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# A Curriculum for Peace and Conflict Management: Teachers' Guide

Eloise Hockett

George Fox University, ehockett@georgefox.edu

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# A CURRICULUM FOR PEACE AND CONFLICT MANAGEMENT

## Teachers' Guide



A COLLABORATIVE PROJECT

between

FRIENDS UNITED MEETING, AFRICA

FRIENDS SECONDARY SCHOOLS, KENYA

GEORGE FOX UNIVERSITY, USA



First Edition, 2011



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### **Friends Schools and Personnel Involved in the Development of the Curriculum:**

<b>Name</b>	<b>Institution</b>
Amos Wanjala	Bokoli Boys School
Dismas Sibweche	Bokoli Boys School
Emily Ilavonga	Bukhaywa Mixed School (transferred)
Isaac Nakwekwe	Bukhaywa Mixed School
Francis Agala	Chavakali Boys School
Florence Gimoi	Chegulo Mixed School (retired)
Justin Barasa Makina	Chegulo Mixed School
Fred Masinde	Chesamis Boys School
Kennedy Onchiri	Gianchere Friends School
David Mogaka	Gianchere Friends School
Ayub Chongo	Kimabole Mixed School
Margaret Mechumo	Lugulu Girls School
Hellen Anyanga	Lugulu Girls School
Zadock Malesi	Mufutu Friends School
David Emoit	Mufutu Friends School
Florence Najoli	Mukuyu Girls School
Monica Javoga	Mukuyu Girls School (transferred)
Richard Sabwami	Namwela Boys School
Butali Joseck Chumbe	Namwela Boys School (transferred)
Alfred Indimuli Kahi	Chavakali Boys School
Elizabeth Amadi	Vihiga Boys School
Eunice Kanaga Majanga	Masinde Muliro University

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**Curriculum Editor:** Eloise Hockett, Associate Professor of Education, George Fox University

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## PEACE CURRICULUM RATIONALE

Each day we are treated to news in the mass media of conflicts all over the world. There is for instance, conflict between countries among various races of the world, conflicts in the family, conflict among different religions of the world, conflict between man and the environment, in addition to many other types of conflict.

Africa is no exception as far as conflicts are concerned. In fact, Africa can be described as a continent that is drowning in the blood of her own people. Many people have been displaced, maimed, or killed across the continent from Somalia to Liberia, from Algeria in the north to Zimbabwe in the south. The various forms of conflicts already mentioned have affected other countries, including Kenya. Schools have not been spared the conflicts either. There are problems in schools such as: drug abuse, and violence in various forms.

Evidently therefore, conflict is universal and as a result, many questions can be asked:

- Can anything be done?
- Could these conflicts have been prevented?
- Is there a way forward?
- What is the role of the church?
- What is the best form of intervention and who should intervene?
- How should the intervention be carried out?

As it is said: “Prevention is better than the cure.” Thus, there is a need for Peace Education at levels of society, particularly at the school level where students spend most of their formative years.

It is hoped that the Peace and Conflict Management Curriculum developed under the guidance by the Friends churches in Kenya will prepare Kenyan students to be responsible citizens and promoters of peace throughout Kenya and the world.



## INTRODUCTION

Peace education is in tandem with the Kenya Vision 2030 under the Political Pillar on *Security, Peace Building and Conflict Management*, which among other things states: “(iii) promoting processes for national and intercommunity dialogue in order to build harmony among ethnic, racial, and other interest groups, (iv) promoting peace building and reconciliation to improve conflict management and ensure sustained peace within the country, and (v) inculcating a culture of respect for the sanctity of human life that does not resort to the use of violence as an instrument of resolving personal and community disputes. This should start with the family, schools, the church, and all of the public institutions.”

The content of this curriculum reflects the Christian commitment of the Kenyan and American partners in this project, who believe that spiritual reconciliation is foundational to genuine peacemaking. The goal of this curriculum is to positively transform the behavior of the students of Kenya to make a significant impact for peace on their country, their continent, and the world.

The following topics on peace and conflict management are presented as curriculum templates, and not exact lessons. The templates are intended to provide the teachers with resources for active, student-centered learning. It should be noted that while some lessons have more activities listed than others, any specific activities should serve as guides for the teaching of other lessons.

