

“Drill”

Peace Concepts: TOLERANCE AND RESPECT

I. Objectives

- A. To be able to define the meaning of tolerance and respect;
- B. To be able to explain the importance of respecting those who are different from us and the ill effects of wrongly judging others;
- C. To be able to know one’s own bias and prejudice.

II. Summary of Episode

Lorena, a 10 year old girl, was becoming increasingly irritated with her classmate, Amor. She found fault in everything about Amor- her loud voice, her friendliness with their male classmates, her manners and even her nail polish. Every time she saw Amor, she always had something to complain about. Her best friend, Farida would listen to her complaints but did not really share her opinion about Amor. One day, Amor saw Lorena’s manual drill and immediately borrowed it. Lorena did not want to lend it to her so she made excuses and hid it in their classroom. On her way out of the classroom, she met Amor who came back to get something. Next day, she went back to get the drill but it was gone! She immediately suspected Amor. Sure enough, Amor started avoiding them so Lorena was convinced that she was guilty. She rehearsed ways to confront Amor to get her drill back but only to find out that she just misplaced it. Later on Lorena found out that Amor failed in math so she had to spend more time studying, which was why she avoided them. Lorena realized that Amor was different in many ways from her but she was not a bad person.

III. Suggested Activities

A. Pre-viewing

This episode teaches children tolerance and respect. Particularly, it helps them deal with their own bias and prejudice positively. Initially, it would be good to start by making them aware about similarities and differences between them and their peers.

Respecting Differences

Younger Children

Show and Share

Prior to the day of viewing, ask them to bring their favorite thing. It could be toy, food, song, color, and the like. Before viewing, ask everyone to form a circle and to prepare for the activity. Remind them to listen and respect the person who is sharing and talking. Call each one to show their favorite thing and to share why this is their favorite.

After everyone has been given the chance to share, ask them how they felt sharing their favorite things. What did they feel when they listened to their friends' sharing. What are the things that they discovered about their friends? Then, list down the things that the group liked and disliked. Point out that we are the same in some ways but also different in other ways.

Older Children

How are we the same? How are we different?

Ask the children to find a partner and let them stand or sit facing each other. Everyone in the group has 4 minutes to discuss and write down 3-5 things they have in common and 3-5 ways they differ from each other.

Allow each one to find another partner and repeat the exercise. Continue until they have talked to 5 people.

In the big group, write down on the board the typical similarities and differences (e.g. favorite things, interests). Process the answers written on the board. What were the common similarities and differences? Where the differences mostly physical attributes? What other qualities could you have included? Conclude by stating that we have many things in common but there are also many ways we differ from each other.

From here it can be explained how we begin to "like" or "dislike" someone. We can regard what we see and know about others either positively or negatively. We can have different interests from our best friend but because we have mutual respect for each other, this is not a problem. Sometimes, the differences become a real problem because of lack of effort to understand each other deeper. In this case, it is easy to misjudge others.

Today, we will watch the episode, "Drill" which is about a 10 year-old girl named Lorena who learned a lesson on respecting differences.

B. Post-viewing

After viewing, discuss what the children have learned. First, make sure that they understood the conflict clearly. Then, elicit their own opinion by asking what they would do if they were in these situations. Farida's character as Lorena's best friend is also important because sometimes, we are not directly involved but we can help our friend realize his or her bias. The following questions for discussion are being suggested:

1. Can you tell me what happened?
2. Why did Lorena think badly of Amor?
3. If you were Lorena, should you judge Amor? Why or why not?
4. If you were Farida, the best friend of Lorena, what would you do?

Conclude the discussion with a short explanation on the importance of respect and tolerance in maintaining a harmonious and peaceful relationship with others.

Journal Writing

It would help the children to integrate their learning by giving them time to write in their Peace Journal (see the pilot episode: Reunion). They can be encouraged to express themselves creatively. They can compose a poem, a song. They can make a list of what they learned about respect and tolerance. They can also include their own personal experiences that are related to this topic. The younger children can draw. Encourage them to be as honest as possible because their journal is a personal documentation of their learning.

IV. Tolerance and Respect as Peace Concepts

Tolerance is one's capacity to endure or withstand frustrating situations. It is also a fair and unbiased attitude towards those whose ways, culture, opinion, religion, color, language, nationality and the like, differ from our own. It is recognizing and having leeway for differences and variations.

Respect is the state of being esteemed or considered of high regard. It is also a feeling or expression of deference. To respect is also to value and honor someone or something.

Tolerance and respect are important in promoting peace. Both promote deeper understanding and avoid bias and prejudice. When we can learn to tolerate and to respect diversity and differences among people, there would be less misunderstanding and conflict.

Eventually, we will meet and encounter people or situations that we do not like or that we do not agree with or get along with. We need to make the effort to

tolerate and respect regardless of how we feel or think. Simply put, we treat others the way we want to be treated, that is, with respect and understanding.

Basketball

Parent-Teacher Guide

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"Basketball"

Peace Concept: Inner Peace

V. Objectives

- A. To be able to define and to give examples of having inner peace;
- B. To be able to discuss why is inner peace important to having outer peace;
- C. To be able to explain the need to face and accept one's negative feelings to achieve inner peace.

VI. Summary of Episode

Ato is a 13-year old boy who is the best basketball player in school. He knew he was better than Ramil who is another good player, and this made him confident and proud of his athletic skills. Suddenly, the unexpected happened. It was all caused by a minor wound when Ato accidentally sat on a fish hook. He did not mind it at first, treating it casually until the pain would not stop. By the time they consulted a doctor, his right leg had to be amputated from the knee down.

Majid, his best friend, greeted him happily when he returned to school but Ato was very confused inside- he felt angry, jealous, suspicious and revengeful. Ramil became the best player and Ato could not accept it. His anger and jealousy reached a point where he even thought of harming Ramil with a knife but Majid caught him in time. Ato pushed Majid away and became more and more alone and angry. One day, Ato accidentally slipped and fell in the river. Majid immediately jumped in to save him. Afterwards, Ato for the first time talked about how much he missed basketball and how difficult it was to accept the loss of his leg. Gradually, although it was not easy, Ato learned to accept his loss and eventually learned to joke about it. In the end, he focused on wood carving and found a new skill to be proud of. He realized later on that peace in society begins within a person. When a person is full of negative emotions, it was easy for him to misjudge others, hate others and hate himself.

