



International Coalition of
SITES of CONSCIENCE

Building Peace Teaching Peace

Building Peace

Building Peace By Teaching Peace

A Peace Education Module on
Violent Histories

Teaching Peace

For more information, please contact:
Nonviolence International Southeast Asia
tel/fax + 66 2 934 3289
email: teachingpeaceasia@gmail.com

Building Peace By Teaching Peace

A Peace Education Module on Violent Histories



International Coalition of
SITES of CONSCIENCE

April 2012
Bangkok, Thailand
©Nonviolence International Southeast Asia

About Building Peace by Teaching Peace

The Building Peace by Teaching Peace module has been designed for teachers and peace educators in the provinces of southern Thailand. This particular module is a product of the Building Peace by Teaching Peace Program of Nonviolence International Southeast Asia (NISEA) with the support of the International Coalition of Sites of Conscience. Earlier modules borne from the Building Peace by Teaching Peace Program has already been published by NISEA.

The Building Peace by Teaching Peace Program started in 2009 in Pattani, Thailand that aimed to reach out to schools through providing trainings and support for teachers on peace education. The program was later on expanded in the schools in Yala and Narathiwat Provinces, southern Thailand in 2011.

It was during the 2011 program that teachers/educators participating in the program have asked the question on how to you educate students about their own tragic histories in a way that they will not contemplate and harbor vengeance or hatred but be able to reconcile the past with the current issues and be able to develop a peace perspective in addressing the issues. It was this question that paved the way for NISEA to conduct a Building Peace by Teaching Peace training on teaching violent histories in Songkhla in southern Thailand in April 2011. The Krue Se Mosque's history and the significance of the site as a platform for dialogue was the case used to teach violent histories.

Building Peace by Teaching Peace has helped build a peace educators' network now known as COPE (Committee of Peace Educators) in each of the three provinces. Nonviolence International Southeast Asia is serving as the secretariat of the COPE.

*This module is dedicated
to the memory of
the educators of peace
and
to the learners
who will make it happen.*

CONTENTS

Introduction	5
<i>Module objective</i>	5
<i>Adapting the materials</i>	5
Module contents	6
Teaching Violent Histories Using the Thematic Approach	6
Pre-training Planning and Administration	7
<i>Planning</i>	7
<i>Training Administration</i>	9
Suggested Training Activities	11
<i>Local History and Stories as told by a Local Historian/Elders</i>	11
<i>Talking About Historical Events</i>	13
<i>My History</i>	14
<i>Field Trips to the Past (Krue Se Mosque)</i>	15
Training Activity Evaluation	16

Introduction

Module objective

The primary goal of the Building Peace by Teaching Peace modules is to develop a tool that will help implement a peacebuilding education and conflict resolution program for children and the youth in the nonformal education sector and out-of-school children/youth in the conflict affected southern provinces of Thailand.

In this particular module, NISEA hoped to establish a peace education program on understanding violent histories and:

- ❖ Develop a module for teachers and peace educators on how to conduct a peace education on how to approach and understand violent histories
- ❖ Conduct peace education programs using the teaching modules to elementary school children to raise awareness and understanding amongst them
- ❖ Reduce children and the youth's vulnerability to violence and decrease the likelihood of becoming involved in violence by providing them with the knowledge and skills to handle conflict situations and identify peaceful approaches to resolving conflict

Adapting the materials

This material can be used as a stand-alone module or as a second module of a series, together with the introductory module "Building Peace By Teaching Peace: *A Peace Education Module*". "Building Peace By Teaching Peace: *A Peace Education Module*" is a peace education module for children and the youth in conflict affected areas published by NISEA in March 2012.

This training module should be applied and adapted with reference to local conditions and needs. These should be identified at the start of the process and before training activities commence. These local conditions and needs will allow peace educators to incorporate local sources of information and case studies that can be used to make the training activities more relevant, useful and interesting to the participants.

The education sector in the provinces, including schools and community learning centers, and local community institutions, organizations and individuals may play a particularly important role as a partner and act as local resource persons in these training activities.

Peace educators should take into careful consideration any suggested topics for the audience participation and small group workshops to ensure that the questions raised are relevant and within the experience of group members and resource persons.

Module contents

This training module has four major contents, which are summarized as follows:

A section is provided for *Pre-training Activities: Planning and Checklist* to help the peace educators to follow a step-by-step guideline on what basic training activities would need. This section is not a list of requirements but a list of what trainers should identify as needs prior to any training activity.

