

A PEACE AND DISARMAMENT CURRICULUM

FOR CAMBODIAN HIGH SCHOOLS

Offered as a Compliment to the Ministry of Education, Youth and Sports (MoEY&S),
Society Study – Morality and Citizenship Curriculum – Grade 10, 11 and 12



Written and prepared by: Working Group for Weapons Reduction (WGWR)

Supported by: Hague Appeal for Peace and United Nations Department for Disarmament Affairs

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“We need to teach the youth respect for life and the respect for law, and bring to them a culture of peace and of non-violence,”

Dr. Kol Pheng
Minister of Education, Youth and Sports.

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Letter of Endorsement

As the Ministry of Education, Youth and Sports (MoEY&S), I am very delighted that the Working Group for Weapons Reduction (WGWR) has taken the initiative to introduce this peace and disarmament curriculum to our high school system.


In Cambodia we have faced many years of bloody conflict. Thus, it is essential the next generation learn peaceful and non-violent ways of solving problems and developing our nation. That is why the Ministry of Education is happy to endorse this publication, and encourages all school principals, pedagogy trainers, morality and citizenship teachers and teachers of other subjects to integrate it into their regular lesson plans as well as their school activities.

It is important to note the process of collaboration Working Group for Weapons Reduction (WGWR) has used in developing this publication. From beginning to end, teachers, pedagogy schools and students themselves have been included in shaping the curriculum and consulted about vital contents. This has been a positive partnership for all involved and we look forward to further collaborations of this nature.

In this respect the Ministry of Education, Youth and Sports (MoEY&S) thank the staff and supporters of WGWR and strongly endorse this publication to the education sector in Cambodia.

Phnom Penh ...១៧...September... 2004

For Minister of Education, Youth and Sport
Secretary of State



IM SETHY

Preface

This is both a peace and disarmament curriculum.

It is a peace curriculum that seeks to give high school students the skills and attitudes with which to solve their own inter-personal and community related conflict. Skills such as communication, listening, problem solving, negotiation and decision making equip them to improve their relationships with others and to be able to effectively prevent, intervene in or resolve conflict. Lessons on prejudice, stereotyping and rumours seek to challenge attitudes which can spark or escalate conflict. Vision building, peacemakers and cooperation contribute to the development of a culture of peace in Cambodian schools and communities as well as the whole nation.

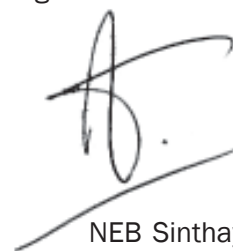
The general aim of disarmament education is to focus attention on the need to reduce weapons based on the view that the reduction of arms can mean the reduction of both the likelihood and severity of armed conflict. This is a disarmament curriculum in that it brings to the attention of students the consequences of weapons, including the legal implications for people carrying illegal small arms. This is essential in a context where students, through a baseline survey, readily identified the use of weapons in Cambodian schools as a threat to their security and well-being.

An essential component of both of these approaches is the idea that high school students have the power to be the peacemakers in their community. They are in part responsible for the security of their school, for harmonious relations between students, and for intervening when situations become aggressive, and are moving towards violence. It does not suggest heroics, but a sense of responsibility moving away from feelings of powerlessness and fear.

This curriculum was written with the Cambodian classroom in mind. At the time of writing, Cambodian classrooms are limited in terms of resources. Teachers do not have access to overhead projectors, video machines, or coloured papers and pens. This situation varies slightly from school to school. In some classrooms chairs and tables cannot easily be moved out of the way which further limits movement of students for participatory activities. Thus activities are designed to be participatory, creative, affordable and possible within this context. This will ensure the sustainability and relevance of each lesson plan, so it is more likely that the curriculum will be implemented.

Ultimately, any curriculum is dependent on those who present it – the teachers themselves. It is for this reason the Working Group for Weapons Reduction has invested in training for morality teachers and on going liaison with the Ministry of Education, Youth and Sports to provide maximum support to those in working directly with high school students.

Phnom Penh, August 16th 2004



NEB Sinthay
Executive Director
WGWR

Acknowledgements

The Working Group for Weapons Reduction (WGWR) would like to acknowledge the vital support provided by the Ministry of Education, Youth and Sports (MoEY&S) in enabling the production and distribution of this Peace and Disarmament Curriculum. In particular our deepest gratitude and respect to His Excellency Im Sethy, Secretary of State of MoEY&S.

This project is supported by the Hague Appeal for Peace (HAP) in partnership with the United Nations Department for Disarmament Affairs (UNDDA), as part of the project entitled Peace and Disarmament Education. It is a pilot project offering young people alternatives to the use of weapons and violent behaviour. The project aims to sustain the removal of small arms through a peace and disarmament education program and to aid in the transformation of the society from a culture of violence to a culture of peace. The project is being implemented not only in Cambodia but also in Albania (Europe), Niger (Africa) and Peru (South America).

The project is also supported by the German Development Service (DED) and the Small Arms Control Project of German Technical Cooperation (GTZ).

We would like to thank the Hague Appeal for Peace, in particular Cora Weiss and Betty Burkes for their invaluable feedback and insights throughout the project. The work of the WGWR staff was greatly enhanced by a visit from peace education specialist, Yamane Kazuyo of Grass Roots House and Kochi University in Japan.

Thanks to Michael Cassandra, Chief of Monitoring, Database and Information Branch of United Nations Department for Disarmament Affairs (UNDDA) for his personal interest, and his support in attaining adequate funds for the project.

At the national level we would like to acknowledge the contribution of Tey Sambo, Culture of Peace Focal Point, UNESCO for sharing the lessons learned from their Living Values project and their work on peace education in former Khmer Rouge areas.

The work in Kampong Thom and Kampong Chhnang provinces would not be possible without the support of Mr Sou Kim Try, Director of the Provincial Education, Youth and Sports Department in Kampong Thom, and Ms Phat Thony, the Director of the Provincial Education, Youth and Sports Department in Kampong Chhnang.

Important feedback was provided by Mr Sam Sovannara and Mr Mao Veasna of the Teacher Training Department, and Mr Ly Bun Hay and Mr. Oeur Pov, morality teachers from Kampong Thom and Kampong Chhnang respectively; as well as by other workshop groups of morality teachers. We appreciate them giving valuable time away from their classrooms.

The peace and disarmament education project was implemented by:

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How to Use this Book

This book was written at a time in Cambodia when the standard materials available for teachers are blackboards and chalk. While this means that the possibilities for creative lessons are limited, in fact it forces both curriculum writers and teachers to be more creative in getting the message across.

And what is that message? The message is one of peaceful coexistence, how to live together without violence, how to handle conflicts for the best possible outcome, how relationships can be improved through better communication, making decisions effectively and appreciating each other's differences. It is also about making students aware of the very negative consequences of taking up arms to solve problems – socially, physically and legally.

So each lesson is designed to cover one of these aspects of peace, conflict resolution and disarmament. Each lesson has a basic introduction, an objective for knowledge, attitude and skills, suggested materials, time frame and a proposed step-by-step procedure.

Importantly each lesson is also linked to a lesson inside the existing Ministry of Education, Youth and Sports (MoEY&S) Morality and Citizenship curriculum, where there is an obvious connection. This curriculum was developed with the intention to compliment the national curriculum rather than replace it. It is the hope of those writing it that it might one day also be integrated into the national curriculum.

There is a small section at the beginning of the book entitled *Five Minutes for Peace*. This section is designed for school assemblies or national holidays when speeches are made. The quotations can be used as part of a speech, or as a short reflection for students at the beginning of a lesson.

There is also a set of lessons based on the Working Group for Weapons Reduction (WGWR) posters. These lessons seek to more deeply explain the meaning of posters and pictures for disarmament in Cambodia. Posters should already be available in schools, or can be requested from WGWR (see contact details below). WGWR is also willing to send resource people to speak to students or to train teachers in the use of these materials.

*Additional resources such as videos, posters and pictures can be attained from the:
Working Group for Weapons Reduction
55 Preah Sotheros Boulevard
Phnom Penh, Cambodia
Email: wgwr@online.com.kh
Telephone: (855) 23 222 462
Web Site: www.wgwr.org*

Five Minutes for Peace

FOR USE IN SCHOOL GATHERINGS, ASSEMBLIES OR ON NATIONAL DAYS

This section is designed for school assemblies or national holidays when speeches are made. The quotations can be used as part of a speech, or as a short reflection for students at the beginning of a lesson.

We cannot always spend a whole lesson teaching students about peace. Sometimes it takes just five minutes to share with students about the idea of peace. The following quotations are printed for use in short reflections – just five minutes is all it takes. You can use them in school assemblies, at the beginning of class or for national days like: International Human Rights Day, Children’s Day, Paris Peace Accord Day or during Water Festival.

In the words of Ruth Fishel;

*There are 1,440 minutes in a day.
That means there are 86,400 seconds.
I can afford to contribute 5 minutes to world peace.
I can afford to contribute 300 seconds to world peace.
That leaves 1,435 minutes for me.
That leaves 86,100 seconds for me....*



Five Minutes for World Peace by Ruth Fishel

If we are to have real peace, we must begin with the children.
Gandhi (Indian Non-violent activist)

PEACE - It does not mean to be in a place where there is no noise, trouble or hard work. It means to be in the midst of those things and still be calm in your heart.

Anonymous

Peace is the belief you have in yourself. It is what you should want to have within yourself.... It is what holds you and me together. Peace holds many secrets. It is in everybody whether or not you are black, white, red or yellow. Peace – what a wonderful choice!!
5th grade student, United States of America

Never underestimate the individual’s ability to change the world
Gandhi (Indian Non-violent activist)

People say that walking on water is a miracle; but to me, walking peacefully on Earth is the real miracle.
Thich Nhat Hanh (Vietnamese Buddhist Monk)

We cannot change the past, but we can change our attitude towards it. Uproot guilt and plant forgiveness. Tear out arrogance and seed humility. Exchange love for hate – thereby, making the present comfortable and the future promising.
Maya Angelou (Civil Rights Activist, USA)

Peace is an environment where conflicts are resolved without violence, where people are free, not exploited, living so they can grow to their full potential.
Vanderhaar (Christian Professor and Author, USA)

Our journey for peace begins today and everyday. Each step is a meditation, each step will build a bridge.
Venerable Maha Ghosananda (Cambodian Buddhist Monk)

Peace and tranquillity is worth a thousand pieces of gold.
(Chinese proverb)

Peace feeds, war wastes; peace breeds, war consumes.
(Danish proverb)

Peace with a cudgel in hand is war.
(Portuguese proverb)

Peace is not the absence of conflict, but the presence of justice.
Martin Luther King Junior (Civil rights activist, USA)

Wherever I go, peace is with me, because without peace there is no me.
14 year old student's peace poem, Croatia, Europe

The suffering of Cambodia has been deep.
From this suffering comes Great Compassion.
Great Compassion makes a Peaceful Heart.
A Peaceful Heart makes a Peaceful Person.
A Peaceful Person makes a Peaceful Family.
A Peaceful Family makes a Peaceful Community.
A Peaceful Community makes a Peaceful Nation.
And Peaceful Nation makes a Peaceful World.
May all beings live in Happiness and Peace.

Venerable Maha Ghosananda (Cambodian Buddhist Monk)

CHAPTER

1

**COMMUNICATION
AND RELATING
TO OTHERS**

Our Different Perceptions

In our lives, we have very different experiences. If we come from a rich family, our view of the world will be different to people who come from a poor family. If we grew up in the city, we will see things differently to if we grew up in a rural area. If we are a girl, we will experience the world differently to a boy. All of these differing life experiences will affect our own opinions and ideas. This lesson tries to show students how we all have differing viewpoints depending on our own life experience. Those different understandings of issues can easily lead us to conflict if we do not try to understand each other.

Knowledge: students will understand how life experiences influence perceptions, ideas and opinions

Skills: students will be able to relate better to their peers, especially when faced with differing ideas

Attitude: students will respect different ideas and opinions

Time: 30 minutes

Materials: Two Birds story

TWO BIRDS STORY



Two birds were very happily sitting in the wild Logan tree. One of them rested on a branch at the highest part of the tree, the other one was down below, where one branch joined another. After a while, the bird perched in the highest part of the tree said, 'Oh, what beautiful green leaves these are!'