Any overlaps with existing curriculum should be viewed as strengths. The lessons in this curriculum are designed to provide some new information, as well as to reinforce specific concepts from other subject areas. Borrowing from other subjects in specific lessons would also serve to strengthen this curriculum. Each teacher should use her/his professional judgment as to the activities which would work best for her/his class of students to achieve the goals of this curriculum.

Eloise Hockett, Associate Professor of Education, George Fox University, USA, Curriculum Editor

## NATIONAL GOALS OF EDUCATION

### Education in Kenya should:

#### 1. Foster nationalism, patriotism and promote national unity

Kenya's people belong to different ethnic groups, races, and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation.

#### 2. Promote the social, economic, technological and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

##### a) Social Needs

Education in Kenya must prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernization. Education should assist our youth to adapt to this change.

##### b) Economic Needs

Education in Kenya should produce citizens with skills, knowledge, expertise, and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of adequate domestic manpower.

##### c) Technological and Industrial Needs

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of this development if our education system deliberately focuses on knowledge, skills, and attitudes that will prepare the youth for these changing global trends.

#### 3. Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

**4. Promote sound moral and religious values**

Education should provide for the development of knowledge, skills, and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self reliant, and integrated citizens.

**5. Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and incorporate social service irrespective of gender, ability, or geographical environment.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment.

## AIMS OF SECONDARY SCHOOL EDUCATION

### Objectives of Secondary Education

Secondary Education should provide the learner with opportunities to:

1. Acquire necessary knowledge, skills, and attitudes for development of the self and the nation
2. Promote love for and loyalty to the nation
3. Promote harmonious co-existence among the peoples of Kenya
4. Develop mentally, socially, morally, physically and spiritually
5. Enhance understanding and respect for their own and other people's cultures and their place in contemporary society
6. Enhance understanding and appreciation of inter-relationships among nations
7. Promote positive environmental and health practices
8. Build a firm foundation for further education and training
9. Develop ability for inquiry, critical thinking, and rational judgment
10. Develop into a responsible and socially well-adjusted person
11. Promote acceptance of and respect for all persons
12. Enhance enjoyment in learning
13. Identify individual talents and develop them
14. Build a firm foundation for technological and industrial development
15. Develop into a self-disciplined individual who appreciates work and manages time properly

## **AIMS OF PEACE EDUCATION**

1. To help learners acquire behavioral knowledge, skills, attitudes, and values necessary to foster behavior that will enhance peaceful co-existence.
2. To empower learners with problem solving skills.
3. To provide the learners with the necessary skills to be able to solve conflicts peacefully.
4. To assist the learners with the skills to promote tolerance for diversity, cultural differences, and human dignity.
5. To equip learners with values and attitudes that promote interdependence and respect of sanctity for human life and appreciation of the environment.
6. To enable learners to promote intrapersonal relationships both at the grassroots, national, and international levels.

## Lesson # 1.1

### 1. Opening

#### Topic

Introduction to peace and conflict management

#### Sub-topic

Importance of peace education

#### Objectives

By the end of this lesson the learner should be able to:

- Explain the meaning of peace education
- Explain the importance of peace education.

#### Learning Resources

- Introductory material from the Resource Guide

### 2. Rationale and Theme

#### Rationale

- This is the why of the lesson.

#### Theme

- The what of the lesson

### 3. Content

#### Activities

Teacher-directed:

- The teacher should briefly introduce the theme and rationale for the lesson. This lesson will be the building block for the entire curriculum, so the students should understand that they will be learning many more concepts of peace and how to live their lives peacefully within their school, communities, and country.

#### **Activity #1**

- Ask the students the following questions:
  - How do you define peace? Allow time for student's answers and write them on the blackboard or on a large piece of paper.

- Who in history do you consider a peaceful person and why? The students can discuss this question within smaller groups and then present their idea of a peaceful person to the whole class. The answers to the question of why they consider someone a peaceful person will help to determine the students' background knowledge of the concepts of peace.
- Who in your school or family is a peaceful person and why? Again, the point is to have the students identify characteristics that would be related to peacemaking or peaceful living.