Included in the module are some *Suggested Training Activities*, these activities are training activities currently practiced by peace educators in southern Thailand. This is a continuously evolving and growing compilation of training activities where educators can adopt the material into their local context.

The module includes some *Narratives* to help compliment this guide. The narratives are inserted within the different sections of the module and within the activities to give the context of the historical events and at the same time, include how actual people felt about these historical events.

A final section on *Training Activity Evaluation* was also included in this module. One of the goals of the Building Peace by Teaching Peace Program is to continuously develop the peace education in southern Thailand through nurturing and developing a curriculum that is relevant to the needs of the communities and also takes into account the lessons from the communities itself. Learning from the communities will help peace educators adopt indigenous ways of learning that will help make the trainings more effective.

Teaching Violent Histories Using the Thematic Approach

This training module encourages the use of teaching violent histories using the thematic approach and puts importance on the narratives of peoples as part of history.

Teaching history in classrooms often use the chronological approach, which is necessary to include details such as names and dates of events. However, in teaching violent histories, NISEA believes that the thematic approach is more applicable as it focuses on the narratives and teaches history by letting the events tell a story. The thematic approach prioritizes events/facts, and these facts would fit in the flow of the narrative. Instead of just focusing on students getting through their history books and becoming reluctant readers with low interests on the subject.

Especially in teaching violent histories, the student population and the geographic area where they live are more often than not related to the topics discussed. In thematic approach to teaching history, it is the topics that control the amount of data, so the students are not burdened with information that are not relevant. The vitality of historical events can be lost while students try to remember all the dates, people and parties involved and other details, while the thematic approach would look into the inner

dynamics and can help students develop more far-reaching perspectives on important issues on why such events occurred. Students experience history through the narrative and will generate greater interest and appreciation of their peoples' history.

Pre-training Planning and Administration

Planning

Careful planning is very important before the actual training activity, a thorough planning is a necessity and not a luxury. As a guide, it is best to go over these points before embarking on the actual training.

- ❖ Who are the intended participants for the training? Are they students or out-of-school youth? What are the age groups of the participants?

The trainer should take into account the needs and existing knowledge and skills of participants to determine how to proceed with the design and delivery of the activities. The needs of children ages 7-10 will be different from the needs of the preteens aged 11-12 years. The trainings should be flexible enough to accommodate the age differences; these are necessary to make the activities more age appropriate. The younger group will respond to more active participation and use of visual materials while the older group will be able to understand with less in understanding complex concepts and ideas such as peace and peacebuilding.

The participants attending formal schools and out-of-school participants will also have a different appreciation of the training activities. Participants who are attending formal schooling are more used to the structures of a classroom activity while the ones who are not attending might not respond

In one of my trips to Cambodia, I had the pleasure of being accompanied by friends who are young and well-educated Khmers who volunteered to be my tour guide around the city. On my last morning in Phnom Penh, I asked if they could take me to the Killing Fields in the city. As I was walking around the compound, listening to the electronic tour guides, I noticed that my friends had stopped midway and went back near the exit to sit and order refreshments. I continued with my guided tour and listened to the atrocities done in the past. It was not until I rejoined my friends that I found out that, even though they were born the year after the Khmer Rouge killings, one of them had lost twenty members of his immediate family, aunts, uncles, cousins and grandparents, during the Khmer Rouge. Our other companion's family was exiled in Vietnam and was only able to return after the regime collapsed.

They described the feeling as hallow and just dark, like waking up from a nightmare. They did not know what to feel and what to think about what happened. "No one talks about this in our family" they both reasoned out. Looking back at the experience, I may have appeared insensitive by not knowing what my friends had gone through because they refused to talk about it. This is an important task that any peace educator has to consider when going into the subject of violent histories.

well to formal structures. Identifying all these will help the trainers to determine the best approach and activities to use for the trainings.

It is also important for trainers to take into consideration that teaching violent histories, especially one that is contemporary might involve and evoke very strong emotions among participants. It is often the case that a member of the participants' family may have been involved or was affected by the tragic historical event.

- ❖ Why are you conducting peace education trainings? Is it to address an incident in the school? Is it to address an issue or incident in the community?