The bird resting on the branch below took this statement as a provocation. He replied in a curt manner, 'Are you blind? Can't you see they are white?'

The one in the highest part, upset, answered, 'It's you who is blind! They are green!'

The other bird, from below, responded, 'I bet my tail feathers they are white. You don't know anything.'

The bird at the top felt his temper flare up and, without thinking twice, he jumped down to the same branch as his adversary to teach him a lesson. The other bird did not move. The two birds were so close, they stood eye to eye. Their feathers were ruffled with rage. In their tradition, they both looked up before they started the fight.

The bird that had come down from above said with much surprise, 'How strange! Look at the leaves, they are white!' And he invited his friend, 'Come up to where I was before.'

They flew to the highest branch of the tree, and this time they said together, 'Look at the leaves, they are so green!'

by H. Otero, from "Parabolas en son de Paz"

Vocabulary:

Perception a perception is the way we see or understand something. It is the insight we have about an issue or person or the way we see the world. Everybody's perception is different. Our perceptions can be shaped by our parents, our education, where we live, who we know, what we read, what we experience and so on.

Procedure:

1. Teacher reads the story 'The Two Birds' to the class
2. Teacher checks students understood the story by asking the following questions:
 - a. *Why did the bird above get upset?*
 - b. *What did the other bird say to make the situation worse?*
 - c. *What did both birds find out? [Answer: Each one was seeing the leaves from their own perspective, hence, what each one saw was correct from his position in the tree.]*
 - d. *How could the birds have responded differently so they weren't ready to fight?*
3. Teacher asks the following discussion questions:
 - a. *What can we learn from this story? [Possible answer: Because we are all different, we see situations, issues and the world differently].*
 - b. *Have you ever had a conflict with someone because you had different ideas about something? Or because you had different information about the same topic?*
 - c. *How did you solve it? How can we solve conflicts over different viewpoints?*
4. **Conclusion** - We all see the world differently. If we understand that our views are different, shaped by our own experiences of life, it is easier for us to understand one another. We must take the time to listen and understand each other's ideas before creating conflict with one another.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Individual Values (Grade 11)

Dealing with Prejudice

Everyday we make judgments about other people. Often they are negative and based on false information. These judgements cause us to discriminate against others. They cause us to mistreat other people and not deal with them in a fair and equal manner. This lesson tries to show students the kinds of prejudices they hold against other students and how they might change those attitudes.

Knowledge: students will understand the meaning of prejudice and how it can lead to conflict

Skills: students will be able to identify and implement strategies for dealing with prejudice in their school community

Attitude: students will examine their own prejudices and how they affect their relationships with others

Time: 30 minutes

Materials: Six Stories on Prejudice

Vocabulary:

Prejudice an opinion, usually negative, that is not founded on experience or reason. For example when a person does not like someone else based on the colour of their skin, the clothes they wear or the family they come from.

Discrimination when we treat other people differently because of a judgement (prejudice) made about the other person. For example when children with dirty clothes are not allowed to enter the school (discrimination against poor people) or when people from a different religion are not allowed to vote (discrimination based on religion).

Stereotype an opinion or idea about a group based on opinion without regard to individual differences.

Procedure:

1. The teacher introduces the concept of prejudice and discrimination (see definitions above).



- Rattana fell on the sidewalk. Her ankle really hurt. A beautiful beer girl came to help her up. “I’ll help you!” she said. “Sit on the bench and let me look at your ankle.” Rattana did not trust the girl and said, “No, thanks. I am fine.” She limped away.



- Sarith was hit in the eye with a football, and to everyone's surprise, he started to cry. The other guys then started to snicker. Phalla felt bad for him, but laughed along with the other guys



- Vuthy was a great dancer. One day his teacher suggested that Vuthy might want to take up dancing as a career . Vuthy liked the idea, but the more he thought about it, the more he was afraid that the other guys would make fun of him. He dropped the idea, along with a possible career.



- Sokchea was having trouble in maths class. She kept going for extra help, but her grades were not improving. The teacher told her it's okay because girls don't do well at maths.



- Some poor students asked Thavory to join their group to do a science project. She thought that because they were not wearing nice clothes, they could not be very smart. She joined another group. The first group, who asked Thavory, got an A. Thavory's group did not.



- Vanny's family did not have much money and lived in a different neighbourhood from Pisak's. When Vanny invited Pisak to a birthday party, Pisak assumed the house would be messy and dirty. He did not go, and everyone told him later how nice the house was, and how good the food was.

2. The teacher reads Six Stories on Prejudice.
3. After reading all the stories, the teacher should re-read each story again, but stop after each story to ask students for their answer to the questions:
 - a. *what is the prejudice in this story related to and;*
 - b. *what impact does it have in the story?*

[Sample answer: in the first story the beer girl is discriminated against because the society perceive her as a sex worker. The impact is that the beer girl feels bad, and Rattana has no one to help her.]

4. Teacher asks students:
 - a. *Do you think these judgements are fair or justified?*
 - b. *Can you give examples of other types of prejudices we see in Cambodia? [Possible answers: people living with HIV/Aids, black skinned people, poor people, street children, etc.]*
 - c. *Have you ever been the victim of prejudice or stereotyping? What happened? How did you feel?*
 - d. *What do you think the result of prejudice and discrimination is? How do people feel when they are discriminated against?*
5. Teacher explains that nobody likes to be discriminated against negatively. When we discriminate against someone else they feel hurt. This can lead to conflict.
6. Teacher asks students to brainstorm answers to the following questions:
 - a. *What can we do about our own prejudices?*
 - b. *Write the answers on the blackboard. [Possible answers: meet people who are different to ourselves and find out about their lives, treat others equally, consider how others feel when we leave them out].*
7. **Conclusion** – when we hold negative judgements against other people it can cause them harm. This can lead to feelings of anger and hate. Anger and hate are the seeds of conflict and violence. Let us treat all people as equals, with open minds and open hearts.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Discrimination against HIV/Aids (Grade 10)

Hurting Others Comes from Our Fear

Sometimes we feel afraid of other people because we do not know or understand them, especially if they are different to us. They may come from a different religion, ethnic group, gender, political group or may just look different. When we feel afraid we will try to protect ourselves by hurting or discriminating against others, even when it is not fair to the other person. Sometimes this behaviour will lead to violence or conflict. If we try to understand other people and respect the differences between us, we can prevent prejudice, violence and conflict and increase security in our community. This lesson aims to help students examine whether their fears are justified and to consider how we can reduce prejudice to increase our own feelings of security.

Knowledge: students understand more deeply the idea of prejudice as a result of fear and insecurity

Skills: students can think critically about the causes of discrimination and conflict

Attitude: students examine their own fears and prejudices and consider how they might change those feelings

Time: 30 minutes

Materials: Harming Others Comes from Fear – A Buddhist Story

HARMING OTHERS COMES FROM FEAR – A BUDDHIST STORY



Once upon a time, Lord Buddha came upon a group of boys beating a harmless house snake. But He knew that these were good boys. So He asked them; 'Boys, what are you doing?'

'We are beating a snake', they said and already they knew that they were doing something wrong.

'Why are you doing that?' asked Lord Buddha.

'Because we were scared', they said.

'So your fear has made you hurt an innocent creature?'

'Yes' they replied, and they felt very ashamed.

'Do you see how your fear has made you blind?'

'Yes' they said again, 'but we didn't know that snakes were harmless. We thought it might hurt us, so we hurt it.'

'Hurting others can never bring you true happiness,' said the Lord Buddha, 'And if you don't harm others, it will make you happy. Remember, one should not do to others what you would not want done to you.'

Procedure:

1. Teacher reads the story *Harming Others Comes from Fear – A Buddhist Story*
2. Teacher starts a discussion with students using the following questions:
 - a. *What is the meaning of this story?*
 - b. *Can you think of a time when you said something nasty towards someone else because you were afraid, or you did not understand them? What happened and what was the result?*
3. Teacher asks students to write one paragraph about a time when you saw someone hurt someone else in the school or in the community because they were afraid or did not understand the other person. Include in your paragraph the reason why the person reacted the way they did and two suggestions about how they could have reacted more peacefully. Teacher gives students ten minutes to complete the exercise.
4. Teacher asks for volunteers to read out their stories and suggestions to the class.
5. **Conclusion** – too often we hurt other people with our words or actions, because we do not understand them or because we feel afraid. We hurt others to protect ourselves. This can lead to further conflict. Remember what the Lord Buddha said: *One should not do to others what you would not want done to you.*

Appreciation of Others' Differences

We are all different. Even though we are all Cambodian our families have different customs, beliefs and ideas. We have different family backgrounds and histories. Our experiences of the world are also different. Some of us are rich, some of us poor. Some of us are Khmer Chinese, some from Rattanakiri, some from Svay Rieng, some from Battambang and so on. Most Cambodians are Buddhist, but some Cambodians are Muslim, and some are Christian. We should celebrate this diversity in our country.

Knowledge: students will understand how appreciating difference can increase feelings of security and peace in the community

Skills: students can relate to others without prejudice

Attitude: students can appreciate the differences between themselves

Time: 40 minutes

Procedure:

1. The teacher writes the following questions on the blackboard and ask students to copy these questions into their books. Give students fifteen minutes to move around the room and ask the questions to as many students as possible. They must find one person for each question. They cannot get the same name twice. The winner is the student who gets all the answers first.

Note: The teacher may like to add more questions to better suit their students. Remember the main aim is to discover things they did not know about each other to improve their understanding.

Find someone who:	Name	Answer
Has an interesting or unusual hobby? What is it?		
Can speak a language that is different to Khmer? What language is it?		
Learned how to do something new recently? What is it?		
Has lived in a different province? Which province?		
Is clever in one of the arts? Which is it?		
Likes to eat a food from another country? What food is it?		
Wants to be a politician when they grow up? Why?		
Recently helped someone resolve a conflict? How?		

2. Optional, additional exercise: The teacher asks students to stand up if the answer to the following questions are true for them:
 - a. *You have more than two brothers or sisters?*
 - b. *You ride a bicycle to school?*
 - c. *You like to eat green mangoes?*

- d. You are left handed?
- e. You live in town?
- f. You were born in another province?
- g. You are a boy?
- h. Your grandparents live with you?
- i. You like dancing?

The teacher can add their own questions relevant to their class to show the differences and commonalities with other students.

3. The teacher asks students:

- a. Did anyone find out anything interesting or surprising about other students?
- b. What are the commonalities we share in this room?
- c. What are our differences?
- d. Do you feel good about your differences? Why? or why not?
- e. Why should we appreciate our differences?
- f. How would the world be if we were all the same?

4. **Conclusion** – This activity shows us how different we are. Even though we all live in the same country and study in the same school, we have very different abilities, skills, ideas and backgrounds. If we take time to find out more about each other, we will have better relationships and will find it easier to live and work together.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Other Ethnicities in Cambodia (Grade 12)



“Celebrate diversity in our country”



Listening to Each Other

Listening is an important skill to help reduce conflict between individuals. If we really understand what someone is trying to say to us, we are less likely to react in the wrong way. Sometimes misunderstandings or conflicts are caused between people, simply because we did not understand what the other was saying. This lesson aims to help students consider their listening skills as a means for preventing conflict and improving their relationships with others.

Knowledge: students will understand how good listening skill can help to build good relationships and prevent conflict

Skills: students will listen more attentively to their teachers and peers

Attitude: students will consider attentive listening as an important skill for harmonious relations, and thus use it

Time: 30 minutes

Procedure:

1. Teacher selects two students and asks them to stand with their backs to each other.
2. The teacher asks one student to tell the other a story about what they did on Sunday, as if they are speaking on the telephone. After the conversation is over ask the student listening to tell the class what the person speaking had said.
3. The teacher asks the other students in the classroom to observe/listen to the conversation - How did the listener summarize the given information? What did he forget?
4. The teacher reads the following quotation:

Peacemaking requires compassion. It requires the skill of listening. To listen, we have to give up ourselves, even our own words. We listen until we can hear our peaceful nature. As we learn to listen to ourselves, we learn to listen to others as well, and new ideas grow.

