in such an activity?*
  - *What are the good things about advocacy? What are the problems with advocacy?*

## **Handout 19: ADVOCACY**

### **What is ADVOCACY?**

Advocacy is a method of organizing support for a cause, issue, or policy. Citizens can participate in their communities and government by becoming advocates. Many NGOs advocate for causes. Advocacy is an important method that citizens can use in CIVIL SOCIETY.

### **What are the ways to advocate for a cause you care about?**

- **Coalition building**  
Contacting other organizations, such as churches or NGOs, that feel the same way you do about a cause and ask them to join you. All of the organizations should make decisions on how they will work together and what advocacy methods to use.
- **Public education**  
This involves creating ways to let the public know about the issue you care about. You can create dramas and put them on the radio. You can write a leaflet and give it to people at the market and at church. You can make posters and put them up in shops. Write a letter to the editor of the Solomon Star explaining your cause
- **Petition to the government**  
Write a statement of your cause and ask people to sign it. Get as many signatures as possible and present it to your leaders or elected officials.
- **Lobbying elected officials (members of Parliament, provincial leaders)**  
Take a group of people to talk to your member of Parliament or your provincial leader. Present a petition or a leaflet explaining your position on the issue.
- **Suggesting a new law and lobbying elected officials to vote for it**  
If you think a new law needs to be written talk to your member of Parliament about it.
- **Testify at a public hearing**  
If the government says that the public can give their ideas about an issue or law, take a group to the public meeting and present your ideas.
- **Street march**  
Demonstrate public support by getting a coalition to state a street march with banners and leaflets explaining your position. Make sure you get necessary permits.
- **Use the media**  
Ask for an interview on a radio station. Ask a radio station to sponsor a debate or dialogue on the issue

## PLAN OF ACTION

1. Clarify your views on the issue. Decide what principles are involved in the issue or cause you care about. Prepare a short STATEMENT about your position on the issue with your reasons for supporting it.
2. Build a COALITION of groups that support your position.
3. Create a planning group and define the ROLES of team members
4. Prepare a PUBLIC EDUCATION CAMPAIGN.

What do you want the public to know about the issue?

How are you going to educate the public about it? Suggestions:

- Community meetings
- Make presentations to groups (churches, NGOs, Rural Training Centers)
- Speak on the radio

5. Decide if and how you will LOBBY elected officials.
6. Evaluate plan
7. Revise plan and implement new strategies if necessary

*Each group should have a facilitator to lead the discussion and decision-making about the plan of action. Use your skills in group decision-making and facilitation.*

### **Case 1: Resources for Island A**

A group of people living on Island A have been struggling to develop their timber industry. They don't want to just allow foreign companies to come in and cut all the timber and ship it away. They want to be able to have a timber mill so they can cut the logs and use the wood to build their houses and schools. For this they need a big investment in funds from the federal government. Meanwhile, Island B has just received a big government grant to develop a tuna processing factory so they can package tuna and ship it off for export. Island A is angry because they think that the government is unfairly allocating development resources.

### Case 2: Cultural Center

A cultural center was built 40 years ago in the main town of an island. It is used for arts and crafts exhibits and for festivals. The Ministry of Tourism wants to lease the property to a foreign hotel chain to build a new hotel and resort. This will create new jobs and bring in more tourist revenue. The people who use the cultural center are angry because it has been an important part of community life. Artists use the center to exhibit their work; NGOs use it to hold meetings and conferences; and people use it every day as a public park for picnics.

### PLAN OF ACTION

ACTION	WHO, WHAT, WHEN
Statement of position	
Coalition	
Public education campaign	
Lobbying	
What else?	

## **Lesson 20: Youth Participation**

### **Learning Outcomes:**

- Identify community needs
- Apply skills in group decision making, facilitation, and advocacy
- Demonstrate skills in setting goal and developing an action plan for achieving goal
- Demonstrate skills in implementing a plan

**Time:** 60 minutes in class, 2-7 days in community

**Teaching Strategies:** Brainstorm, small group activity, large group discussion

**Materials:** Chart paper, markers, Handout 20: Community Survey Project Action Plan

**Preparation:** Make copies of the handout for all students

### **Teaching Instructions:**

1. Ask participants if they have participated in a community project before. Ask them:
  - *What the obstacles are to youth participation in communities?*
  - *How can you overcome these obstacles?*
2. Tell participants that this lesson will give them a chance to participate in the community. They will prepare a survey to ask people what they need and what some of the problems are. They will give this information to people in their community and to political leaders. They will have a chance to practice their group decision making and advocacy skills.
3. Ask group to brainstorm a list of questions they might ask people in their villages or towns about their needs. Write them on the board.

### **Teaching Tip**

Questions might be:

- 1) What does the community need to make life better?
  - What do we need in schools?
  - What do we need in agriculture?
  - What do we need in sanitation and health?
  - Other?
- 2) What is our most important political issue?
- 3) What are our most important needs for young people?

4. Tell class that they will make a decision on the information they want to get from the community and the questions on the survey. Ask for a volunteer facilitator to take over the discussion and help the group make a final decision on the survey questions.
  
5. Pass out the Handout 14: Project Action Plan. Ask the facilitator to work with the class to make decisions about steps in the action plan. They will need to assign groups of students to complete each of the action steps. Participants can divide the responsibilities and set deadlines for their work.
  