Incidents within the community might arise and require peace educators to address these issues that the children and youth might not fully understand. It is best to identify these incidents and address them accordingly. Bullying in school is experienced even in the most developed countries, but children might feel differently and respond with violence involving other children or family members. Understanding interpersonal conflict and mediation will be the focus of the peace education. While bombing incidents scar and traumatize children more collectively, the focus should be to understand the armed conflict in their communities.

- ❖ What should be in the specific content of the training?

This training module contains sample lessons of the past and the different approaches of teaching children about violent histories, one of which might have had a direct impact on them. The content of the training should be able to address what you hope to achieve after conducting peace education trainings but should be taught in a manner that considers the sensitivity of the issue. As much as possible, maintain an objective account of the event or incident and avoid projecting your own biases towards the participants.

- ❖ How much time can be devoted for the training?

The trainers should note that children have a shorter attention span compared to adults and having different ages will also mean different attention spans. Therefore, training activities for children should be kept short and creative.

For longer trainings, it will be wise to include breaks and enough time for individual processing. Setting schedules are always difficult, so it is best to explore options first and consult all participants and peace educators of their availability.

Training Administration

Adequate time should also be given to the peace educators to prepare for the actual training and ensure that all aspects are ready. Below is a checklist that peace educators and trainers should go through before the training commences:

- ❖ The venue. The venue of the trainings depends on your budget. If you manage to get one of the local schools to host the training that will be an ideal venue and will save a lot of resources as well. If you plan a training to run more than one day, holding the training outside of the school environment is ideal to create a more relaxed and conducive environment. Just remember to make sure that:
 - If the training is in a classroom setting, make sure that:
 - Seats and desks (if used) are enough to accommodate the number of participants
 - The venue is adequately lit and has room for movement for both the participants and trainers
 - There is easy access to electricity for power points presentations, an LCD projector, or other visual aids
 - Small groups have basic recording equipment such as markers, whiteboards or chalkboards to aid them in recording and reporting the discussions and questions during the training
 - In some trainings, the trainers take the participants to the sites where the historical events happened, if this is the case, the trainers should be able to arrange additional logistics such as:
 - Necessary transportation is prepared well in advance
 - Bring a school nurse or health giver in the trip
 - Snacks, meals and water
 - Regular bust stops for bathroom breaks
 - School and parental permits for the field trip
- ❖ The participants
 - Determine the adequate number of participants for the training activity based on the number of peace educators available for the training
 - Identify the participants invited, check the participant list and prepare nametags etc.
 - Identify from the list of participants possible discussion or class leaders who may be able to help during the training activities
 - If the class is going on a field trip, assign groupings and give instructions that members of the same group should always travel together to ensure that every one is accounted for at all times
- ❖ The trainers/trainers/facilitators
 - Identify the trainers or teachers invited
 - In some lessons, some teachers have invited resource speakers or experts on the subject matter to their classroom to share their views
 - It is always best if the invited resource speakers or experts are well briefed about the objectives of the training

- ❖ Prepare materials for the group activities
 - If the training is inside a classroom setting:
 - Identify the necessary equipments for the trainings such as projectors, laptops, etc...
 - Identify the materials needed for the training activities such as papers, pens, markers, white board, chalks, etc...
 - Check PowerPoint presentation and LCD
 - Prepare enough materials according to the number of participants
 - Print and collate the session handouts
 - Print evaluation guidelines
- ❖ Approximate the time necessary for the activities and make sure to include the schedule and itinerary if the class is going on a field trip. It is necessary to inform the school and parents in advance about activities and trips outside of the school.

Suggested Training Activities

Title: Local History and Stories as told by a Local Historian/Elders

Objectives of the Activity:

To give the participants another perspective which is not available in textbooks or history books through hearing first hand the local histories and stories of the past.

Time: 30 minutes

Materials:

Activity Instructions:

1. Invite a local historian or an elderly or an Imam or an Ulama or a grandparent of one of the participants to share their own accounts of the past following these guidelines:
 - a. What happened in the past from your own perspective
 - b. Were there events that greatly affected you
2. Ask the invited speaker not to compare the past and present generations.
3. After the sharing, ask the participants if they were able to notice the differences between the past and their current situation.

Note to facilitators:

- Ensure that the invited speaker is aware of the objectives of the activities and what is expected from them so that the speaker does not deviate from the activities and the participants will benefit from the experience.
- Be aware of the time constraint because the speakers may tell long stories while children have a short attention span. It will be wise to assign a timekeeper for the training session.