VII. Suggested Activities

A. Pre-viewing

This episode is focused on one's Self - one's feelings, thoughts, intentions, reactions, decisions and the like. It would be a significant opportunity for the children to realize how their inner self can affect their outer world - their relationship with others and their environment.

To introduce the episode, the adult (teacher or parent) may begin with recognizing and handling feelings.

Feelings Charade

Write down on cards, different positive and negative feelings the children can easily relate to. (*Refer to the Appendix for the Vocabulary of Feelings.*) Divide the class into two groups. A member of one team will act out using gestures, a "feeling" picked from the deck of feeling cards. For example, he or she picked "sad" so he or she should act sad. The other team will guess the feeling; they get a point if they guess it correctly and also get the chance to pick a card. If they do not guess it right, the members of the other team can guess the feeling and can "steal" the point. If not, the same member will pick another card for the other team to guess.

After the activity, form a circle and talk about each feeling card. Ask the group to share their experiences. What do they do when they have these feelings? How do they express this feeling? What makes them feel that way? For example, when do they feel angry? What makes them angry? How do they express their anger? How does their anger affect other people? Depending on the answers and the developmental ages of the children, the adult can process and help them understand, at their own level, how feelings can positively or negatively affect them and the people around them.

After the sharing, explain that in this episode we will get to know Ato, a young boy who learned how to work through his negative feelings to achieve inner peace.

B. Post-viewing

The following questions for discussion are being suggested:

1. What happened to Ato? What strong emotion did he feel? How did he express this emotion?
2. What is inner peace? How did Ato show inner peace?
3. What did you learn from Majid? How did he show inner peace?

Allow enough time to process their learning about inner peace. Since the episode directs them to self-reflect, guided activities and a lot of time to process their self-discoveries are important.

"How do I see myself?" - Personal Poster

After the sharing, let the children creatively express how they see themselves through a personal poster. What are their "Hidden Treasures"- their good qualities that they were not aware of? Just like in the episode, Ato discovered his other talent in wood carving. If they still have no idea, they can think about their other interests. What are the things they wished to learn? Where do they want to improve? Likewise, they also can look at areas where they need to change. What bad qualities do they want to change?

Journal Writing

In their Peace Journal, ask the children to enumerate how or when they show inner peace. For example, they can write: when they accepted their mistake; when they were contented and not complaining; when they forgave others; when they were confident; when they were honest and so on. Another list can be made on how having inner peace affect their family, friends, school work and decisions. For example, when they were grumpy it was easy to misjudge others; when they were confident it was easy to be friendly; when they kept secrets they were trusted.

Younger children tend to be more concrete in grasping concepts. They could also make their own personal poster but they would need more assistance and guidance in thinking about what they like or do not like about themselves. They could include their own pictures to help them compose their personal poster. Awards or recognition are good reminders of the things that they are good at. They could also think of what they would like to change or improve about themselves.

Here are some ways to help children like themselves:

1. Verbalize for them or ask questions that will make them think positively about themselves. What did you like about what you did? You tried even when you knew it was difficult.
2. Do not fix or re-do what they did. When you do, you are sending the message that what your child did was not good enough. If task needs precision, do not ask them to do it.
3. Give them responsibilities they could handle. Tell them often how much you appreciate their sense of responsibility.

4. Be consistent with rules and their consequences. Your child must understand what he can and what he cannot do.
5. Model contentment and confidence. They will easily pick up from your example.

VIII. Inner Peace as a Peace Concept

Inner peace is having internal balance and harmony. Having inner peace means we can respect and appreciate ourselves; we can be resilient and optimistic; we can accept what we need to change in ourselves. In contrast, when we lack inner peace, there would be internal chaos and imbalance: we are confused and angry with ourselves and others and not clearly knowing why; we do not have faith in our own skills and talents; we wish to be someone whom we are not; we are in denial of our mistakes. Among children, inner peace can begin with self-worth. When children know they matter and are loved, they develop confidence in who they are. They will likely be able to accept their mistakes and to correct them. They will be motivated to improve themselves. They will have the initiative to do what is right or what should be done.

When each individual has inner peace, naturally, there would be order, harmony and peace in society. To restore outer peace, we must begin within.

Appendix

Vocabulary for feelings

Salam

abandoned	<i>PINABAYAAN</i>
accepted	<i>NATANGGAP NG MALUWAG</i>
afraid	<i>TAKOT</i>
alarmed	<i>NANGAMBA</i>
angry	<i>GALIT</i>
annoyed	<i>YAMOT</i>
anxious	<i>BALISA; DI-MAPALAGAY</i>
appreciative	<i>NAGPAPASALAMAT</i>
apprehensive	<i>NAG-AALALA</i>
ashamed	<i>NAHIHIYA; IKINAHIHIYA</i>
bitter	<i>MAPAIT; MASAKLAP</i>
bored	<i>NAGSAWA, NASUYA</i>
bottled up	<i>PIGIL</i>
calm	<i>PAYAPA; PANATAG</i>
competent	<i>MAY KAKAYAHAN</i>
confident	<i>NAKAKATIYAK</i>
confused	<i>LITO, TARANTA</i>
contented	<i>KONTENTO</i>
defeated	<i>TALO</i>
depressed	<i>MALUNGKOT</i>
discouraged	<i>PAGHINAAN NG LOOB</i>
dissatisfied	<i>DI KONTENTO</i>
embarrassed	<i>NAPAHYIA</i>
empty	<i>HUNGKAG; WALANGLAMAN</i>
enthusiastic	<i>MASIGLA, INTERESADO</i>
envious	<i>NAIINGGIT</i>
excited	<i>DI MAPIGILANGTUWA</i>
fearful	<i>MATATAKUTIN</i>
friendly	<i>PALAKAIBIGAN</i>
frustrated	<i>BIGO, INIS</i>
furious	<i>GALITNAGALIT</i>
grateful	<i>KUMIKILALA NG UTANGNALOOB</i>
guilty	<i>MAY KASALANAN</i>
happy	<i>MASAYA</i>
helpless	<i>WALANGMAGAWA</i>
hopeless	<i>WALANGPAG-ASA</i>
humble	<i>MAPAGKUMBABA</i>
humiliated	<i>NAPAHYIA</i>
hurt	<i>NASAKTAN</i>
inadequate	<i>DI SAPAT, KULANG</i>
insecure	<i>WALANGTIWALASASARILINGKAKAYAHAN</i>
insignificant	<i>WALANGHALAGA</i>
jealous	<i>NAGSESELOS</i>
joyful	<i>NATUTUWA</i>