## Activity #2

- Introduce the word: *shalom*. What do the students know about this word?
  - Ask the students if they can provide a definition for this word.
  - What importance does the word *shalom* have to peace education? Have the students give their answers out loud to the class.
- Once the students have provided their answers, then expand on their definition with the following information (located in the Resource Guide):
- The Hebrew word "*shalom*" refers to society in totality where all the intertwining social structures operate in harmony with each other. The communal Hebrew society as reflected in the Old Testament has close similarities with the African communal life. The concept "*shalom*" meant bringing a sense of completeness or wholeness in human relationships, with God at the center. The other biblical names used to explain the idea of complete intimacy in all relationships include: joy, abundance, health, pleasure, intimacy, the absence of fear, and violence, freedom from shame, diseases, pollution or any evil that would act as an obstacle between us and God. People can start living in peace especially when we actively put God's principles and requirements into practice. The Bible says that true peace comes when people acknowledge and live in obedience to God's law and his just ways. Isaiah 60:18: "*violence shall no more be heard in your borders: you shall call your walls salvation and your gates praise.*" Learners should make peace with God, personal peace, social peace, resource peace and other manifestations of peace.

## Teacher Tips

### Additional methods/remarks:

- The overview and definitions for peace are located in the Resource Guide. It will be helpful to read through this introductory material prior to introducing this first overview lesson.
- Since this is the first overview lesson, it is important to determine the background knowledge of the learners in the classroom.
- The teacher should ask questions of the students before providing any other background information.
- Once the students have discussed the questions in Activity #1, then the teacher should introduce the definitions of the four methods of making peace:
  - Peacemaking: activities designed to bring hostile parties to agreements
  - Peace building: enhancement of harmonious living
  - Reconciliation: restoration of relationships
  - Peace keeping: maintaining agreements of non-violence and peacemaking efforts
- There may not be enough time for both activities. In that case, Activity #2 could be introduced in a subsequent lesson before moving on to Lesson 2.1 in this curriculum.

## 4. Conclusion

### Applications

The learners will begin to build a foundational knowledge base of peace education and how peace concepts are important for all areas of their daily lives.

### Biblical connections

- Colossians 3:15; Let the peace of Christ rule in your hearts.
- I Peter 3: 8-11; Live in harmony with one another...seek peace and pursue it.

### Summary

The peace education concepts contained in this curriculum will provide vital information for knowing how to live in peace and harmony with one another in your families, communities, and in your country.

## 5. Assessment

- Have the students write down the following:
  - List one way in which peace education might be needed within their school, their community, or their country.
  - List one way I can support peace education in my school, community, or country.



## Lesson #2.1

### 1. Opening

#### Topic

Who Am I?

#### Sub-topic

The meaning of self, understanding human similarities and individual differences in humanity.

#### Objectives

By the end of this lesson the learner should be able to:

- Identify his/her unique dignity as created by God
- Appreciate his/her unique dignity as created by God.

#### Learning Resources

- Bible
  - 1 Corinthians 12:4-30; variety of spiritual gifts but same spirit
  - Genesis 1:27-28, 2:19-20, 33; created in God's image
  - Hebrews 12:14; pursue peace with everyone

### 2. Rationale and Theme

#### Rationale

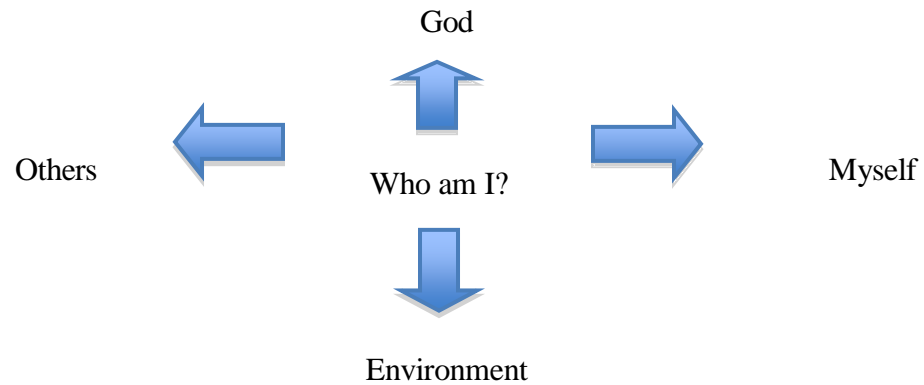
- Self awareness is the basis for good human relationship, i.e., with God, others, the environment, and self.