Commitment to Action:

Changes happened in the past and are constantly happening that affects our future. The younger generation should realize that time has indeed changed people's lives and that the future depends on what they do today. There are a lot of choices and options in the present that were not available to the previous generation. However, it is important for them to realize and recognize that they can learn so much from the previous generations to improve the present situation.

Narrative of a local historian: Retold from the sharing of a local historian from Songkhla, Thailand.

We should be able to understand the context of the Krue Se massacre. The last 7 years has defined Krue Se, which is the end of history of Krue Se because people no longer talked about its grand past but focused on the tragic massacre which happened in 2004, not even a decade ago from today.

When we talk about Pattani history, no one wants to talk about it because of fear.

If the people do not know about their own history they will not know where they are from. If we did not know about our history we will not know the facts of our local history. If we did not know history, it will not contribute to our progress as a people.

In the past we were called Singura Darusalam; this was before Songkhla was attacked by the Ayuthaya kingdom. Muslims used to control the northeast part of Thailand.

There are two kinds of storytellers. There is one group that wants to learn about Thai history, which does not talk about local history. The story does not include stories of the old kingdoms, and earlier histories and the history of Islam in Thailand. There is another group that only studies the local history of Pattani and the history and transition from Buddhism to Islam.

The name Pattani literally means this beach: pata means "beach" and ni means "this". There is also a place in Pattani named Tanjung Luluk which means "pearl".

Mohamad Said came to Pattani and this marked the transition of Pattani from Buddhist to Islamic.

A famous lecturer and historian on Pattani, says that the problem in Pattani is not because of the events of 2004 and onwards, but has been there early on. Before, Pattani was already an independent state, from Nakhon Si Thammarat to Singapore which dates way back 1,500 years ago. Pattani's past is connected to the great empires of the past in India that is why the Hindu influence is visible.

Pattani became the center of trade between different kingdoms and states. It was also an Islamic center. Gold coins were already used and in fashion during that time and was used in the beach area leading up to Krue Se mosque.

Kalintan history mentions that people from Pattani went to teach in Kalintan during the Langkasuka period. Langkasuka period predates the Sukothai kingdom, the first kingdom from Thai history.

Studying history we get knowledge. We cannot protect the entire country's history if we do not protect local history. If we do not protect local history, national history will not progress.

We are already experiencing many problems: cultural, political, and economic. I believe that peace education could contribute to solving these problems.

Before, when Burma attacked Ayuthaya, they controlled it for 15 years. The Thais controlled Melayu for a longtime. It became part of Siam since 1786. The Thais should know the feelings of Melayu because they were under Burma for a time.

The Johor king married the queen of Pattani. In the past, if the kingdom was small and insignificant other kingdoms will not be interested in marrying from that kingdom but no less than the Johor king married the queen of Pattani.

There was also proof found to support that during the Langkasuka period, there was a foreign/international relations with the Chinese. In China, when a visitor pays tribute to the king of China, a sketch is drawn of the visitor.

The Melayu language contains Yawi script from Arabic and Rumi script from the Romans.

This is the history around the Krue Se mosque.

Title: Talking About Historical Events

Objectives of the Activity:

To develop a deeper perspective, distinguishing facts from emotions, and understanding among participants through listening to the various perspectives and insights of one single event.

Time: 30 minutes

Materials:

- Actual historical events or incidents taken from newspapers, radio, television or from history books.

Activity Instructions:

1. Pick one historical or current event. You may also bring a newspaper to class or just simply ask the participants about an issue which they would be interested to discuss.
2. Group the participants, with each group having four members each.
3. Ask the participants to discuss the following questions about the chosen event:
 - a. Who are the people or parties involved in the events?
 - b. What do the different parties say about the event?
 - c. Who are the victims in the event?
 - d. Why do you think there is a conflict?
 - e. How do you think can this be resolved?
4. Ask the participants to present their discussions.

Note to facilitators:

- In violent histories, there are no winners, everyone loses and everyone is a victim. When participants review the events, this is the common perspective; both parties loose.
- Having different perspectives is natural and everyone is entitled to their own opinion. The participants, especially the children, should be reminded of this right and the responsibility to respect other's opinions as well.

Commitment to Action:

The school and teachers should help the children and work with them on creating enabling environment where everyone is encouraged to have their own perspective on the violent histories of the past and the current events that are still unfolding. It is by learning how to respect each others' view that understanding and tolerance is learned.