From Making Peace, Step by Step, Maha Ghosananda

5. The teacher asks students:
 - a. *What do you think these words from Maha Ghosananda mean?*
 - b. *Why is listening important?*

6. The teacher asks students to brainstorm answers on the blackboard to the following question:
 - a. *What does a good listener do?*
Answers should include: Keep our mind focused on the speaker, eye contact with the speaker but not staring, turn our body towards the speaker, allow the speaker to finish before talking ourselves, when we don't understand ask for clarification, respect speaker's experience and ideas, don't interrupt, ask open questions (e.g. *How did it happen? Why?*), do not give advice unless asked, repeat /summarize the given information, etc.

7. Ask students to work in pairs. Take it in turns to tell each other a story from their life. When they are finished telling the story, ask the listener to retell the story. Ask the storyteller if the summary told by the listener is correct.

8. After the exercise teacher asks students:
 - a. *How well did you do as a listener? Could you get all the information?*
 - b. *Was it easy to listen to each other?*
 - c. *Do you think when we listen well we can improve relationships with other people?*
 - d. *Why and how?*

9. **Conclusion** – If we listen to each other carefully, consciously and with an open heart, we understand each other better. If we are always rushing and not really listening to each other, it is easy for us to misunderstand one another and this can lead to conflict and broken relationships. We should practice listening carefully to one another.

Good Communication

Everyday we have to communicate with other people – at school, in the market, with friends and family. When we speak to someone else we want them to understand and remember what we are saying, so we need to learn the most effective way to communicate our message. When people do not understand us it can cause us to feel frustration or may lead to conflict. When a listener misunderstands they can also feel frustrated by what we are trying to say. So we need to understand how best to communicate with each other.

Knowledge: students will understand how to be effective communicators

Skills: students will communicate more effectively with their peers

Attitude: students will consider effective communication as useful way to prevent misunderstanding and conflict

Time: 30 minutes

Materials: Robbery Report Story

ROBBERY REPORT STORY



There has been a robbery! I was walking into the shop and a man came running out. He knocked me over and kept running. He was carrying a white bag in his right hand and it looked like he had a gun in his left hand. He was wearing a brown jacket that was torn on the shoulder, a long sleeved, blue and green striped shirt and blue jeans. He had skinny legs and a big stomach. He wore wire rimmed glasses and black shoes. He was bald and had a brown moustache. He was about 180cm tall and probably in his mid thirties. Please go and tell the police to find the robber.

Procedure:

1. Teacher selects three volunteers. Have all three leave the room for a few minutes.
2. The teacher reads the 'Robber report' loudly and slowly to the class and answers any questions they may have. Make sure everyone is clear on all the details.
3. Invite the first volunteer into the room. Quickly tell him/her the story. Do not allow time for questions and answers. Tell the class to observe quietly.
4. Call the second volunteer into the room. Have the first volunteer repeat the story to the second volunteer. Do not allow time for questions and answers.
5. Call the third volunteer into the room. Have the second volunteer repeat the story to third volunteer. Do not allow time for questions and answers.
6. Have the third volunteer tell the story back to the class. The teacher should read the entire story to the class again so they can know the original story.
7. Allow the volunteers to think about how it felt having to remember so many details and then having to repeat the story.
8. Teacher asks the class the following questions for in-depth discussion:
 - a. *How did the story change?*
 - b. *Was anything important left out?*
 - c. *Was anything added to the story?*
 - d. *What made it hard to remember the story?*
 - e. *What are the obstacles to communication?*
 - f. *What would have made it easier to remember the whole story?*
9. The teacher breaks the class into small groups. Each group should answer the following two questions:
 - a. *List the factors that make communication effective in everyday life.*[Possible answers: clear information, not too much information, repeat key points, check the understanding of the listener, give our full attention to the speaker, ask when you don't understand, use appropriate language for the listener's understanding.]
 - b. *What is the effect of poor communication?*
10. Each group should present these answers to the class.
11. **Conclusion** – when we communicate with each other clearly and without too much detailed information we can more easily understand each other. Equally when we listen carefully and give the speaker our full attention we can be more effective in understanding the message. When we do not use effective ways of communicating we can easily misunderstand one another which can lead to conflict. Effective communication is the way for us to prevent conflict.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Creation of Culture of Peace (Grade 11)

CHAPTER

2

CONFLICT

Our Experiences of Conflict

Conflict is part of our everyday lives. We encounter it in our homes, in our families, at school, with friends, in the workplace and in the community. It is not always about war and violence. Some conflict can be positive, if it is not violent, as it can help us to meet our needs or express our feelings. This lesson enables students to examine their own assumptions and feelings about conflict; and to consider whether conflict has a positive side.

Knowledge: students will develop a deeper understanding of conflict.

Skills: students will be able to distinguish between positive and negative types of conflict.

Attitude: students will consider the difference between positive and negative conflict.

Time: 30 minutes

Vocabulary:

Conflict a state of opposition between two groups (or individuals) about ideas, values or behaviour

Violence act of aggression and cruelty from one person to another person who is resisting. It can be physical or psychological.

Positive Conflict conflict which is non-violent and brings about positive change.

Negative Conflict conflict which is violent and hurts people

Procedure:

1. The teacher draws a circle in the middle of the chalkboard and writes the word 'CONFLICT' in the centre. The teacher asks students to call out words or phrases they associate with the word conflict. These may be descriptions of situations, parties to conflict, types of conflict, feelings, sources of conflict, or its results. Accept all responses without discussion or judgment.
2. The following sketch is a sample of a possible conflict web. The web that the group creates may look quite different.



3. When the web is completed, the teacher asks the group to look at it for a minute or two.
4. The teacher asks the following questions of the group:
 - a. *Are the responses on the web mostly negative?*
 - b. *Does anyone have any positive associations of conflict?* [For example problem solving or opportunities for constructive change.]
 - c. *Why is it that our reactions to conflict are so often negative?*
 - d. *What is the advantage of conflict?* [Answer: conflict can help two people to clarify and peacefully achieve their needs. It can also help us to express our feelings more openly to others and when solved peacefully will improve our relationships.]
5. **Conclusion** – In our life, we face conflict everyday – with our parents, brothers and sisters, friends and other people we meet. It is natural as we are all different and have different needs and interests. If conflict is handled in a creative way it can be positive as it helps us to get what we need and helps develop better relationships. However, if it becomes violent it is very negative as it causes harm.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Dignity of Living (Grade 10)

Conflict and Violence

All too often conflict quickly becomes violent. As conflict escalates people lose sight of what they were fighting for, but focus only on their feelings of anger and hate. This lesson gives students the opportunity to think about why conflicts quickly turn to violence, how conflict can be solved before it escalates and raises questions about the logic of war.

Knowledge: students will understand how conflict can escalate quickly

Skills: students will have increased their capacity for problem solving

Attitude: students will consider how to focus on solving the problem instead of allowing their feelings to escalate

Time: 30 minutes

Materials: 'Why are you fighting?' story

WHY ARE YOU FIGHTING?



Once there were two communities who lived on either side of the river. While there were no problems they lived in harmony. But then a drought came and both groups became greedy. They each thought that they alone should have all the water and that the other community should get none.

And so they started arguing. Arguing made them angry at one another, which made them call each other bad names to hurt

each other. When they hurt each other they made each other more and more angry. It is easy for an angry person to make other people angry. And soon everyone was angry at everyone, even those who had nothing to do with the problem in the first place. Then very quickly everyone was ready for war.

Right before the war started Lord Buddha came, having sensed that there was a problem. 'What are you doing?' he asked the angry people.

'We are going to have a war!' they shouted with anger.

'Why?' he asked.

But no one knew why. They had become so angry, that had forgotten why they wanted to have a war in the first place. Now they were beginning to feel a little foolish. Everyone

asked one another, what is this war about and since no one knew, they finally had to ask the king. The king explained that they were fighting over water.

'How many people will die, if you go to war?' Lord Buddha asked.

'Hundreds' they said.

Lord Buddha scooped up a palm of water from the river. 'Will hundreds of innocent men die over this?' He asked. Everyone was silent. 'And how many people will die, if you carefully share the water and co-operate with one another?'

'Maybe none.' the people replied. And so the people understood that they need not fight. The people were so grateful to Lord Buddha, that they each sent five hundred of their men to become His students. Instead of fighting and dying they would learn to become peaceful, both in their hearts as well as with others.

Vocabulary:

<i>Conflict</i>	a state of opposition between two groups (or individuals) about ideas, values or behaviour
<i>Violence</i>	act of aggression and cruelty from one person to another person who is resisting. It can be physical or psychological.

Procedure:

1. Teacher reads the story '*Why are you fighting?*' to the class.
2. Teacher asks the students the following discussion questions:
 - a. *Why were the people fighting?*
 - b. *How did the conflict in the story escalate so quickly?*
 - c. *Why were the people so happy with Lord Buddha?*
 - d. *At which point could they have solved the problem?* [Possible answer: the people could have solved the problem in the beginning when they realised that there was conflict.]
 - e. *Can other conflicts be solved like this? How?*
 - f. *What other things do communities or countries fight about?*
3. **Conclusion** – it is better for us to try to solve conflicts before they become violent and people are hurt. The longer we do not solve a problem the stronger the feelings of people become, and the easier it is to fight each other. Sometimes we lose sight of what we are fighting for. We become too involved in the feelings of hatred and anger for other people. In the story the Lord Buddha showed the people that their fighting would create more suffering, and no one would get what they wanted.

Managing Rumours

Gossip and rumour can be found in every community or amongst every group of people in the world. While it is a part of our everyday lives it can be very hurtful to other people. As rumours and gossip are not always true or contain painful information they can cause anger and conflict. Rumours spread quickly because people frequently do not question the content of rumours; they accept and act on rumours without checking them. These activities help students to think about how rumours spread, how they can be destructive, and how they can be stopped.

Knowledge: students will understand how rumours can create or escalate conflict

Skills: students will not act on or spread rumours

Attitude: students will see that by spreading a rumour they are contributing to the suffering of others

Time: 30 minutes

Vocabulary:

<i>Rumour</i>	unproven information (usually a mixture of truth and untruth) passed around informally by word of mouth
<i>Gossip</i>	is someone who regularly reveals personal or sensational facts about others, or someone who spreads rumours

Procedure:

1. Play the 'rumour' game. Have the students sit in a circle. Whisper a message into the ear of one student and have him or her whisper it into the ear of the next student. That student then whispers the message he/she heard in to the next person's ear, and so on around the circle until everyone hears the message. The last student to hear the message says aloud what he/she heard. Use messages that can mutate into serious threats and crises, such as "Sitha is looking for you and she has gun," or "Pisak says he likes your girlfriend".
2. The teacher asks students to define the word rumour and gossip (see vocabulary above).
3. Teacher asks the students the following questions :
 - a. *Can you give an example of a rumour that you heard?*
 - b. *Was it true?*
 - c. *Can you think of a rumour that you heard which was not true but people acted on? What happened?*
 - d. *When has a rumour hurt you or caused problems for you?*
 - e. *Why do people spread destructive rumours? What do they get from it?* [Possible answers: To hurt or threaten others and maybe to feel good about themselves.]
 - f. *What are the ways that rumours might make conflicts escalate?*
 - g. *What is the responsible thing to do when you hear a rumour?* [Answer: "Don't listen to them, don't pass them on."]

4. Teacher asks students to design posters for the school that have anti-rumour messages. For example:
 - a. “Rumours can be dangerous - Don’t waste your time!”
 - b. “Rumours - Don’t listen to them, Don’t pass them on”
5. **Conclusion** – Rumours can cause pain. Often they are not true but spread to everyone quickly. They can cause people embarrassment or anger. Even when some rumours are not true people act on them. Rumours can therefore create conflict, and even violence between people. When we hear a rumour we should try to find out where it came from and if it is true. If we are not sure if it is true we should not tell other people. If the rumour can cause someone a lot of pain we should keep it to ourselves.



Proverbs about Conflict from Around the World

Proverbs are phrases that hold some wisdom or teaching. Usually they are passed from one generation to the next because they are easy to remember. Every culture has its own proverbs. Some cultures' proverbs are similar to others. Proverbs are a good way to share messages about peace.

Knowledge: students will better understand concepts of peace and conflict through the proverbs from around the world

Skills: students will develop analytical skills by trying to find the meaning in the proverbs.