Theme

- Peace and me

## Model for Peace

The basis for true peace is that the individual (I) is at the center.



Positive relationship to the four elements above creates peace.

### 3. Content

#### Activities

Teacher-directed: Teacher may describe the lesson for the day.

- Humans are created in God’s image and likeness and authorized to rule by His creation.
- Created in dignity and uniquely by God.
- Humans have individual similarities and differences.
- Similarities: we are all created in the image and likeness of God for a common purpose and mandate.
- Differences: we are not the same in terms of sex, body make up, giftedness, and abilities.
- Teacher creates activities to engage the students in student-centered learning. The teacher first provides the rationale for the lesson on the topic, “Who Am I”, looking at similarities and differences. Students will identify and recall specific information about self.
- Examples for students to consider in discussion with other students:
  - Gender: male/female
  - When born
  - Name and how received that name, what does it mean?
  - Describe your family—do you live with parents, brothers, sisters, grandparents, or other people? How many people live in your home?
  - Describe yourself: tall, short, shy, boisterous
  - What do you like best about school?
  - What is your favorite subject?
  - What are some examples of effective peacemaking from your family and neighborhood?

Student-centered:

- Critical thinking skills will be used with students in the lesson. Students demonstrate their knowledge (recognition, recall and repeat), understanding (by constructing meaning from oral and written information, classifying, comparing, and explaining), applying (illustrate, show, dramatize or practice), and analyzing (determine how parts relate to one another and to an overall structure or purpose, differentiate, organize) the content about self awareness for good human relationship.

#### Teacher Tips

Additional methods/remarks:

- Before teaching these lessons on Who Am I, the teacher should have read through the foundation information located in the Resource Guide, so as to understand the intent of the lessons and their content.
- The teacher guides the learners in identifying the importance of each of the above similarities and differences.

Teacher engages students with activities such as:

- Partner Sharing
- Small group discussion
- Think/Pair/Share activity: students first write down in their scribbler some information about who they are based on the thoughts to consider under the rationale. After writing a

few thoughts on paper then students will be paired with a partner to share. Lastly, students will be asked to share among the classmates.

- Role Play/Dramatize

- Singing songs appropriate to this topic
- The teacher may include additional methods such as:
  - Questions and answers
  - Lecture (use sparingly)
  - Read selected Scripture passages
  - Demonstration using charts and diagrams
  - Discussions
  - Asking and answering questions (The teacher should be careful not to ask just yes or no questions, but to ask questions which would promote higher level thinking of the students.)
- The teacher should be familiar with the students' backgrounds prior to this lesson. Vulnerable and orphaned students need to be considered when discussing peace in their homes. What homes? The teacher should also be familiar with issues on poverty and the connection to peace.
- The teacher should choose the assessment which best fits the needs of her/his students. The assessment activities suggested provide an opportunity for the students to be creative in demonstrating their unique gifts and abilities.

## 4. Conclusion

### Applications

Strengthen interdependence which creates peace.

- Raise self esteem
- Appreciate others the way they are, i.e., their strengths and weaknesses.

### Biblical connections

- 1 Corinthians 12:4-30
- Genesis 1:27-28, 2:19-20, 33
- Hebrews 12:14

### Summary

The Who Am I concept emphasizes the value and dignity of all people, thus building the foundation for peace and conflict management.

## 5. Assessment

- Dramatizations/role playing/writing poem/creating songs
- Answering questions orally
- Writing, covering various aspects, such as: describing themselves and their uniqueness

## Lesson # 2.2

### 1. Opening

#### Topic

Who Am I?

#### Sub-topic

The significance of individual similarities in humanity.

#### Objectives

By the end of the lesson, the learner should be able to:

- Identify various individual similarities
- Explain and appreciate the significance of these similarities in humanity
- Discuss various individual similarities.

#### Learning resources

- Bible
  - 1 Corinthians 12:4-30; variety of spiritual gifts but same spirit
  - Genesis 1:27-28, 2:19-20, 33; created in God's image
  - Hebrews 12:14; pursue peace with everyone

### 2. Rationale and Theme

#### Rationale

- Understanding our individual similarities as human beings created in God's image enable us to respect one another and live in peace with each other.