Salam

lonely	<i>MALUNGKOT, MALUMBAY</i>
loved	<i>MINAMAHAL</i>
misunderstood	<i>DI NAUNAWAAN</i>
neglected	<i>NAPABAYAAN</i>
numb	<i>MANHID</i>
passionate	<i>MAGILIW; MAPUSOK</i>
pleased	<i>NATUTUWA</i>
pressured	<i>NABIBIGATAN</i>
proud	<i>MAYABANG</i>
regretful	<i>NAGSISISI</i>
rejected	<i>DI TINANGGAP</i>
relaxed	<i>DI NAGMAMADALI</i>
relieved	<i>NAKAHINGA NG MALUWAG</i>
resentful	<i>NAGHIHINANAKIT</i>
sad	<i>MALUNGKOT</i>
shocked	<i>NAGULAT</i>
startled	<i>NABIGLA</i>
surprised	<i>GULAT</i>
thrilled	<i>KILIG</i>
trusting	<i>MADALINGMAGTIWALA</i>
uncertain	<i>DI SIGURADO</i>
understood	<i>NAINTINDIHAN</i>
vengeful	<i>MAPAGHIGANTI</i>
wanted	<i>HINAHANAP</i>
worthless	<i>WALANGHALAGA</i>
worthy	<i>KARAPAT-TAPAT</i>
yearning	<i>NAGHAHANGAD</i>

Batangsnabero

Parent-Teacher Guide

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“Batangsnabero”

Peace Concepts: EMPATHY

IX. Objectives

- A. To be able to define empathy;
- B. To be able to discuss the importance of empathy in relating with others;
- C. To be able to give examples of being empathetic.

X. Summary of Episode

Farida, a 10-year-old girl, and her friends, Majid, Ato and Lorena, did not have problems making new friends until they were challenged by Alex, their new classmate. Alex was obnoxious and unfriendly. They were really puzzled by his behavior. Once, they saw him angrily hitting empty cans with stones. In spite of this, they still tried to befriend him but all they got were rejection, insult and the destruction of their garden plot. When Alex destroyed their garden project, all four friends ran after him. They kept running after him until they got to a charred village where nothing was left but burned wood frames and furniture. There they all realized that it was Alex's previous home. Alex told them there was an armed confrontation between the rebels and the soldiers which resulted to the burning of the whole village and the death of his family.

Farida realized how much they misjudged Alex. After knowing what had happened to him and his family, she understood why Alex acted that way. She learned that it was natural and even expected to hate someone who is nasty. With Alex, she learned that sometimes one needs to go beyond the usual reaction. She and her friends were glad they got to know the real Alex beneath his loss, anger and confusion.

XI. Suggested Activities

A. Pre-viewing

To introduce empathy as a peace concept, children should first be able to "read" and understand the feelings of others. How would be it be like in their shoes?

 **How does it feel like?**

Younger Children

Cut out colored pictures of facial expressions depicting negative and positive feelings such as happy, angry, scared and excited. Ask the children to identify what the person in the picture is feeling? Then agree on what label to put for each picture. Use the pictures to help them recall the times they felt these emotions. When do you get angry? When do you feel scared? What makes you excited and eager? How do you show your happiness?

Older Children

Ask them to share their experiences.

- Did you ever feel misunderstood? What happened?
- Why do you think your friends (family) reacted that way towards you?
- How would you have wanted other people to react to you?

Conclude the sharing by saying that today we will watch the episode “Batangsnabero” which is about a young boy who, like you, was also misunderstood.

B. Post-viewing

For the discussion, it is important to allow the children to share what they think without feeling that there is a right or wrong answer. Such atmosphere is important so the children can honestly share what they understood, what they felt, and what they thought. The integration after the sharing can be used to explain and to clarify the concepts that we want them to understand. The following questions for discussion are being suggested:

1. **Why did Alex behave the way he did?** (*He was rude, nasty and unfriendly.*)
2. **How did Farida and her friends misjudge Alex? What did they find out about him?**
3. **If you knew someone like Alex, how would you relate to him?**

This episode has a powerful message. We tend to react negatively because the person deserves it. This story teaches us a different way to react. It teaches empathy, the willingness to understand a person beyond the usual reflex-like reaction. It is being able to “feel” what the person is feeling so one gains a deeper understanding of his situation. It is taking a step further to find out why a person behaves the way the does.

Show Me How

Empathy can be learned by starting to be considerate of others. Give examples of real-life situations children can easily relate to. Discuss how they can show empathy.

HELPING OTHERS

1. You are in a hurry to finish your chores so you can go out with your friends but you see your mother busy in the kitchen.

2. Your younger brother cannot understand his or her homework even when you repeated it several times. You cannot understand why he could not get it. It was so easy for you to understand the lesson when you were his or her age.
3. You like it when you use the toilet after your mother used it. It is always clean.
4. Your classmate clumsily falls down on his chair.

LISTENING TO OTHERS

- Your friend is telling you his or her problem. You are listening attentively but suddenly you receive a text message and you immediately looks at it and replies.
- While your mother is talking to you about the things you need to do before she leaves, you continue to listen to loud music.
- You keep nodding while talking to your uncle but actually you are not listening to his stories.

Journal Writing

Head, Heart, Feet. Ask the children to draw a whole person on a page in their Peace Journal. Let them use the drawing to integrate their learning about empathy. On the head part, they can write what empathy means. On the heart part, they think about how the lesson on empathy changed their attitude? What are the things that they could change about themselves to improve? On the feet part, ask them to plan the steps will they do to be show more empathy to others.

XII. Empathy as Peace Concepts

Empathy is very subtle but when it is practiced or shown to us, we are deeply touched. It means that this person made the effort “to stand in our shoes,” to feel what we are feeling, to see things from our perspective and to listen sincerely to what we said. Likewise, when we show empathy, there is a strong connection or bond that is established. When we understand what the person is going through, our reaction or conclusion about him or her will change. This vicarious experience opens up our eyes and heart to the things that we did not understand and the things that we have missed regarding a situation or another person.