Attitude: students will value the wisdom of other countries and apply it to their own lives

Time: 30 minutes

Materials: slips of paper with one proverb on each paper (from list of proverbs over the page)

Procedure:

1. Teacher breaks the class into groups of two or three. Give each group a proverb and ask them the following questions:
 - a. *What does this proverb mean?*
 - b. *What does this proverb teach you about peace and conflict?*
 - c. *Does Cambodia have a proverb with the same meaning?*
 - d. *What did you learn from this proverb for your life?*
2. After twenty minutes, the teacher asks all the groups to come together and present their proverb and its meaning.
3. **Conclusion** - Conflict is universal. Wherever there are human beings there is conflict. But there is also wisdom and advice about how to resolve that conflict. We can learn a lot from other countries. Proverbs are just one way for us to learn more about how to achieve peace in our world.

PROVERBS FROM AROUND THE WORLD



✂

A single kind word keeps one warm for three winters.

China

✂

Nice words are free so choose one to please another's ears.

Vietnam

✂

Today it is fire, tomorrow it will be ashes.

Arabia

✂

When your neighbour is wrong you point a finger, but when you are wrong you hide.

Democratic Republic of Congo in Central Africa

✂

If you have one finger pointing at somebody, you have three pointing towards yourself.

Nigeria, West Africa

✂

If you damage the character of another, you damage your own.

Yoruba proverb of Nigeria, West Africa

✂

In the desert of life the wise person travels by caravan, while the fool prefers to travel alone.

Arab proverb, North Africa

✂

The bridge is repaired only after someone falls in the water.

Somali proverb of Somalia, East Africa

✂

Those who seek revenge must remember to dig two graves.

China

✂

Without retaliation, evils would one day become extinct from the world.

Nigeria, West Africa

✂

The wind does not break a tree that bends.

Tanzania, East Africa

✂

A wise person changes their mind.

Japan

✂

To engage in conflict, one does not bring a knife that cuts - but a needle that sews.

Zambia, East Africa

✂

When the right hand washes the left hand and the left hand washes the right hand, both hands become clean.

Nigeria, West Africa

Television and Violence

Violence on television or in cinemas is very common in Cambodia and other countries. As long as there is no censorship parents and students will have to decide for themselves whether what they watch on television is healthy. This lesson aims to make students more conscious about what they are watching. When violence becomes so familiar, it can make students believe that it is a part of normal life, and that it is acceptable. This naturally feeds a cycle of violence instead of a culture of peace.

Knowledge: students will consider how television influences their thinking and behaviour and evaluate the negative impact of watching violent television

Skills: students will think more critically about what they choose to watch on television.

Attitude: students will consider their television watching habits

Time: 30 minutes

Procedure:

1. Teacher asks students to write down the kinds of violence they see on television. [Answers may include - swearing, hitting, use of guns, threats, yelling, etc.]
2. Teacher asks students to think about the programs they watched on television over the last week. Ask students to draw the table as suggested on the next page into their books and fill it in.
 - a. Write the name of the programs across the top of the table.
 - b. On the second line write the time of day they watched that program and the days of the week it is on.
 - c. Write the channel it appears on TV
 - d. Then decide which category the program falls into – verbal violence, comedy, love story, horror, etc. Write beside the category the number of hours they watched in one week.
3. Teacher asks the students to answer the following questions in their writing books:
 - a. How many hours of television do you watch per week?
 - b. Do you think this is too much?
 - c. What else could you do with the time you use to watch television?
 - d. What percentage of your television watching time can be considered violent?
 - e. Why do you like to watch violence on television? Do you think it is good for you? Why or why not?
 - f. Do you think violence is an acceptable part of life? Should we accept that we live in a violent family, school or community?

4. **Conclusion** – often the images we watch on television or in magazines are negative ones. They can be about war, fighting and other people being hurt. Even though we do not realise it those images can become part of our subconscious thinking. After some time they will not be shocking to us anymore – we will consider them to be a normal and acceptable part of life. We should use the time we spend watching violence on television for other things – like reading books, drawing pictures, meeting with others for study, watching documentaries, keeping a diary and thinking about what you can do in the future.

How many hours of television do you watch?

Program	Revengance and Sentiment	Titanic (Movie)	Boxing	Total Number of Hours per week
Time of day	5 - 6 pm	8 - 9 pm	4 - 6 pm	
Days of the week	Sat	Fri	Sun	
Channel	TVK	TV9	TV5	
Verbal violence	✓			1 hours
Funny/Humorous				
Physical Violence/Murder	✓			1 hours
Music				
Cartoon				
Love story	✓	✓		2 hours
Educational/Documentary				
Sex movie				
Horror/ ghost story				
Sports			✓	2 hours
Other				
Total Number of Hours of television watched in one week				6 hours

Consequences of Weapons Use

Even though the war in Cambodia ended a long time ago, many weapons remain in our country. The use of those weapons has very serious consequences for the people – in their homes and in the community. Our community would be safer without those weapons. This lesson helps students to think about the negative consequences of weapons and to consider what they can do to remove weapons.

Knowledge: students will understand the consequences of weapons possession and use on individuals and the community at large

Skills: students will know what to do to remove illegal weapons from the community

Attitude: students will commit themselves to helping eradicate illegal weapons in Cambodia

Time: 30 minutes

Materials: story of eighteen year old boy

Procedure:

1. Teacher reads the following story for students.

THE STORY OF AN EIGHTEEN YEAR OLD BOY



One night as I was sleeping soundly, two men came to my house. They shot my father dead and beat my mother with their AK59s. I heard my sister call out to wake me up and I immediately got up. She put a long knife beside me then left to run to the village chief's home for help. But no one came to help because the men were armed with rifles. I saw the two men running away, and then learned that even

though they did not take our motorcycle, they took my mother's gold necklace.

The offenders were our neighbours, who apparently were taking revenge on my family for the exchange of harsh words weeks before. They had this conflict because my mother was asking for her share of the money that she and the neighbour's wife earned from a job that they did in Thailand.

Story continues over the page.

Not contented with the murder of my father and the injury they inflicted on my mother, the offenders threatened my family that they would kill every one of us. My mother has filed complaints to the district police and the provincial court but was asked, “Do you have the money to bribe the court?”

My family has since been living away from one another. My mother is back in Thailand begging, and my siblings live with an orphanage in another province to avoid the threats to their lives. I live in the same village but with a distant neighbour. I cannot go back to my own home in this village for fear. (Story of an 18-year-old man in Banteay Meanchey Province).¹

2. Teacher asks the students the following questions:

- a. *How do you feel about this story?*
- b. *Do you know of other stories like this one?*
- c. *Why do people still keep guns in Cambodia?*
- d. *Where did the guns come from?*

3. Small group brainstorm – break the class into small groups and answer the following questions:

- a. *What are the physical effects of weapons on people?*
- b. *What is the impact of a weapon related injury on the family or community?*

Answers should include the following:

POSSIBLE EFFECTS:

When people use weapons they may injure themselves or others or be put into prison. The consequences of those effects include:

- *Children drop out of school*
- *Reduced income earning capacity*
- *Loss of face/looked down upon*
- *Fear, trauma, worry, anxiety, anger*
- *Children may be orphaned or abandoned*
- *Desire to seek vengeance/acquire a gun for family protection*
- *Families may have to move to other areas for protection or to hide themselves*
- *Debt, sale of property, loss of property*
- *Loss of family members and friends*
- *Drug addiction, commercial sex work, affiliation in street gangs*

¹ Yem Sam Oeun and Catalla, R.F., “I live in fear”, Consequences of Small Arms and Light Weapons on Woman and Children in Cambodia. WGWR, June 2001.

4. Ask students to present their answers to the class.
5. Teacher brainstorms with the whole class, what people can do to reduce weapons in their community? Answer should include the following:

- Inform police/ village chief/ local authority when you see unexploded ordnance (UXO), people handing illegal weapons, committing crimes with weapons.
- If you want to return a weapon contact someone you trust, like commune chief, pagoda representative or an NGO to inform local authorities and organize the handover.
- Participate in weapons collection activity of government.
- Tell other people about the weapons law.
- Encourage cooperation among villagers to search for and to inform one another about mines and illegal weapons.
- Ask for help from the authority/ military police on weapons- related threats to family; file complaints against those who commit abuses (e.g. want to take over family land)
- Discourage family members using violence, particularly gun violence to settle quarrels; inform them about consequences of such violence
- Encourage family members to surrender gun at home, if any, to appropriate authorities.
- Warn friends about the negative effects of tampering with weapons/ unexploded ordinance (UXOs), or using guns to solve problems during conflict.

7. Teacher asks students to think of alternative ways to solve problems without weapons? List the answers on the blackboard.
8. **Conclusion:** It is important that we try to remove all illegal weapons from our community. The impact of such weapons is very negative – it causes poverty, fear and pain for many people. If you know of an illegal weapon you should report it to the police, or you should encourage the person who owns the weapon to hand it in to the local authorities.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Rescuing the Other's Life (Grade 10)

Principles for Community Living

Rules are very important for preventing conflict and making peace. When there are no rules agreed by a group or community then things can be very chaotic. Every one behaves as they like, and no one knows what is expected of them. If there are rules and there is no enforcement of those rules, those who follow the rules will be very frustrated. This lesson aims to make the connection between the importance of laws, principles and rules for the governance of groups to the prevention of conflict.

Knowledge: students will understand the importance of making rules together and following those rules

Skills: students will follow the rules of their school as they appreciate the role of those rules in supporting peaceful coexistence

Attitude: students will appreciate the role of laws or rules in the governance of groups of people

Time: 30 minutes

Procedure:

1. The teacher asks the class – what are the rules of this school? (List them on the blackboard). [Note: if the teacher has additional rules for their classroom add those as well].
2. The teacher asks students –
 - a. *Why do we have these rules?* [Possible answer: rules or agreed principles help us to know what is expected of us. We know what we can and can't do.]
 - b. *What are the implications of breaking the school rules? What will happen to you?* [Possible answers: you can be sent to the school principal, you can be thrown out of school, your parents might be called to the school.]
 - c. *Do you agree with the school rules? Why or why not?*
 - d. *If you could make new rules what would they be?*
 - e. *What would happen if there were no rules in the school? Or if nobody respected the school rules?*
 - f. *If two students break the same rule, and one is punished and the other is not – how do you feel? How does the student who is punished feel? How does the student who is not punished feel?* [Explanation – rules are designed to create equality – when one student is not punished other students will become frustrated which can lead to resentment and conflict.]
3. Teacher asks students to work in pairs to answer the following question:
 - a. *List three methods that encourage you to do better and respect the school rules.* [Possible answers: good comments from the teacher, recognition for good work, classrooms with good atmosphere, etc]

- b. *List three kinds of punishment which make you feel very bad and leave you with feelings of anger.* [Possible answers: hitting, removal from the classroom, humiliation, etc.]
4. **Conclusion** – when we try to work together as a group or community (like in a school, or in an office or even as a whole country) we need principles or guidelines to govern our behaviour. If we are consulted about the rules and we can contribute our own ideas and we agree on them, we will value the rules more and will follow them.

If someone breaks those rules they must pay the consequence. If we are punished violently or in a humiliating way we will have resentment in our heart and not feel good about the group. But if we are encouraged and feel good about the group we are more likely to respect the group rules.

If some people are allowed to break the rules without punishment, this is unfair to others. This injustice can lead to underlying feelings of resentment and finally conflict.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Legal system in Cambodia (Grade 11)

Security for My Life

In every community we face insecure situations - crime, domestic violence, natural disasters, health risks and conflicts. This lesson explores students' experiences and feelings about security and insecurity. It shows students that there are aspects which cause us to feel safe or insecure including emotional, cultural and political security. It links feelings of security to the prevention of conflict.

Knowledge: students will be introduced to the concept of security and have a conceptual understanding of what it means to be secure

Skills: students will consider ways to reduce the risks in insecure situations.

Attitude: students will explore their own feelings about their life in terms of security

Time: 40 minutes

Vocabulary:

Physical Security	nourishment; clothing and shelter that provide protection from the elements; protection from disease; treatment for illness.
Safety Security	orderliness, protective rules, and consistent protection from physical harm, abuse, violence, and terror; the certainty that your basic needs will be met.
Emotional Security	a sense of belonging, of being loved and cared for; feelings of acceptance from others; healthy relationships with family, friends, adults, peers, and co-workers.
Developmental Security	access to education; the opportunity and freedom to learn, achieve, and contribute to society.
Cultural Security	affirmation of cultural identity, values, and traditions; respect for and legal protection of a person's ethnic, racial, religious, and gender identity; freedom to participate as full partners in society regardless of cultural identity.
Political Security	protection and safety that a government provides its citizens within a nation; protection from threats beyond a nation's borders; the quality and degree of citizens' rights and civic participation in decision-making.
Economic Security	access to training and the development of useful skills; access to jobs and wages which provide a decent standard of living; provision of benefits for the aged, the sick, the disabled, and children.
Environmental Security	protection from environmental hazards and toxins; provisions for safe and clean air, water, and food supplies; provision of a safe, clean habitat.