6. This project will take several class sessions. Have participants return to class and give their results.

### PROJECT ACTION PLAN

Project Goal: \_\_\_\_\_

ACTION	Who will do it?	When will it be done?
1. Write community survey		
2. Decide how many people and who you will survey		
3. Implement survey		
4. Tabulate results		
5. Distribute the survey results in the community		
6. Write a letter to the provincial premier or minister representing you in Parliament describing your results		

7. When the project is completed, ask participants how they felt about it? Ask them how they can use other advocacy skills to communicate the needs of the community to political leaders.

## Handout 20: COMMUNITY SURVEY PROJECT ACTION PLAN

### PROJECT ACTION PLAN

Project Goal: \_\_\_\_\_

ACTION	Who will do it?	When will it be done?
1. Write community survey		
2. Decide how many people and who you will survey		
3. Implement survey		
4. Tabulate results		
5. Distribute the survey results in the community		
6. Write a letter to the provincial premier or minister representing you in Parliament describing your results		
7. Evaluation - what worked? What didn't work? Next steps		

## **GLOSSARY**

<b>Accountability</b>	Taking responsibility; in regards to good governance, doing what you say you are going to do and reporting to the public
<b>Active listening</b>	A way of listening with respect that focuses on what the person is saying, how the person is feeling, and uses the skills of paraphrasing, empathy, and asking questions
<b>Advocacy</b>	The process of organizing people or groups to support a cause
<b>Aggressive</b>	Acting or talking in a threatening way with someone else
<b>Assertive</b>	Talking about needs and feelings in a way that doesn't threaten or blame.
<b>Brainstorm</b>	Coming up with lots of ideas but not judging or discussing them
<b>Coalition Building</b>	Bringing organizations and groups together to plan, make decisions, or support a cause
<b>Conflict</b>	Strong disagreement or fight over things, property, ideas, etc. Conflict is most often verbal but can also be violent, as in a physical fight or war.
<b>Consensus</b>	Reaching agreement or making decisions that everyone is happy with, through discussion and problem solving, rather than voting
<b>Contemporary</b>	Modern, current
<b>Cooperation</b>	Working together for the good of the group
<b>Collaboration</b>	Working together by setting joint goals or making joint agreements
<b>Culture</b>	The ideas, traditions, customs, practices, stories, and arts of people from a country, region, tribe, religious group, or ethnic group
<b>Efficient Allocation Of Resources</b>	Spending public money without wasting it to meet people's needs

<b>Empathy</b>	The skill of putting yourself in another person's shoes or trying to understand how they feel
<b>Ethnic</b>	Groups of people identified by their customs, characteristics, language, common history, heritage, or national origin
<b>Discrimination</b>	Treating someone differently or denying them justice or rights because of their gender, age, nationality, religion, ethnic group or other characteristics
<b>Diversity</b>	Difference, variety, variation
<b>Facilitation</b>	To guide the process of decision- making or problem solving, or lead people through a meeting by helping them set an agenda and reaching their goals
<b>Global citizen</b>	A person who understands his or her relationship to all other people and the environment throughout the world and takes responsibility for his or her part of the world
<b>Human rights</b>	Basic freedoms that everyone is born with that no one can take away or give to only some people. Some governments might violate them or deny them but they can't take them away.
<b>Internal migration</b>	People moving from one part of a country to another
<b>Mediator</b>	A person who does not judge or decide for others but helps other people solve conflicts or problems that are fair to the people involved
<b>Negotiation</b>	Talking together to reach a solution that is fair to everyone through problem solving, listening, and cooperation
<b>Neutral</b>	Not judging, blaming, or taking sides in a conflict
<b>Paraphrasing</b>	The skill of repeating in your own words what someone has said to let him or her know you have heard him or her
<b>Peace</b>	The presence of structural, social, and economic justice and the ability of people to resolve their conflicts in a non-violent and positive way

<b>Peace education</b>	A area of education about knowledge, skills, attitudes, and beliefs that contribute to peacemaking at all levels, from the individual to between people, groups, or countries
<b>Prejudice</b>	An opinion formed about a person or an idea before you know the facts or understand who they are, usually a negative opinion
<b>Public Participation</b>	Citizens taking an active role in the decisions that affect their lives through public meetings and communication with elected officials and decision makers
<b>Reconciliation</b>	The process of settling a conflict or harm done to someone and restoring relationships, usually through talking, understanding, forgiveness, and sometimes the exchange of property for compensation
<b>Respect</b>	Treating someone with care, concern and dignity
<b>Rights</b>	<b>Freedoms that governments include in their laws such as freedom of speech, religion, fair trial, or freedom from discrimination</b>
<b>Rule of law</b>	Applying the law equally to all people and making sure that if people violate the law they are made accountable for their actions
<b>Transparency</b>	Honesty, sharing information
<b>United Nations</b>	A world organization of countries committed to aiding world peace and security, keeping treaties between countries, and helping countries make progress in health, education, environmental protection, and welfare of people
<b>Win/lose</b>	A way of setting a conflict where one person gets what he wants or needs, and the other person doesn't
<b>Win/win</b>	A way of settling a conflict that is fair where the people get what they need