When a person can act, react, decide or think not only for his or her best interest but for the benefit of the greater good, this person practices empathy. Empathy is one of the tools in building a supportive and peaceful community.

“Magkapitbahay”

Peace Concepts: INITIATING COMMUNICATION

XIII. Objectives

1. To be able to define communication;
2. To be able to explain the importance of initiating communication in resolving conflict.

XIV. Summary of Episode

Mr. Jun Ureta, a photojournalist, came to Majid’s barrio to take candid photos of ordinary folk for his school’s foundation day. Some of his photos resolved the dispute between his father and their neighbor.

Majid and Baste were schoolmates and lived side by side on a street where big trees shed leaves that almost covered the road. When Baste’s mother swept the leaves she also cleaned the front area of their neighbor, Majid’s house. She observed that when Majid’s father came home, he did not even notice how clean their front area was. She did not know that when they went to the province, it was her neighbor who swept the road including the front part of their house. Just like him, she also did not notice that someone cleaned their front area. One evening, she tied their dog outside their gate near their neighbor’s entrance. She did not know that her neighbor disliked dogs so when Majid’s father came home and saw a dog near his house he threw a pail of water to drive it away. Baste’s mother was very offended by this gesture and the misunderstanding between them grew worse.

On the school’s foundation day, Majid’s father was shock to see a photo of his neighbor sweeping the leaves in front of his house. Likewise, Baste’s mother saw a photo of her neighbor sweeping in front of her house. They realized that they were wrong about each other. Majid later on realized that the dispute would have been resolved if someone took the initiative to talk and clarified things.

XV. Suggested Activities

A. Pre-viewing

To introduce this episode, an activity to help children understand the value communication can be done.

 **Birthday List**

Ask them to arrange themselves according to their birthdays without verbally communicating with each other. They can only use gestures and cannot utter any

sound. The youngest will be in front of the line and the oldest at the back. Younger children can just arrange themselves according to their ages.

After the activity, ask them how they felt during the activity. How long did it take to finish? How did they do it? Why was it difficult? Conclude the activity by stressing how important it was to be able to communicate. For instance, we can easily ask questions and also instruct others what they need to do.

Introduce the episode by saying that today we will watch two neighbors who had a hard time resolving their disputes because of lack of communication.

B. Post-viewing

The following questions for discussion are being suggested:

1. What was the cause of the feud between the Majid's father and Baste's mother? How did it get worse?
2. How was their misunderstanding resolved? What made them realize their mistake?
3. How else could they have resolved their problem? What could have been done?
4. Why is initiating communication important?

During the sharing, point out advantages of making the first move to talk and to clarify things with the other person. The following are some of them:

1. We avoid misjudging the other person.
2. We can prevent a petty misunderstanding from turning into a big conflict.
3. We can find out what we did wrong or how we have unintentionally offended the other person.
4. The other person will follow your example and would also go straight to you to clarify matters.

Journal Writing

In their Peace Journal, they can create their own story about how initiating dialogue with another person can prevent misunderstanding between them. The adult can give possible situations to help them begin their story. They can continue to develop the story. What is important is the dialogue or conversation which will prevent a possible cause of conflict. For example, their neighbor is playing music so loudly and they cannot study properly. How will they continue the story? How will they initiate the dialogue? What will they say? How will this possible cause of conflict be resolved by initiating communication?

XVI. Initiating Communication as Peace Concepts

The lack of initiative to communicate in order to resolve disputes is common among Filipinos. We, in general, would practice "*parinig*" that is, to talk negatively and loud enough to make sure that the other person will hear what we say but we never go directly to address or to talk to the person. In the episode, Baste's mother, commented about the leaves when Majid and his father were on the way out of their house. She did not approach her neighbor directly and nicely and gave her comment about the volume of the leaves that fall on the road. Maybe if she did, her neighbor would have notice that she was kind enough to include cleaning his side.

To initiate means we make the first move. We are not passive but actively taking part in finding the solution. Initiating communication is creating the opportunity to peacefully clarify and to talk about what is bothering us. It is very important in upholding peace because we nip the conflict at the bud.

Bayan niPepay

Parent-Teacher Guide

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"Bayan niPepay"

Peace Concept: SOCIAL RESPONSIBILITY

XVII. Objectives

- A. To be able to define social responsibility;
- B. To be able to discuss the importance of the taking initiative to help others, in upholding peace.

XVIII. Summary of Episode

Pepay is a petite young girl who reads and studies all the time. She does not really need glasses but wears frames without the lens to complete her intellectual look. While Ato, Majid, Farida and Lorena are flying kites or playing together, Pepay would be busy reading a book, borrowing books in the library or cleaning classrooms so she could recycle paper and have something to write on. These four friends want Pepay to also enjoy and have fun but they do not know how to tell her. Pepay's idea of fun was to challenge them to a review where she would win effortlessly. They give Pepay a surprise home visit to challenge her to a rematch. They are shocked to see the poor village where Pepay lives. When they finally get to Pepay's house, they find her teaching her other siblings. They find out that her father cannot afford to

send them all to school; and so it is only Pepay who studied. After school, she would teach her siblings what she learned in school that day.

One day, when Pepay did not go to school, they instantly know it is because of exhaustion. They tell their teacher how Pepay lived and why she got sick. They also want to find out how they could help her. Their initiative touches their teacher. Together with other teachers, she organizes an outreach class in Pepay's village which give the children, including Pepay's siblings, a chance to learn even when they cannot afford to go to school. They take the initiative to help Pepay and learn the value of social responsibility in upholding peace.

XIX. Suggested Activities

A. Pre-viewing

This episode teaches initiative in children. When children have compassion or concern for others, it is natural for them to be motivated to take action without being told to do so. Introduce this episode by having a discussion on how they have taken initiative to help others.

- Recall the time you helped someone. What happened?
- Why did you help this person? How did you feel after helping?
- Have you helped anyone without being told to do so?
- How is this experience different? How did you feel?

Integrate and summarize all their sharing. Introduce the meaning of initiative so they can understand it more when they watch the episode. Conclude by saying that today we will learn how four students took the initiative to help one of their classmates.

B. Post-viewing

The following questions for discussion are being suggested:

1. What made Pepay different and unique? How was she different from the four friends- Ato, Majid, Farida and Lorena?
2. What did they find out about Pepay's family? About Pepay's village?
3. What did they do to help Pepay? What did they learn when they helped organized an outreach class in Pepay's village?