Procedure:

1. Teacher asks the class to brainstorm the things that people need to feel the safest. Write their answers on the blackboard.
2. Teacher writes the following types of security on the blackboard - Physical Security, Safety Security, Emotional Security, Developmental Security, Cultural Security, Political Security, Economic Security and Environmental Security (It is not necessary to write the full definition.)
3. Teacher asks students to explain what is meant by each of these terms. (For better understanding of these terms refer to vocabulary list above)
4. Teacher asks students to give an example of each type of security.
5. Ask students to write down into their books the three types of security which are the most important to them, and why.
6. Teacher asks students the following question:
 - a. *What can we do to increase security for ourselves and in our community?* (Note: if students consider carrying weapons as a way to secure themselves – teachers should facilitate a discussion about weapons and security. Carrying weapons more often leads to the death or injury of the person carrying the weapon, or their family member, then protecting themselves from an intruder.)
7. **Conclusion** – the more secure we feel the less likely we are to strike or hurt others. If we are physically safe, we do not feel like making violence. If we are psychologically or economically secure, we do not feel worry or stress. If we are environmentally secure, our lives and the lives of our children are safe. This way we feel good about our lives and it is not necessary for us to be in conflict with others.

Rights and Needs

When human rights are not respected and their basic needs are not met, it causes frustration and anger. These feelings can lead to violence, especially targeted at those who are in a more privileged position. If everyone in society had their basic needs and human rights respected then it would significantly reduce the causes of conflict. This lesson aims to challenge students to think critically about the variety of needs human beings have, and to think about how to achieve basic rights for all.

Knowledge: students will understand the variety of needs and rights inherent to all people

Skills: students can debate the variety of needs human beings have and consider how these needs can be met in their own community

Attitude: students will understand that equality in meeting basic needs and human rights reduces the possibility of conflict

Time: 30 minutes

Materials: The Universal Declaration of Human Rights – Articles One, Two and Three

Procedure:

1. Teacher asks students to brainstorm what they need to live. Write the list on the blackboard.
2. Teacher asks students if they can group the needs together under categories such as – physical needs, social needs, spiritual needs.
3. Then divide the class into three groups – one for each set of needs – physical, social and spiritual. In these groups they should answer the following questions through discussion:
 - a. *List all the needs you can think of under this category.*
4. Teacher asks each group to present their list. [Possible answers may include: physical needs – food, water, sleep, shelter; social needs – friends, family, relaxation; spiritual needs – meditation, education, beauty, love.]
5. The teacher asks:
 - a. *Do you think these needs you have listed are met in our community? Why or why not?*
 - b. *Do you think everyone in our community deserves to have these things? Why or why not?*

6. Read (dictate) the Universal Declaration of Human Rights and asks students to write it down in their books.

Universal Declaration of Human Rights – Articles One, Two and Three

Article 1:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3:

Everyone has the right to life, liberty and security of person.

7. Teacher asks students:
- What do you think about these articles?*
 - Do you think these articles are respected in Cambodia?*
 - What happens when people's rights are not respected and their basic needs are not met? Can you give an example in our community? [Possible answer: people who steal because they themselves are hungry]*
 - Do you think by treating others fairly, equally and kindly we can prevent conflict? Why? How?*
8. **Conclusion** – we all have the same basic needs and rights regardless of where we come from or who we are. When our needs are not met, and our rights are not respected we feel frustrated and angry. This can lead people to demand their rights with violent means. Our community can be safe and peaceful if we try to treat everyone fairly, and with respect – no matter which nationality, ethnicity, age, gender, economic status or political opinion.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Rights and Obligations of the Citizen (Grade 10)

Weapons and Cambodian Law

On 30 April 1999 the Council of Ministers agreed on Sub Decree 38 – Administering and Inspecting the Import, Production, Selling, Distribution and Handling of all types of weapons. As some studies show students still have access to, carry and use weapons. It is important for students to understand the legal implications of such action.

- Knowledge:** students will know the legal implications of carrying weapons
- Skills:** students will know what to do should they find or know of illegal weapons
- Attitude:** students will consider the possession and use of weapons as illegal
- Time:** 30 minutes
- Materials:** Sub Decree 38.

Sub Decree 38 – says that it is absolutely forbidden to sell, exchange, donate, stock at home or at any other location all kinds of explosives and weapons.

These include; firearms and pistols, rockets, chemical and biological weapons, electric shock sticks, grenades, landmines and bullets.

People who are authorised to carry arms include Senators, Parliamentarians, Members of the Constitutional and Supreme Council, Court House Chiefs and Prosecutors, Director Generals of government ministries and institutions, Governors and deputy governors at provincial and municipal level; and governors at district level.

Members of the Royal Cambodian Armed Forces, Gendarmerie and National Police who have the rank higher than Five Star General are authorised to use a pistol.

The penalty for a violation of this sub decree is imprisonment.

Procedure:

1. Teacher explains to students that in the Universal Declaration of Human Rights it states that everyone has the right to life, liberty and security of person.
2. Teacher asks the students the following discussion questions:
 - a. *What does it mean to have the right to life, liberty and security of person?*
 - b. *What are the obstacles in your community for 'life, liberty and security of person'?*

3. Teacher explains that weapons are one of the main threats to security in Cambodia. The teacher asks:
 - a. *What kind of weapons you have you seen or heard about in your community?*
 - b. *Share experiences of how weapons have harmed people in the community?*
4. Teacher explains that in Cambodia, the government has taken this situation very seriously by enacting Sub Decree 38. As weapons harm people and create insecurity and danger to people in the community Sub Decree 38 makes weapons illegal.
5. Teacher reads (dictates) Sub Decree 38 and students write it down into their books. Teacher asks a student to read it aloud to the class.
6. Discussion Questions:

As this is the law in Cambodia what should we do when we know there is an illegal weapon in the community? [Answer: teachers should advise students to contact an intermedia, somebody they trust like a commune chief, pagoda or NGO representative to inform local authorities to organize the handover. Also encourage family members to do the same.]
7. **Conclusion** – Weapons are illegal and dangerous. They can cause harm not only to their victim but also to the person who uses them. If you have a weapon or know someone who has a weapon you should hand it over to a responsible person you trust. This is not only the law but responsible behaviour for greater security in our communities.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Helping other's lives (Grade 10)

CHAPTER

3

DECISION MAKING

How Do We Make Decisions?

We make decisions everyday. They are a normal part of life. Some of the decisions we make can cause conflict; equally the way we make those decisions can also create conflict. Some styles of decision-making can leave people feeling excluded or dominated. Others can seem illogical or unreasonable. This lesson focuses on the various ways decisions can be made and how they might best be used in different situations. In particular it emphasizes the way decisions are made in groups, communities or societies.

Knowledge: students will understand different approaches to making decisions in groups

Skills: students will know how to use different decision-making approaches appropriately, particularly to prevent or resolve conflicts in groups

Attitude: students will consider more carefully how to relate to others in groups when decisions are to be made

Time: 40 minutes

Materials: slips of paper with one decision-making style on each slip of paper

Vocabulary:

Voting decision	Several choices or solutions are suggested. Group members say which one they like. The choice that is supported by the majority of people in the group is the decision.
Consensus decision	Everyone in the group decides on one choice. The group does not vote. Individuals are not forced to change their mind but debate and listen to each other. A decision is not made until everyone on the group agrees.
Chance decision	The decision is made by luck – like throwing a coin, hitting the spit on the hand or playing cards.
The leader decides	The group chooses a leader. The leader hears what everybody thinks. Then the leader decides what the group will do.
Compromise decision	Everybody in the group agrees to give up a little of what they want. They try to find a solution everyone can accept.
Arbitration decision	The group asks an outsider to make a decision for them. The outsider is called the arbitrator. The group agrees to do whatever he or she decides.
Expert decision	The person in the group who is experienced or knows most about that particular problem makes the decision.

Procedure:

1. The teacher writes the seven styles of decision making on the blackboard and explains each style to the students. [Note: it is not necessary to write the full definition.]
2. Teacher asks students to give an example of each style from either their own community or in the society. Answers may include:
 - Voting National or commune elections
 - Consensus Married couple wanting to buy a house
 - Chance Friends trying to decide what to do on the weekend
 - Leader The school principal decides how to spend the budget
 - Compromise Between a brother and sister fighting over fruit
 - Arbitration The village chief settles a land dispute
 - Expert A doctor may decide which is the best medicine for a patient
3. Ask students to form seven groups. Give each group one of the decision-making styles and ask them to list the advantages and disadvantages of that style, especially consider how the style might cause or prevent conflict (10 minutes).
4. Ask each small group to report back their answers to the whole class.
5. Ask individual students which style they prefer and why.
6. **Conclusion:** Decisions can be made at different times in different ways. Depending on the situation and the kind of decision to be made, some strategies will be more useful than others. Some styles can help to reduce conflict, while others can lead people to feel frustrated and excluded. Frustration and exclusion can lead to conflict or non-cooperation.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Thinking in the right way (Grade 11)

Making Decisions Together

When making decisions in groups there are different approaches we can use. Decision making in the group uses certain processes. Decisions can be made using consensus, voting, expertise and leadership. Before a decision is made it is important to agree on which decision making approach will be used by everyone involved in the decision making process.

Knowledge: students will be introduced to and consider more deeply the processes of making decisions in groups

Skills: students will be able to identify the obstacles to decision making

Attitude: students will understand that consulting and engaging others in the process increases a group's commitment to a decision

Time: 30 minutes

Materials: paper, pencils

Procedure:

1. Teacher asks the students to imagine the following situation: The whole group has been sent to a deserted island in the middle of the ocean; however the group is only allowed to take with them ten (10) items, besides their personal clothes.
2. Teacher gives everybody five minutes to make a list of ten (10) items he/she thinks is important to take to the island.
3. Teacher organises students into five (5) groups. Each group has to develop a new list of ten (10) items selecting from their own personal lists. They have ten minutes to complete this task.
4. The teacher asks students to write their combined list on the blackboard. There should be five lists. Remove items which are the same so they are only listed once on the blackboard. Now ask the class together to decide the final list of ten items. The teacher should not interfere in this process.
5. Teacher asks students:
 - a. *In the small groups how did you decide which items?*
 - b. *Was it easier to make a decision in the small group, or with the whole class? Why?*
 - c. *What were the obstacles to making a decision? How did you overcome them?*
 - d. *During the small group discussion did some students play different roles? What roles did they play? [For example did some students act as a facilitator, or a leader, or a follower, or as a note taker.]*

6. **Conclusion:** We cannot always get what we want, especially if it involves other people. When we cannot get what we want it can leave us feeling angry or frustrated. When making decisions in groups there are many obstacles. However, the more people whose opinions are considered the easier it is to find a solution which will make everyone happy. Sometimes we must make compromises, sometimes the majority will make the decision, but if we feel we have been listened to, we are more likely to accept the decision of the group.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

The way to make decisions (Grade 10)

Making Decisions by Consensus

Making decisions in groups is not always easy. When someone does not feel their ideas have been considered or they disagree with the outcome they can cause trouble for the whole group. They will feel unimportant and frustrated. Consensus decision making provides a process where everyone's ideas are considered important and makes a space for people to explore all the ideas. In consensus a decision is not finally reached until everyone agrees. This does not mean putting pressure on those who initially disagree but discussing alternatives and viewpoints until everyone can agree on the same outcome. It is not easy; it takes time, but in the end can provide a result where everyone is happy and committed to the decision made.