Title: My History

Objectives of the Activity:

To be able to situate the participants' own story to the broader local history.

Time: 30 minutes

Materials:

1. Pieces of paper
2. Tape
3. Pens

Activity Instructions:

1. Ask the participants to line-up according to:
 - a. Height
 - b. Length of hair
 - c. Age
2. Ask the participants to write down their birthdays on the piece of paper.
3. Ask the participants to post their birthdays on the wall, in a chronological manner. At the end of the paper trail, write "Present".
4. Ask the participants to write events in the country or the community that they remembered or had affected them or their families directly between the times they were born up to the present time. Ask them to write as much details as they could.
5. Ask the participants to post these events in the timeline on the board and arranged chronologically. The same events can be grouped together.
6. Ask for volunteers to share their stories, questions or perspectives on the events. For those who had written the same event, ask them if they would like to tell their stories on why they remembered the same event.

Note to facilitators:

- This activity encourages narratives and recognizes that every person has their own story.
- The story is never complete because there are events that have different stories coming from different people – showing that the different perspectives plays a big role on history.
- This is why it is crucial on who writes the story, because there are some perspectives that are left out by the larger picture and this is why there is value to including local narratives.

Commitment to Action:

The written history does not usually include stories of the peoples' experiences. Written history of violent events usually tells the number of deaths, when it happened and who were fighting but the personal accounts of people when the events were unfolding and the stories of peace and human sacrifice are left out. These stories should be equally shared to show that despite the violent past, there are also events of goodness and peaceful events that occurred and this is a very important aspect of history as well.

Title: Field Trips to the Past (Krue Se Mosque)

Objectives of the Activity:

To let the participants see the grandeur of the past where people lived harmoniously and recognize that violence is an unfortunate event but should not dictate the direction of our future.

Time: 4 hours

Materials:

1. Transportation
2. Parents permits for the participants
3. Knowledge of the local history of the Krue Se mosque prior to the massacre in 2004 and after the massacre

Activity Instructions:

1. Before arriving at the site, tell the participants about the grand history of the Krue Se Mosque. It would be best to tell the history in a light and animated manner. You may use pictures, video documentaries, or other visual guides to discuss the history and its significance.
2. After arriving at the mosque, ask the participants about their first impression and observations of the mosque.
3. Discuss the events of 2004 that led to the deaths of people inside the mosque.
4. On the way back, process the observations, impressions and emotions of the participants on what they had learned during the field trip.

Note to facilitators:

- During the field trip, there will be parts of the mosque that was riddled with bullets. The teacher/trainer should not romanticize the power of weapons to destroy objects.
- The bullet holes and the deaths should be a reminder that arms does not solve anything. When dialogues fail, it is easy to solve it with military actions but the more difficult task is to resolve conflict without it.
- Point out that “salam” means “peace”, “darusalam” means house of peace, and “asalamu alaikum” means “greetings of peace”, and peace is innate in the Islamic culture.
- The mosque should be a reminder that we still have so much to work on to achieve peace.

Commitment to Action:

The historical sites that the training intends to visit should be a reminder that we, as a people, missed out certain things that is why conflict happened. We failed to understand everyone that resulted in miscommunication. We failed to recognize different practices and cultures. It is because of missing out these things and not being able to tolerate others, people died in the past. The sites should be a symbol of this mistake of what we should stop doing and what people should work on so that the deaths of people are not in vain.

Training Activity Evaluation

Evaluations after the training activities are important to get feedback from participants regarding the training but due to time or other constraints, evaluations can be applied on a case-to-case basis.

Sample Evaluation

Your comments on the following aspects of the training activity you have just attended would be most valuable. Please add any comments to support your evaluation, and contact details if you would like further information, or can provide local materials/insights that could improve the relevance of the training.

- ❖ Was the training activity relevant for your work?
- ❖ Was the topics discussed in the training applicable in your situation?
- ❖ Were the objectives clearly stated?
- ❖ Did the training meet your expectations?
- ❖ Did you learn anything new?
- ❖ Would you recommend this activity to others?
- ❖ How was the course administration (venue, materials, etc...)?
- ❖ How could the training be improved?
- ❖ Will the handouts/materials be useful to you in the future?
- ❖ Can you suggest any follow up activities? If so, could you please leave contact details with the trainer.