Majid, Ato, Farida and Lorena were sincerely concerned about Pepay's situation. They knew that Pepay should not shoulder the big responsibility of teaching her siblings. Their compassion and concern for her motivated them to seek help for

Pepay. They realized that one cannot always wait for other people's help. When one takes initiative to resolve something, others get inspired to follow and to be part of it.

Improvement Project

Ask the children the things that can be done to improve their classroom or home. Then, discuss their ideas and make a feasible plan together. The following are areas they can focus on:

1. Security
2. Cleanliness
3. Communication
4. Opportunities to express oneself
5. Storage

Evaluate the project after its implementation. Emphasize that we can improve or resolve our situation but we need to take action.

Journal Writing

In their Peace Journal, encourage the children to write their learning, feelings and insights about today's peace concept. Ask them to reflect on how their attitude has been changed by this peace concept.

XX. Social Responsibility as Peace Concepts

Taking the initiative to resolve our predicament is not easy. The Juan *tamad* character is a satire of our passive attitude to wait for things to happen. Nowadays, we learn about being proactive, to actively take part in changing, resolving or improving our situation.

Taking an active role in the welfare of others is even harder. This is because generally our own personal concerns are already overwhelming; so one will not even think about others' welfare.

Basic foundation of social responsibility is having compassion and genuine concern for others. Naturally, the initiative to take action follows. When each person develops this proactive attitude, there will be a great improvement in society because everyone wants to be part of the solution. Social responsibility is important in upholding peace.

“Dalawang Bata”

Peace Concepts: FORGIVENESS AND

ACCEPTANCE OF ONE’S MISTAKES

XXI. Objectives

- A. To be able to explain the meaning of forgiving others and accepting one’s mistake;
- B. To be able to discuss forgiveness and acceptance of one’s mistake as tools in resolving conflict.

XXII. Summary of Episode

Lorena and Farida plan a picnic. They decide that Lorena will cook the viand while Farida will bring rice. They want to go to a special place beyond the mountains. On their way up their bag drops and their rice spills on the ground. This does not dampen their spirit. They both agree that they do not mind eating the viand without the rice. They get hungry before they get to their destination; and so decide to eat their lunch. When Lorena opens the viand, Farida is surprised that it is pork. As a Muslim, Farida does not eat pork; and of all people, Lorena should have known this. So she is puzzled why Lorena cooked pork. She refuses to eat it. Hungry and tired, Lorena tells Farida to eat the pork since nobody would know anyway. Farida is offended by Lorena’s comment because she feels Lorena is disrespectful of her beliefs. Frustrated and hurt, she leaves Lorena and starts walking home. Lorena also walks home but in the opposite direction. Deep into the woods, they both hear loud and scary sounds. Suddenly Farida hears Lorena shout. She runs to look for Lorena. Lorena also looks for Farida. When they finally find each other, they are so relieved that neither of them is harmed. On their way home, Lorena sincerely apologizes for forgetting that Farida does not eat pork. Farida knows it was an honest mistake and so forgives her best friend.

XXIII. Suggested Activities

- A. Pre-viewing

It is effective to introduce peace concepts by using children's real experiences. Meaningful associations can facilitate their understanding of these peace concepts. The following discussion questions are being suggested:

1. (Recall the time you apologized.) Was it difficult? Easy? Why?
2. Have you ever forgiven someone? Why did you forgive him/her?
3. Was the conflict resolved after the apology?

Summarize and integrate their experiences. Sometimes it is easy to forgive; and sometimes it is not. Often it is not easy to ask for forgiveness because we need to admit and accept our mistakes. Today, we will watch two young girls who learned a lesson in forgiveness and acceptance of one's mistakes to resolve conflict.

B. Post-viewing

The following questions for discussion are being suggested:

1. Why was Farida angry at Lorena? What did Lorena do?
2. How did they resolve their misunderstanding? What does it mean when we say, "I am sorry."?
3. Why is "accepting one's mistakes" important? Why is "forgiving others" important? Why are both important tools in resolving conflict?

Peaceful Endings

Divide the group into smaller groups of 4-5 members. Print or write on cards different everyday conflicts that they can easily relate to. Ask each group to pick out a card and discuss how they will resolve the conflict using the peace concepts that they have learned. They can also make up their own story. After this, each group will present their peaceful endings through a short skit.

Some situations are:

4. When you borrowed your brother's bag, you broke the strap. You intended to tell him and offer to fix but forgot about it. When he used it, he was so angry that you did not take care of it.
5. One day your classmate stopped talking to you and started avoiding you. You have no idea why.
6. You accidentally tore a page from a book that you borrowed from the library. You did your best to repair it but part of the page was unreadable. If you confess, your library privileges will be affected or you will have to pay for the book. If you don't confess, no one will know what you did but other students will not be able to use the book properly.

 Journal Writing

Make Peace. Before writing on their Peace Journal, ask each child to apologize to someone they have offended or hurt in anyway. Ask them to think of how they will apologize sincerely. They need to realize what they were sorry for first. Then, they can write how it felt like before, during and after the apology. Then also write how the person reacted to their apology.

XXIV. Forgiveness and Acceptance of One's Mistakes as Peace Concepts

Forgiving and being forgiven are not simple matters. When we ask for forgiveness, we cannot expect the person to forgive us just because we apologized. Further, when the person forgives us, it does not exempt us from being accountable for our mistakes. Forgiving is easier when the person feels remorse. The challenge lies in forgiving someone who is not sincere in asking for our forgiveness. We can think of forgiving as our choice to put an end to the burden and pain caused by the person or experience. We go on in life, ideally strengthened by these difficulties.

It is not easy to accept and admit our mistakes. One is likely to see the mistakes of others and to expect an apology. If we can turn the blame inward just for a few moments, we can truly and honestly reflect on how we could have contributed to the conflict. Did I provoke a fight? Did I do something in the past that hurt this person? If I were in this person's shoes, would I have done the same thing?

We could stop the culture of fault-finding and finger-pointing by teaching that forgiving others and accepting one's mistakes are not signs of weakness but of courage and wisdom. This two-prong action enlists the effort from both parties to realize and admit their part in the conflict and humbly make amends. Both are indeed tools in upholding peace within and without.