Knowledge:	students will be introduced the concept of consensus decision making
Skills:	students will be able to use consensus decision making appropriately
Attitude:	students will value consensus as a way to increase participation and prevent conflict
Time:	30 minutes
Materials:	paper, pencil

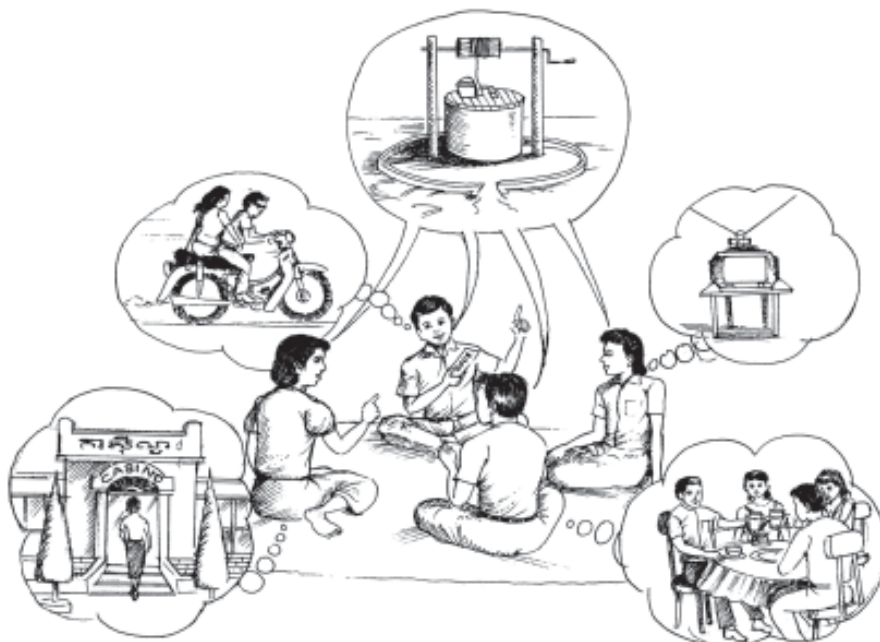
Vocabulary:

Consensus	where a decision is not made until everyone is in agreement.
Consensus building	Ensuring all people's concerns are considered when making a decision which is acceptable to everyone in the group. It is important in consensus building to ensure everyone feels comfortable to express their true feelings, even if they are different to the rest of the group. This ensures all possible ideas and solutions are explored. In consensus building the minority voices are considered important as they may carry some wisdom, knowledge or understanding not held by the majority. Thus consensus building values the minority voice almost more than the majority. Remember in consensus a decision is not taken until everyone freely agrees. This can take some time but it is important people are not forced or coerced to change their mind simply to please the majority.

Procedure:

1. Ask students to find a partner. Ask each pair to imagine that someone has given them \$200. They must discuss together how the money should be spent. After three (3) minutes they should reach an agreement.
2. Then they must join another pair, making a group of 4. Each pair explains what they decided to spend the \$200 on. All four must then come to an agreement on how to spend the money. (Note: the money does not increase as the group increases)

3. After five (5) minutes, each four must join another group forming a group of eight. Again agree on how to spend the \$200.
4. After five (5) minutes, stop the exercise and ask each group their decision. Then ask the whole class:
 - a. Which decision was easier – with 2 people or 8 people? Why?
 - b. How did you come to an agreement in each group?
 - c. Why would this way of making decisions be important?
 - d. When could we use it?
5. Introduce the vocabulary on consensus and consensus building. (See vocabulary)
6. Teacher asks the students:
 - a. What are the advantages and disadvantages of consensus building as a way of making decisions?
 [Possible answers may include:
 - *advantages* – full participation of everybody, everyone is happy with the outcome, a wide range of ideas are shared;
 - *disadvantages* – can take a long time, some individuals can feel pressure to conform to the rest of the group]
 - b. In which situations or groups do you think consensus decisions could be made?
7. **Conclusion:** Using consensus as a way of making decisions can minimise the potential for conflict as it considers seriously everyone’s viewpoint. The decision is only made when everyone agrees. They are not forced to agree but discuss and negotiate until a decision acceptable to everyone can be made. Sometimes consensus is not possible, especially in big groups, then we can try to agree by voting.



Prioritising and Decision Making

We make decisions everyday – what to eat, which clothes to wear, how to spend our money, how to use our time and so on. We make decisions because we have choices. If there was no choice, then there would be no need to make decisions. When we are presented with different choices it's often difficult to decide which option is better. This is especially true if we are making decisions as a group. This lesson focuses on prioritising our choices by looking at the advantages and disadvantages of each.

Knowledge: students will become more aware of the need to think through decisions carefully

Skills: students will be able to prioritise key ideas and points

Attitude: students will consider prioritising options or choices in decision making as important

Time: 30 minutes

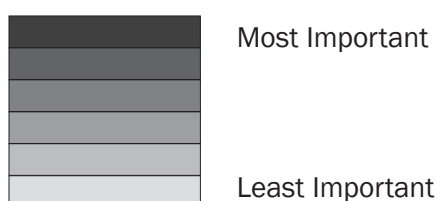
Materials: paper, pencil

Vocabulary:

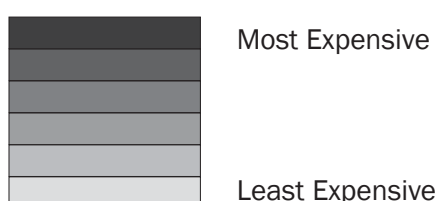
Prioritising putting ideas in order of priority based on a certain criteria (e.g. financial cost, importance of project, enjoyment, etc.)

Procedure:

1. Form small groups of 5-7 students.
2. Ask each group to think of eight ideas that would improve their school. After they have brainstormed the eight ideas, ask them to put the ideas in order of the most important to the least important. Example:



3. Then ask students to re-write the same list of ideas but this time in order of expense/cost. Example:



4. Teacher asks groups to present their lists to the class:

- a. *How did you decide the order of the ideas in each exercise?*
- b. *Did everyone agree?*
- c. *If you did not agree how did you come to a final decision?*
- d. *How does ranking ideas help us make decisions?*
- e. *Could you use this method to make decisions about your life?*

5. *(Optional if time available)*

Teacher asks students to find a partner. If possible each pair should have one boy and one girl. Tell students they are husband and wife and together you receive a total of \$50 per month income.

- a. Make a list of how you would each like to spend that money each month.
- b. Prioritise a combined list which you can afford.

Teacher asks five pairs to share their list with the class. Teacher asks each pair:

- a. *Was it easy to decide?*
- b. *Did you disagree any points?*
- c. *How did you resolve the disagreement?*

6. **Conclusion** – as our lives develop we are faced with more and more choices. We need to develop skills and strategies to make decisions about those choices, so that we can make decisions which will bring the greatest benefit without causing harm. When we have to make a decision as a group, conflict can often be caused by the differing needs of group members. By discussing the advantages and disadvantages of different ideas we can more easily prioritising which ideas in the group are the most important, and should be implemented.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Evaluation of My Needs (Grade 12)

CHAPTER

4

COOPERATION

Cooperating with One Another

This lesson enables students to discover the value of solving problems cooperatively rather than individualistically. Teaching about cooperation improves relationships between individuals and leads to a feeling of group cohesion. These create a climate in which conflicts are less likely to occur and promote problem-solving skills necessary to resolve conflicts.

- Knowledge:** students will understand the meaning of cooperation
- Skills:** students will have practical examples of how they can cooperate with others in their school and community
- Attitude:** students will consider working with others preferable to working alone
- Time:** 30 minutes
- Materials:** 'Heaven and Hell' Story

HEAVEN AND HELL - A TRADITIONAL STORY FROM CHINA



People are always wishing. But once in China a man got his wish, which was to see the difference between heaven and hell before he died.

When he visited hell, the tables were laden with delicious food, but everyone was hungry and angry. They had food, but were forced to sit one meter from the table and use chopsticks one meter long that made it impossible to get any food into their mouths.



When the man saw heaven, he was very surprised for it looked the same. There were big tables of delicious food. People were forced to sit at a distance from the table and use one-meter long chopsticks that made it impossible to get any food into their mouths. It was exactly like hell, but in heaven the people were well fed and happy.

Why?

Procedure:

1. The teacher reads the story 'Heaven and Hell' aloud to the group.
2. Ask students to turn to someone sitting next to them and discuss what they think was the difference between heaven and hell. After five minutes discussion ask the class for their answers.
3. If students have not already figured it out for themselves – tell them the following answer:

In hell, each person was trying to feed himself;

In heaven, they were feeding one another.

4. Discuss the following questions with the group:
 - a. *Were you surprised by the answer to the story? Why?*
 - b. *Are problems more often solved cooperatively or individualistically in your communities?*
 - c. *Give an example of how people can cooperate more in the community.* [Possible answers may include: removing rubbish, watching neighbour's children, reporting crime to the police, watering plants in the school, etc.]
5. **Conclusion** - In the English language there is an expression – *many hands make light work*. It means that if we all help each other our burden will not be so heavy. If we can support each other in our family, at school, in the community and across Cambodia our situation will improve. In the Chinese language people say a single bamboo pole does not make a raft. If we only think about ourselves we will not achieve very much. Cooperating with each other will help our country to improve. See if you can find a way to cooperate with others today.

Working Together

Cooperation includes interaction and communication between individuals. As individuals we have our own ideas about how tasks should be achieved. By improving our relationships, the interactions we have together and our communication, we can prevent or resolve any conflicts which may arise between group members, before they become too serious and destroy the task the group is trying to achieve.

Knowledge: students will see how cooperation, communications and good relationships enhances their work together with others

Skills: students will communicate and work more effectively with others around given tasks

Attitude: students will want to cooperate with others in group tasks

Time: 30 minutes

Materials: paper, pencils

Procedure:

1. Divide the class in small groups (5-6 students). Ask each group to draw a picture without verbal communication. The rules are:
 - a. They can not decide before hand what the picture is.
 - b. Each student may only draw a line, a circle or a half circle.
(e.g. / — ∩ ∪ ⊂ ∅ |)
 - c. Each student must take it in turns to draw.
 - d. Each student in the group must take a turn.
 - e. No one must talk.
2. The first student starts to draw. When he finishes a second student continues to draw. The second student already makes a decision if he/she starts at a new point or continues what the first person is drawing. The third person follows and so on.
3. After fifteen minutes, ask the groups to stop drawing and show their pictures to the whole class. Let them describe (for two or three minutes) what happened in their group.
4. Teacher asks the class:
 - a. *Are you all happy with your drawing?*
 - b. *Did you cooperate? How?*
 - c. *What were the obstacles to your cooperation?* [Possible answers: miscommunication, misunderstanding]
 - d. *Was there any conflict between you while drawing? Why?*
 - e. *How did you resolve that conflict?*

5. Teacher ask students to brainstorm what they think are important elements when working cooperatively? [Possible answers: good communication, clear vision, good understanding of each other, cooperation, compromise, leadership.] Write students' answers on the blackboard.
6. **Conclusion** - No matter what kind of work we do or where we live, we will always have to work with others. If we have good communication, clear understanding, and cooperation we can have a positive experience and achieve many things. If we only think about our own needs and do not consider the ideas and feelings of others we can easily have conflict and risk not achieving our goal.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Youth and Community Development (Grade 12)

Mediation

Mediation is not just a process which happens between national politicians or well educated people. High school students can also be mediators for each other. In some countries, schools students are especially trained to help solve problems with other students. Their role is to listen to each side and help them to agree on a solution. Their role is not to tell others what to do, but to provide a way for solving problems between conflicting parties.

Knowledge: students will understand the meaning of mediation and the role and characteristics of a mediator

Skills: students can practice mediation skills

Attitude: students will realise their own possibility to be mediators

Time: 30 minutes

Vocabulary:

Mediation	a process to solve differences facilitated by a third, neutral party.
Mediator	a neutral third person who helps to solve a problem between two conflicting parties. They do not decide the solution but help the parties to talk to each other.

Procedure:

1. Teacher asks the class:
 - a. *What is mediation?*
 - b. *What is a mediator?*
 - c. *What are the important characteristics of a mediator?* [Possible answers: neutrality, a good listener, understanding, committed to helping parties find a solution]
 - d. *Can you think of someone who is a mediator in your community?* [Possible answers: village chief, grand mother, monk, teachers, older brothers and sisters]
 - e. *Do you think you can be mediators in this school?*
2. Introduce the following steps for mediating a conflict between two parties.

STEPS FOR MEDIATION

GROUND RULES

1. The mediator tells the two parties that there are four (4) ground rules that each of you need to agree to:
 - Not to interrupt
 - No physical fighting
 - No name-calling
 - To be as honest as you can

Ask both parties if they agree to these rules.