Mural

Parent-Teacher Guide

Written by: Mary Ann F. Villanueva

M.A. Counseling Psychology

"Mural"

Peace Concepts: EFFECTIVE DIALOGUE

XXV. Objectives

- A. To be able to explain the importance of effective dialogue in resolving conflict;
- B. To be able to name the proper and effective communication skills
- C. To be able to practice these communication skills in role-playing

XXVI. Summary of Episode

Ato, Majid, Farida and Lorena are four very good friends. They often go to the river together to talk, swim and have fun. The day arrives when the strength of their friendship is tested.

They team up for the mural painting contest to be held in their school. They decide to combine all their ideas and draw their own symbol of peace for their mural. Farida and Majid decide to stay behind to continue working on the mural. Then, Farida decides to modify Ato's drawing. When Ato finds out the next day, he angrily confronts Farida. Lorena wants to resolve the conflict between Ato and Farida; but instead is drawn into the conflict. Majid tries to talk to all of them to patch things up but they continue insulting each other.

Majid does not know what to do. He talks to his teacher about the conflict among his friends. Ms. Juan teaches him some effective communication skills such as: avoid insults; and use "I" instead of "you" to express one's thoughts and feelings. He is so happy and cannot wait to tell his friends; but all three of them do not want to make the effort. Frustrated and hopeless, Majid goes back to the mural to rub off what Farida drew until his hands bleed. Unknown to him, Ato and Lorena are watching. Later, he also goes to the river to say goodbye. Since his friends are all fighting, he knows they will not be together anymore to spend happy times there. To his surprise, his friends follow him to the river and tell him that they would like to try the proper way to communicate to resolve their conflict. The river becomes even more important to them as friends.

XXVII. Suggested Activities

A. Pre-viewing

Ask the children to relate an experience when they fought with their peers.

- What did you fight about?
- What did you say to each other while you were fighting? Did you insult each other?
- How did you resolve your differences?

Conclude the sharing by highlighting based on their answers some possible factors that characterize common disputes or misunderstanding:

- 1) The cause is usually petty;
- 2) Someone was offended or insulted and retaliated by using insults
- 3) The problem escalated to more name calling until both avoided each other.

Introduce the episode by saying that we will meet four good friends whose friendship was threatened by conflict. Let us see how they were able to resolve their conflict and to restore their friendship.

B. Post-viewing

The following questions for discussion are being suggested:

1. What did Ato and Farida fight about? How did Lorena become part of the conflict between Ato and Farida?
2. Why did Miguel say goodbye to the river even when they enjoyed going there very much?
3. From whom did Majid ask help? What did Ms. Juan taught him?
4. How was the conflict finally resolved? What was the difference between Lorena's and Majid's ways in resolving the conflict?

Conclude the discussion with a short explanation on the importance of proper dialogue and communication skills in resolving conflicts. Enumerate on the board the two basic communicate skills used to resolve conflict and to prevent it from escalating.

1. **Avoid name-calling and insults.**
 1. "You meddle in other's work!"
 2. "You are making a big deal of nothing!"
2. **Use "I" instead of "You" to express one's emotions and thoughts.**
 - "I was hurt when you modified my drawing without asking me first." Instead of, "You think you are the one who can draw. You think you are so great!"
 - "I thought you will not mind so I modified your drawing." Instead of, "Your drawing is so ugly, I just had to modify it!"

Role-Playing

Divide the class into groups of 3-4 people and ask each group to pick a situation written on card that they will role-play. Use their own experiences which they shared earlier. Ask them to present 2 plays, the first one is what really happened and the second one is when they used the proper communication skills to resolve the conflict.

Journal Writing

Encourage them to write about what they have learned about the proper ways to talk to the person they are in conflict with. Why is it important not only to learn about them but also to practice them in daily life?

XXVIII. Effective Dialogue as a Peace Concept

Many conflicts would be prevented when we hold and restrain our strong negative emotions so we can communicate properly. When we suspend our judgment, we can give people the chance to explain. As what the adult, Ms. Juan, in the episode admitted, this is not easy to do. Even adults have a hard time remembering not to lose their temper in arguments and to strive to resolve and not to make the conflict worse than it is.

The effort here is clearly to start teaching the proper way to communicate and to create the atmosphere conducive to resolving conflicts. When these skills become part of the children's foundation, these will be their guiding principles in peacefully settling disputes and resolving conflicts in their lives.

Pangingisda

Parent-Teacher Guide

Written by: Mary Ann F. Villanueva

"Pangingisda"

Peace Concepts: ENVIRONMENTAL PEACE

XXIX. Objectives

- A. To be able to define environmental peace;
- B. To be able to discuss the connection between the natural environment and peace in one's life.

XXX. Summary of Episode

Ato, a 13-year-old boy, does not care about cleaning the sea shore as much as his father; but his attitude changes when his much-loved duck, Switik, almost dies because of an environmental crisis.

Ato's father is a fisherman and they live in a village beside the sea. His father is very concerned about pollution and properly taking care of the environment. When he and his father would walk by the seashore, he would make sure that they cleaned along the way before going home. Ato avoids going with his father because he does not like to do the cleaning. One day, the neighboring town is plagued with an oil spill. The fishermen in Ato's village help to clean up the mess but shortly after, the oil reaches their own shoreline. The whole village suffers because there are no more fish to catch. Some of their pets and livestock are also affected by the oilspill. This includes Ato and Lorena's pet duck, Switik. He gets very sad thinking that Switik may not survive. It is only then that Ato realizes what his father believes in and practices. He understands why his father tries to take care of the sea so much. He realizes that when the natural environment is in a mess, one's life also loses its peaceful balance and order.

XXXI. Suggested Activities

A. Pre-viewing

Just like Ato in the episode, it was not easy to understand the impact of our environment on our lives until we feel the effects of a crisis. To introduce environmental peace as a peace concept, it would help if children could observe how their environment is connected to them.

Appreciation Walk

Take the children out for a walk to observe their environment. In pairs, ask them to answer the following:

- List 10 different kinds of plants or flowers that they see.
- What is the weather like? How was it different from yesterday?
- Observe a coconut tree and write down everything that we could use from this tree.
- Imagine when there is no sun, what do you think will happen?

The results of their observations will be very interesting for discussion. Give each pair a chance to share their answers. It is important to emphasize how much we depend on our environment. Introduce the episode by saying that just like them, Ato, a young boy learned the importance of our environment. Let us learn how he was able to understand the importance caring for our environment in maintaining a peaceful life.