DEFINE THE PROBLEM

2. Give each person time to answer the following questions:
 - *Can you tell us what happened?*
 - *How did that make you feel?*
3. Summarise what each person has said.

GETTING AGREEMENT

4. Ask each person
 - *What do you need from the other person to have this problem solved?*
 - *What can you do now to solve this problem?*
 - *(Ask the listening disputant) Is that o.k. with you?*
 - *Is this problem solved? (If no, go back to Step 3)*

3. Ask students to form groups of three and think of a conflict they have seen at school. One person practice being the mediator and the other two people should pretend to be in conflict with each other. The mediator in each group should try to use the mediation steps.
4. After the exercise, the teacher asks students:
 - a. *In your group – were you able to solve the problem? Could the two parties find an agreement? Was it easy to be the mediator – why or why not?*
 - b. *What did you learn by being the mediator? What did you learn as one of the people in conflict? Did it help to have a mediator?*
 - c. *Is mediation necessary in solving problems in schools? Why or why not?*
 - d. *Do you think you can be a mediator? Why or why not?*
 - e. *What are the steps in mediation?*
5. **Conclusion** – mediation is an important process for solving problems and mediating conflict. Mediation can happen for the smallest problems. Sometimes when we get into a dispute with someone else we do not know how to solve the problem. A mediator can help clarify out thinking and find possible solutions. We can all be mediators, especially to our friends, neighbours and family members.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Giving Feedback (Grade 10)

CHAPTER

5

**PEACE AND VISION
BUILDING**

Who are the Peace Makers in Our Community?

Usually we consider those who make peace to be kings or queens, government representatives, or religious leaders. This is true, but we also have ordinary people who make peace in our community. This lesson enables students to consider their own community and family members as peacemakers, and to consider what characteristics and qualities makes someone a peacemaker. It also encourages them to think about their own role as a peacemaker in their daily life, at school, at home, with their friends and family.

Knowledge:	students will understand the concept of peace making
Skills:	students will evaluate their own characteristics and how they impact on peace and conflict
Attitude:	students will consider their own contribution as peace builders in their school community
Timing:	30 minutes
Materials:	Quotation from Maha Ghosananda

Peacemaking requires selflessness. It is selflessness taking root. To make peace, the skills of teamwork and cooperation are essential. There is little we can do for peace as long as we feel that we are the only ones who know the way. A real peacemaker will strive only for peace, not for fame, glory or even honour. Striving for fame, glory and honour will only harm our efforts.

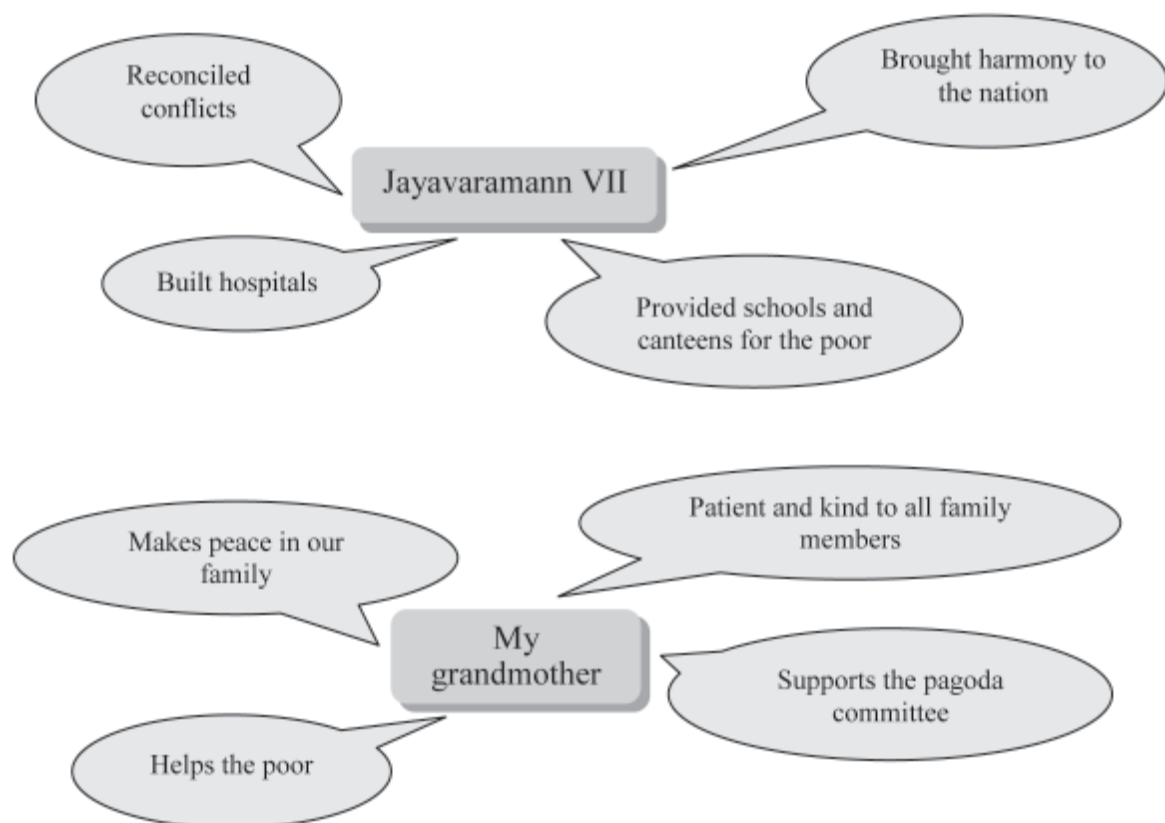
Making Peace, Step by Step, Maha Ghosananda

Vocabulary:

Peace maker –	anyone who helps to maintain harmonious relationships, or helps to resolve conflict. It may be an official person or even a member of our family or local community. Peace makers can even be people in this school.
Peace making –	the process of resolving conflict and helping to develop harmonious relations between people who are in conflict. Peace will not just happen by itself. We need to work for it. So people need to help to create the peace in every community.

Procedure:

1. Teacher reads the Maha Ghosananda quotation to the class. Repeat it a few times to be sure students have heard it clearly.
2. Teacher asks, what are the important characteristics of a peacemaker according to Maha Ghosananda? Write student's responses on the blackboard. [Answer: selflessness, teamwork, cooperation, strives for peace, is not interested in fame, glory, honour]
3. Teacher asks the class to brainstorm other characteristics they consider important for peacemakers. Write student's responses on the blackboard. [Possible answers: patience, kindness, likes people, accepting of others different to ourselves, friendly, etc.]
4. Teacher asks students to brainstorm the names of other peacemakers they know. Encourage students to consider members of their own community as well as national peacemakers. Write student's responses on the blackboard.
5. Teacher asks each student to select one peacemaker from the list on the blackboard. Ask them to write what they have done for peace, and what kind of characteristics they have. Provide the following examples on the black board for the students to follow:



6. Give the student's five minutes to complete the exercise and five more minutes to share their brainstorm with a partner.
7. Teacher asks students:
 - a. *Do you think there are peacemakers in our school? Give examples about what kind of activities they do or how they behave.*
 - b. *Can you also be considered as a peacemaker?*
8. **Conclusion** – Peacemakers think more about others than themselves. They cooperate and work with others to bring about peace in their community and in their nation. Cambodia has had many different peacemakers. They include religious leaders, government representatives and of course members of our own family and community. We can all be peacemakers, if we choose.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Feedback (Grade 10)

Creation of a Culture of Peace (Grade 11)

Evaluation of My Needs (Grade 12)

My Vision for My Future

When people feel they have no future, they live without considering the consequences of their actions. If we imagine our future, it helps us to see that what we do today will be important for what we want tomorrow. For example if you want to be an English teacher in the future, then you need to study the English language now. If you want to be a doctor, then you need to study science. If you want to own a bigger house, you need to start saving money from now.

Knowledge: students will understand how their lives now are important for building their future

Skills: students will know how to build a vision

Attitude: students will re-assess their current activities in light of their hopes and dreams for their future

Time: 30 minutes

Materials: paper, pens

Procedure:

1. Teacher explains that we all have dreams for the future. Those dreams are like visions of what our lives and our society can be in the future. Visions or dreams help give us a mental picture of what we are aiming for in our lives. Knowing clearly what our future goal is helps to shape our decisions, relationships and actions. The important elements of a vision are:
 - a. that they are for the future; and
 - b. based on the context or reality in which we live.
2. Teacher asks students to make their own vision for their life. They should draw a picture of what they hope they will be like in five years, ten years and twenty years from now. Some questions which might help students who cannot imagine:
 - a. *Will you be married?*
 - b. *Will you have children?*
 - c. *Will you be working? What kind of work will you be doing?*
 - d. *Will you be travelling? Where will you travel?*
 - e. *Will you own a business? What kind of business?*
 - f. *Will you be involved in politics, education, agriculture, health, television?*
 - g. *Will you own a house – what will it look like?*
3. Teacher asks students to volunteer to show their pictures to the class and explain.

4. Teacher asks students:
 - a. *Does identifying your vision help you to plan for the future?*
 - b. *Does it change your priorities? How?*

5. **Conclusion** – When we make a vision for our life it gives us something to aim for, something to work towards. We are more likely to achieve our dreams if we identify them. Then we can start thinking how we will achieve them.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Determination of Life (Grade 12)

Now



Ten years later



Vision Building for Our Society

If we can imagine how we want our society in the future we can work towards something better. If students can dream together the kind of society they want then they are more likely to work together for that. Visions for society should not just include physical elements like buildings, roads, schools, rivers etc, but should also be about the kind of values and relationships people have in the society.

Knowledge: students will be able to more clearly define how they want their country to look in the future

Skills: students will know how to build a vision

Attitude: students will evaluate their own contribution to the nation's future

Time: 30 minutes

Materials: Wangari's Story

WANGARI'S STORY



Wangari Maathai comes from Kenya in Africa. In June 1977, she planted seven trees in memory of Kenya's national heroes. In doing this, she started the Greenbelt Movement. By 1992, this movement of over 50,000 women had planted over 10 million trees and saved thousand of acres of topsoil.

Today it has members all over the world. It has spread to other countries and received an environmental award from the United Nations. The Greenbelt Movement plants trees to stop soil erosion; to use as fuel; to beautify the country; and to earn income for the members. They support tree nurseries which are run by women who raise and sell seedlings to be planted on Kenya's public and private lands. They plant multipurpose trees such as oranges, avocados, and olives, which can be used for

food and fuel. They also plant indigenous trees such as baobab, fig, and acacia, which had been uprooted since the arrival of colonial powers.

Born in 1940, Wangari has always been interested in promoting changes in her country. She was the first woman to become a professor of biology in Kenya. She is also the mother of three children.

Although Wangari and the Greenbelt Movement are doing good work that helps everyone, she says 'You cannot fight for the environment without eventually getting into conflict with people in power.' For her, an environmental movement is part of Kenya's pro-democracy movement. It seeks to help people regain control over what happens to their land thus ensuring their involvement in determining the direction of the nation's development.

Extract from Learning to Abolish War – Teaching Toward a Culture of Peace

Procedure:

1. Teacher reads the Story of Wangari to the class. Read it slowly and loudly for the class to follow the details.
2. Teacher asks the class :
 - a. Questions for clarification:
 - i. *Who was Wangari?*
 - ii. *What did she do?*
 - b. Discussion Questions:
 - i. *What do you think about Wangari's story?*
 - ii. *What was her vision for her country?*
3. Teacher explains further that visions are the pictures we have in our mind of how the society can look like in the future. Visions help us focus and prioritise what we can do to make things different or better in the future. Visions will help to shape our decisions, relationships and actions now. The important elements of a vision are:
 - a. that they are for the future; and
 - b. based on the context or reality in which we live.
4. Teacher asks students to draw their own vision for Cambodia, in groups of 3 - 4 students. They can use symbols to represent different ideas in the drawing. These questions might help to stimulate the thinking:
 - a. *What does the environment look like? Are there trees? Clean rivers?*
 - b. *What kind of roads and transportation do people use?*
 - c. *What kinds of facilities are available in the schools and universities?*
 - d. *What types of opportunities are there to work? What kinds of businesses are there? What are the conditions for workers?*
 - e. *What do the communities look like? Are their hospitals? What do they look like?*
 - f. *What kind of relationships do people have between each other? Do people feel safe? Do they have a good feeling? Why?*
5. Each group explains their vision picture to the class and hangs them on the walls for display.
6. Teacher asks student to write one paragraph about how they, as an individual, can help to achieve a better society in Cambodia.
7. **Conclusion** – When we develop a common vision for our society it gives us something to aim for, something to work towards. We are more likely to achieve our dreams if we identify them. Then we can start thinking how we will achieve them. All of us have the responsibility to build a better future for our country. Having a vision is the first step.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Determination of My Life (Grade 12)

Visions of Peace for our World

This lesson aims to explore the different ideas people have about peace, thus enabling students to consider their own vision for peace. The extracts are taken from three Nobel Peace Prize winners who share what peace means to them. The three extracts selected emphasize that there is no peace when there is poverty or abuse.

Knowledge: students will understand that peace is not just the absence of war but involves the alleviation of poverty and an end to suffering

Skills: students will develop critical thinking skills in relation to their own society

Attitude: students will be inspired to build peace in the world

Time: 30 minutes

Materials: Quotations of the three Nobel Peace Prize Winner

“Because there is global insecurity, nations are engaged in a mad arms race, spending billions of dollars wastefully on instruments of destruction, when millions are starving. And yet, just a fraction of what is expended so obscenely on defence budgets would make the difference in enabling God’s children to fill their stomach, be educated, and be given the chance to lead fulfilled and happy lives”. **Desmond Tutu- South Africa**¹

“When I pick up a person from the street, hungry, I give him a plate of rice, a piece of bread, I am satisfied. I have removed that hunger. But a person who is shut out, who feels unwanted, unloved, terrified, the person who has been thrown out from the society – that poverty is so full of hurt and so unbearable, and I find that very difficult...And so let us meet each other with a smile, for the smile is the beginning of love, and once we begin to love each other naturally we want to do something”. **Mother Teresa - India**²

“Peace, in the sense of the absence of war, is of little value to someone who is dying of hunger or cold. It will not remove the pain of torture inflicted on a prisoner of conscience. It does not comfort those who have lost their loved ones in floods caused by senseless deforestation in a neighbouring country. Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free”. **Dalai Lama - Tibet**³

¹ Desmond Tutu (1931 -) is internationally recognised for his leadership in the non-violent struggle against apartheid in South Africa.

² Mother Teresa (1910 – 1997) is known for her work with the poor in the slums of India. She was born in Macedonia in Europe and went as a teacher to India. She was overwhelmed by the poverty and misery she found there so left the school to help the poor, while living amongst them. As she cared for the hungry, the sick and the dying, others joined her, and she founded an order of nuns who today work all around the world.

³ Dalai Lama (1935 -) was enthroned as the spiritual leader of Tibet in 1940. In 1959 the Chinese took control of Tibet, and the Dalai Lama went into exile in India. Since then he has worked tirelessly to liberate his people. He is recognised for his commitment to human rights, non-violence and his Buddhist message of love and compassion.

Procedure:

1. Ask three different students to read the quotations to the class.
2. After reading the quotations once, explain that each of these people were given the Nobel Prize for Peace. They are famous peace makers. Read the quotations again, ask the students to listen for what peace means to these three people.
3. Ask the class to make small groups and discuss the following questions:
 - a. *What is the vision of peace each of these people have?* [Answers should include: A world where people are not hungry, where money is not spent on weapons but on people's needs, a world without suffering, etc.]
 - b. *How do we know when we have peace?* [Possible answers: when human rights are respected, when no one dies from disease or hunger, no poverty, when the environment is protected, etc.]
4. Ask students to draw a picture which represents their vision of peace.
5. **Conclusion:** Peace is more than an absence of war. When people are hungry, suffering, exploited or abused they do not live in peace. When we can eradicate these parts of our world, then we can have true peace in our world.

Link Lesson in the MoEY&S Morality and Citizenship Curriculum:

Creation of a Culture of Peace (Grade 11)

CHAPTER

6

**LESSONS BASED ON
WGWR POSTERS**

WGWR Poster Lessons

These lessons relate to posters produced by WGWR. Most schools should have received these posters and have them hanging on the walls. If they are not available in the school, please request the posters from:

Working Group for Weapons Reduction

55 Preah Sotheros Boulevard, Phnom Penh, Cambodia,

Email: wgwr@online.com.kh

Telephone: (855) 23 222 462

Web Site: www.wgwr.org

Each poster targets a different sector of the community as they relate to disarmament in Cambodia. Sectors include the general population, armed forces, youth and students and the community. The idea of these lessons is to help students gain a deeper understanding of the posters' message so they can help to disseminate the message about the need to reduce the number of small arms and light weapons in Cambodia.

- Lesson One - Community
- Lesson Two - Armed Forces
- Lesson Three - General Population
- Lessons Four - Youth and Students

Poster Lesson – Community

The poster shows a couple who have responded to the government’s call for the handing in of weapons. As they remove the weapon from their family they see a peaceful future with a safe, secure village, people living in freedom and making business without fear.

Knowledge: students will understand that the possession of weapons jeopardises their future

Skills: students will know illegal weapons should be handed over to the local police

Attitude: students will consider the removal of weapons from their home as a step forward to securing a better future

Time: 15 minutes

Materials: Poster – Community People



Title of the Poster: giving weapons to the Authority is not a crime but encouraged.

Procedure:

1. Teacher shows the poster to students for a few minutes to consider.
2. Teacher asks students:
 - a. *What do you see in the poster?*
 - b. *How does our life improve when we hand in our weapons?*
3. **Conclusion:** If we remove weapons from our communities our future will improve in terms of security, education, wealth etc. If we know someone with an illegal weapon we should encourage them to hand it over to the authorities. A person of trust should be contacted in order to organize the handover of weapons.

Poster Lesson – Armed Forces

The poster shows the appropriate way for armed forces to handle their weapons. On the left hand side the police are checking motor bike drivers for illegal weapons. This is the appropriate role of the armed forces. On the right hand side, at the end of their work shift, the armed forces (police and military police) are handing back their weapons to the police station. It is illegal for members of the armed forces to take home their weapons or possess them outside of work hours.

Knowledge: students will understand the appropriate role of the armed forces

Skills: students will understand the weapons law as it relates to armed forces

Attitude: students will know that armed forces should not be carrying weapons when not on duty

Time: 15 minutes

Materials: Poster – Armed forces



Title of the Poster: weapons must be kept in the office after our mission.

Caption of the Poster: People who illegally use weapons are punished in front of the law.

Procedure:

1. Teacher shows the poster to students for a few minutes to consider.
2. Teacher asks students:
 - a. *What do you see in the poster?*
 - b. *What are they doing in the left side of the poster?* [Answer: Armed forces are carrying out their role responsibly by checking vehicles for weapons.]
 - c. *What are they doing in the right side of the poster?* [Answer: at the end of their official duties the police, military police and soldiers are returning their weapons to the station. The weapon is being correctly recorded and will be stored safely. Armed forces legally should not have access to weapons outside of their working hours.]
 - d. *If you see the armed forces holding a weapon in the market, is it legal or illegal?* [Answer: illegal if they are not on duty]
 - e. *If you see someone with an illegal weapon – what can you do?* [Answer: you can report that incident to the police or provide information to an NGO to pass on anonymously to the authorities to investigate further.]
3. **Conclusion** – In sub decree 38 members of the armed forces are not permitted to possess, carry or use weapons outside of their working hours (out of the line of duty). If such illegal activities are taking place they should be reported to NGOs, such as the Working Group for Weapons Reduction, or directly to the police authorities.

Poster Lesson – General Population

The poster shows a variety of people – soldiers, monks and nuns, Islamic people, nurses, young and old people, men and women, construction workers, indigenous people from the North Eastern provinces, etc. All of them are standing under the symbol of the dove – a sign of peace.

Knowledge: students will know that peace can be achieved despite our differences

Skills: students will practice diversity as an important part of their lives

Attitude: students will respect and celebrate the diversity of the country

Time: 15 minutes

Materials: Poster–General Population

Procedure:

1. Teacher shows the poster to students for a few minutes to consider.
2. Teacher asks students:
 - a. *What do you see in this poster?* [Answer: A diverse group of people who all consider themselves Cambodians and who are living in peace.]
 - b. *What is the mood of people in this poster?* [Answer: they look happy.]
 - c. *Why are they happy?* [Answer: they are living in peace which is symbolised by the dove above their heads.]
3. Teacher explains to students that in Cambodia we are a diverse nation. We have men and women, young and old, many different ethnicities (Khmer, Chinese, Vietnamese, Khmer-Islamic, Khmer Leu), many different professions (nurses, soldiers, politicians). We need to all live together harmoniously on the same land and in the same communities.
4. Teacher divide the class into groups of 5-6 students. Each group must consider the question - how can we all live peacefully together in Cambodia? After 15 minutes each group should present their ideas to the whole class.
5. **Conclusion** – even though we are all Cambodians we are all different. Some of us work as soldiers, some as nurses, some as teachers, some as politicians. Some of us are young, some old, some of us are men, some women. Some of us are ethnically Chinese, Vietnamese, Khmer Islamic. In Cambodia we also have religious diversity – we are mostly Buddhists but we also have traditional religions, Christians, Muslims and Chinese and Vietnamese religious groups. We all live under the same flag but we are all different. To have peace we need to respect and celebrate our differences.



Title of the Poster: We prefer to live in a peaceful, non-violent community than in one where illegal weapons are used.

Poster Lesson – Youth

The poster shows a young man with two possible life options. The left side of his body shows that if he studies and does not get involved with weapons he can have a happy family life in the future and a good job. The right side of his body shows the young man carrying guns. The consequence is his own death and the imprisonment of his friend.

Knowledge: students will have considered the life options they have - one with guns, one without

Skills: students can think critically about their own life choices

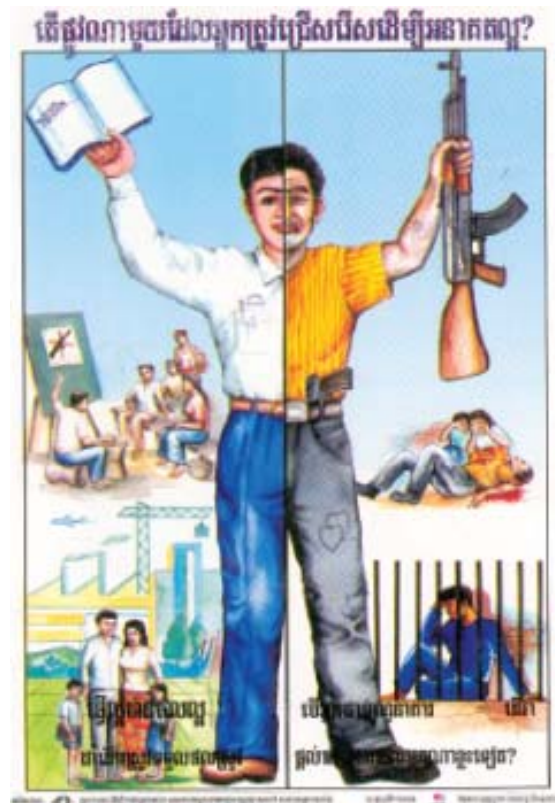
Attitude: students will be inspired to give up weapons in light of the negative consequences, and encourage others to do the same

Time: 15 minutes

Materials: Poster of Young Man with book in one hand and gun in the other.

Procedure:

1. Teacher shows the poster to students for a few minutes to consider.
2. Teacher asks students:
 - a. *What do you see in this poster?*
 - b. *What is the meaning of the left side of this poster?*
 - c. *What is the meaning of the right side of this poster?*
 - d. *Which way do you choose for a good future?*
 - e. *What kind of future would you like to have?*
3. **Conclusion** – we have choices in our lives. As we make those choices we should consider the consequences of each. If we choose to study it is more likely we can expect to have a happy family and good career in the future. If we choose to carry guns and use them against others we can end up hurting those we love, being imprisoned or even die prematurely ourselves.



Title of the Poster: What is the best way for your future?

Caption of the poster: Do well, receive well – grow rice, harvest rice. (left side)

If you are imprisoned who will suffer the consequences? (right side)

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Hague Appeal for Peace



UN Department for Disarmament Affairs