B. Post-viewing

The following questions for discussion are being suggested:

1. What happened to the sea? Why weren't there fish left for the fishermen to catch?
2. What made Ato change his attitude about cleaning the seashore?
3. How is taking care of our environment related to having a peaceful life?

After the discussion it would help the children deepen their realization by learning the current state of our natural environment. What are the local, national or global problems we are facing? What are the potential effects of these environmental problems on us? What efforts are being made to address these problems?

Being Part of the Solution

Make them think of ways they could really do to help in resolving these problems. The following are general areas they can focus on:

1. **Clean**-put litter in the garbage can, regularly clean our own bedroom or classroom, empty containers of stagnant water and others.
2. **Save** - use water, gas, electricity, food, paper and others properly.
3. **Buy** -differentiate what we need from what we want, try to use environmentally-friendly products.
4. **Recycle** - use the other side of paper, bring empty bottles, cans and newspapers to junk shops.

Interview

Divide the group into 5-7 members and ask them to organize an interview. One member will be the host of the show, two will be the guests and the rest will be the audience. The host will interview the guests about how to take care of our natural environment. The audience will also be given a chance to ask their own personal questions. The role-playing of an interview is to present what they have learned about environmental peace as a peace concept.

Journal Writing

Encourage them to write their experiences including their opinion, insights, feelings about the peace concept that they have learned. They could also use their Peace Journal to make a plan on how they will put into practice what they have learned in their daily lives.

XXXII. Environmental Peace as Peace Concepts

Sometimes we meet a real person like Ato's father who makes a difference by doing his part in taking care of our environment. Ato's father understood deeply that garbage when accumulated translates to environmental problem or an ecological imbalance. He also knew how much such imbalance affects one's life. Environmental peace is living in harmony with our natural environment.

Green peace is a global movement that protects the earth. It is a wide spectrum of concerted efforts of people all over the world to preserve ecological balance. This peace concept broadens our definition of peace that includes our environment as an important factor in creating harmony in our lives. Its essence is having respect for our natural environment and understanding our place in the web of life.

Rebelde

Parent-Teacher Guide

Written by: Mary Ann F. Villanueva

"Rebelde"

(Final Episode)

XXXIII. Objectives

- A. To enumerate the different peace concepts learned;
- B. To explain each peace concept briefly.

XXXIV. Summary of Episode

While playing in the woods, young Lorena, Farida, Ato and Majid meet a group of soldiers. They are scared and so move to another place to play. While walking, they see a trail of blood on the ground and follow it. It leads them to a wounded man

whom they suspect to be a rebel. They are divided on whether to help him or not; but Majid goes ahead to get food and water. In the store, the soldiers are also there and one of them recognizes Majid and chats with him. Majid finds out that the soldier was not as scary as he had earlier thought. When he is about to leave, he meet his friends who follow him. He convinces them to go back and help the man.

The four friends find him inside an abandoned hut. His name is Fajad. They get to know why he became a rebel and what happened to his family. As they are about to leave, the solders surround the place. When the children are safely out of the hut, they gun down the place but Fajad escapes.

Lorena's attitude towards the rebels changes. All four friends are touched by the experience. It becomes important for Farida to understand and respect others. Lorena learns that one must find out the real cause of the problem to be able to resolve it. According to Ato, it is difficult; but peace is the only way. Majid believes that there is no peace if we cannot protect the welfare of each person.

XXXV. Suggested Activities

A. Pre-viewing

Open a discussion by asking if the children understand the word, "bias" or "stereotype." Give examples of how we sometimes have conclusions or perceptions about people or groups that may not be correct. Tell the children that today we will watch four friends whose attitude towards rebels changed when they met a real one in person.

B. Post-viewing

The following questions for discussion are being suggested:

1. What made Lorena change her attitude towards rebels? What happened?
2. What can we do to avoid or minimize our bias against others?

A review of the different peace concepts would help the children clearly understand the importance of peace education. Print one set of cards with all the peace concepts and another set with their corresponding definitions. Choose some children to pick a card. Ask one of them to read aloud what is written on his card. If it was a definition, he should look for the peace concept and if it was a peace concept, he should look for the definition. Every one reads their respective cards silently and when they think they have corresponding card, they read their card aloud. The process is repeated until all the cards have been matched.

The following definitions are being suggested:

1. **Peace** = "It is the condition of harmony between people or groups which results to unity and order."
2. **Inner Peace** = "It is an internal balance and harmony."
3. **Tolerance** = "It is one's capacity to endure or withstand frustrating situations. It is also a fair and unbiased attitude towards those whose ways, culture, opinion, religion, color, language, nationality and the like, differ from our own."
4. **Respect** = "It is the state of being considered of high regard. It is to value and honor someone or something."
5. **Empathy** = "It means to 'put oneself in the other person's shoes.' It is to share the feeling of the other person."
6. **Initiating Communication** = "It is making the first move to create the opportunity to peacefully clarify and to talk about our problem."
7. **Forgiving and Accepting One's Mistakes** = "It is accepting the sincere apology of a person and humbly admitting one's own shortcomings."
8. **Environmental Peace** = "It is living in harmony with our natural environment."
9. **Effective Dialogue** = "It is the proper way to communicate and to create an atmosphere conducive to resolving conflicts."
10. **Initiative** = "It is positively acting on something without having to be asked or told to do so."
11. **Social Responsibility** = "It is having the initiative and sense of responsibility to help others."

Your Own Peaceful Country

Divide the group into 2 or 3 smaller groups. Provide them with a big piece of paper, art materials, writing and coloring materials. Then, ask each group to create their own peaceful country where everything is in order and harmonious. They have to invent the name and location of their country. They also have to include, the country's population, national anthem, national hero, national flower and so on. When they present their country to everyone they should be able to explain how peace is maintained in their country.

Journal Writing

Ask the children to write what they have learned about peace education. Among all the peace concepts they have learned which ones are easy for them to do? Which ones do they need to improve on? If they wished, they could share what they wrote to everyone.

“Reunion”

(Pilot Episode)

Focus: IMPORTANCE OF PEACE

XXXVI. Objective

- To be able to explain the importance of peace;
- To be able to introduce the different concepts, proper skills and attitude in upholding peace.

XXXVII. Summary of Episode

In a school reunion, four very good friends, Majid, Farida, Lorena and Ato, are being interviewed on why they all chose to work for peace in their respective careers. Majid was a member of the Peace Commission. Farida pursued guidance counseling. Lorena became an editor of a provincial newspaper. Ato became a public school teacher. Their memories immediately takes them to their carefree life as children living in a community shared by both Muslims and Christians. There were five of them, Majid, Farida, Lorena, Ato and Clarisse. Although Majid and Farida were Muslims while Lorena, Ato and Clarisse were Christians, as children this did not bother them. They learned about and respected each other’s faith and religious practices. These wonderful memories were constantly interrupted by fear brought by the continuous armed conflict between soldiers and rebels in their area. It was one such occasion that changed their world view and aspiration completely. This tragic day started just like any other school day; but before the day ended, it takes the life of their young friend, Clarisse who is shot by a stray bullet during a confrontation. Majid realizes that you think war is fascinating just like in the movies and you even want to be part of it until someone very close to you dies. Lorena concludes that because of armed conflict, the normal development of affected children is disrupted.

XXXVIII. Suggested Activities

A. Pre-viewing

Introduce the episode as the first of a series on Peace Education. Children would be curious about the meaning of the title, "Salam." It means "peace" in Arabic. The following activity is being suggested to help the children comprehend that peace is universal.

Peace in Different Languages

Write in small index cards, the word "peace" in different languages. (See *Appendix for the actual list of words*.) Learn to pronounce each word correctly as a group and then ask each child to pick one and pin it on his or her top or shirt. Form an inner and outer circle and let the children face each other. Face-to-face, each partner will shake hands and greet each other "May you have____" using the word for peace that the other person is wearing. It can be confusing so it would be good to demonstrate this before the children start rotating in opposite directions. Make sure that each one has had the chance to greet everybody.

Afterwards, ask how they felt after greeting each other peace in different languages. (For older children you can also ask, "What did you mean when you wished them peace?") Allow them to share their thoughts and feelings openly and accept all their answers without making them feel that there is a right or wrong answer. Conclude by saying every language has a word for peace because it is important to one's life.

Today we will watch an episode on the importance of peace. It will also be an introduction to other peace concepts that we will learn in the succeeding episodes.

B. Post-viewing

After watching the episode, it is very important to make sure that the children understood the message correctly. The adult (parent, teacher, or counselor) is free to process as needed but the following questions are being suggested:

1. How do you feel after watching the episode? Why?
2. What is the story about? What is peace? (*Note: Elicit the meaning of the peace from them and write all of their answers on the board. You can use the same input to explain the importance of peace.*)
3. Why is it important to all four friends- Majid, Lorena, Farida and Ato?

Conclude the post-viewing discussion with a mini-lecture on the meaning of peace and its importance to human beings.

Peacemakers

Majid, Lorena, Farida and Ato were all peacemakers. They believed in and made efforts to uphold peace in their own lives. Relate brief autobiographies of peacemakers in history such as Ghandi or Jose Rizal. Using their actual example, explain the importance of peace. Do you know any peacemakers?

Peace Journal/ Drawing Book

After every episode, the younger children can express their learning through drawing while the older ones can write on their journals. They can make and decorate their own journal or drawing book with their personal style. The younger ones may need assistance in symbolizing their learning. For instance, in this episode they can use a color that makes them feel peaceful. The older children can creatively express themselves through poems, songs, drawings, craft and the like and not just limit themselves to narratives.

XXXIX. Importance of Peace

What do we mean when we say “peace?” There are many dimensions to upholding peace - social, physical, philosophical, historical, spiritual, global and religious among others. For this parent-teacher guide, we simplify it by stating that “peace” is the condition of harmony between people or groups which results to unity and order.

In the absence of peace, there will be violence in different degrees and forms. Without peace, there will be fighting, disrespect, intolerance, harassment, armed conflict, oppression, and discrimination among people. Without peace, there will be poverty, disruption of children’s normal development and illiteracy. Peace means respect for human rights, ecological balance, tolerance for religious and cultural diversity, obedience to law, social order, inter-group unity, and socio-economic stability.

These series of episodes will present various peace concepts and proper skills and attitudes to be able to uphold peace.

- Episode 1. Importance of Peace
- Episode 2. Inner Peace
- Episode 3. Respect and Tolerance
- Episode 4. Empathy
- Episode 5. Initiating Communication
- Episode 6. Forgiving Others and Accepting One’s Mistakes
- Episode 7. Ecological Balance

Episode 8. Effective Communication

Episode 9. Social Responsibility

Episode 10. There is no way to Peace.

Peace is the Way.

One clear step in achieving peace within or among us is through peace education. When these peace concepts are taught and become a part of a child's basic foundation, our future will be filled with of peace-loving adults.

Appendix A. List of "Peace" Word in Different Languages

Cebuano/ Visayan	<i>Kalinaw</i>
Arabic	<i>Salám</i>
Chinese	和, <i>Ping</i>
Czech	<i>Mir</i>
Danish	<i>Fred</i>
Dutch	<i>Vrede</i>
Egyptian	<i>Hetep</i>
English	<i>Peace</i>
Finnish	<i>Rauha</i>
French	<i>La Paix</i>
German	<i>Der Frieden</i>
Greek	<i>Iri'ni</i>
Hawaiian	<i>Malu</i>
Hebrew	שלום <i>Shalom</i>

Hindi	<i>Shanti</i>
Hungarian	<i>Béke</i>
Ilokano	<i>Kappia</i>
Indonesian	<i>Damai</i>
Italian	<i>La Pace</i>
Japanese	<i>Heiwa</i>
Korean	<i>Peoning Hwa</i>
Latin	<i>Pax</i>
Norwegian	<i>Fred</i>
Polish	<i>Pokoj</i>
Portugese	<i>Paz</i>
Romanian	<i>La Pace</i>
Spanish	<i>La Paz</i>
Swedish	<i>Fred</i>
Tagalog	<i>Kapayapaan</i>

Salam

Thai	<i>Santipap</i>
Tibetan	<i>Sidi</i>
Turkish	<i>Baris</i>
Vietnamese	<i>HoaBinh</i>
Welsh	<i>Hedd</i>
Zulu	<i>Ukuthula</i>

Salam

Source: <http://www.salsa.net/peace/teach/teach7.html>