#### Theme

- Human similarities as a basis for forming a peaceful society

### 3. Content

#### Activities

##### Introduction

- All humans are created in the image and likeness of God, and created with dignity to serve a common purpose and mandate.

##### Activity #1:

- Review the chart from the first lesson.
- Have the students share one unique quality about themselves.

- Divide the students into groups (appropriate for the size of the class and space available). The teacher should give each group the name of a famous Kenyan, world leader, or Bible character. The students should discuss the person and come up with a list of characteristics which make that person unique.
- The groups will then share with one another about their person and the characteristics. If these are listed on the board, then the students can compare and contrast the similarities and differences.
- Connections can then be made to the scripture references on how each person is uniquely made.

### Teacher Tips

#### Methods/Remarks

- Questions/answer, demonstration to show various observable similarities among students
- Reading from the Bible with discussion of the passages and the application to each individual
- Demonstration, discussions, diagrams/charts.
- Use open-ended questioning, lists, and summary points.
- The students should be engaged in discussing different individuals and understand that each person's characteristics and uniqueness are to be valued and honored.

## **4. Conclusion**

### Applications

Regard for other human beings.

- It has Biblical connections as from the reference Bible verses.

### Biblical connections

- Genesis 1:27-28

### Summary

It is important to identify similarities among human beings as a foundation for building a peaceful environment.

## **5. Assessment**

- Two-minute quick write: How has the lesson influenced your view of worth, respect, and appreciation for others? Note to the teacher: this activity can be used as a gauge for how to encourage students who may not have a strong self-esteem or feel like they are not valued.

## Lesson #2.3

### 1. Opening

#### Topic

Who Am I?

#### Sub-topic

The significance of individual differences in humanity.

#### Objectives

By the end of the lesson the learner should be able to:

- Identify individual differences in humanity
- Value individual differences in humanity
- Classify different values in humanity.

#### References

- Bible
  - Genesis 2: 19-20, 23
  - I Corinthians 12: 4-30

### 2. Rationale and Theme

#### Rationale

- Our human differences enable us to co-exist/complement each other.

#### Theme

- Complementary differences.

### 3. Content

#### Activities

Teacher-directed: Teacher may describe the lesson for the day.

- Each student should be led to appreciate him/herself as uniquely created by God.
- Each student should be led to understand the best of human differences and respect others.
- We are all created in dignity by God.

Student-centered:

- The students should demonstrate their knowledge about differences among their classmates, those in their community, and country.
- The students should address these differences in sex, makeup, colour, gifts, and abilities, and how to respond peacefully to others who are different



## Teacher Tips

### Additional methods/remarks

- In this lesson the teacher may want to guide the students into discussion about different tribal groups, the uniqueness of each tribe, cultural backgrounds, traditions, and social economic backgrounds of each group. Differences contribute to the whole world like threads in a beautiful tapestry. Differences only divide us when we try to prove that our culture is superior to that of others.
- The teacher may also address the following differences in general:
  - Physical
  - Psycho-social
  - Economic
  - Political
- The teacher may include additional activities such as:
  - Questions/answers
  - Illustrations with charts/diagrams
  - Bible passage discussions
- Since this is the last lesson of this theme, the teacher should tie the three lessons together so that the students have a comprehensive understanding of this theme.
- The assessments can reflect a comprehensive understanding of the Who Am I? theme.

## **4. Conclusion**

### Applications

How our human differences complement each other.

### Biblical connections

- 1 Corinthians 12:4-30
- Genesis 2:19-20, 23

### Summary

This lesson will help the learners identify individual differences that will promote a peaceful co-existence among different groups within schools, family groups, the community, and in the country.

## **5. Assessment**

- Group work illustrating what the I Corinthians 12:4-30 passage means to them.
- Each group sharing their ideas of the I Corinthians passage.

## Lesson #3.1

### 1. Opening

#### Topic

Peace

#### Sub-topic

The meaning of peace.

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the meaning of peace
- Explain how peace is acquired

#### References

- Essay, Friends and Peace Making
- Holy Bible

### 2. Rationale and Theme

#### Rationale

- The concept of peace is very important in our everyday life. All aspects of our lives depend on the existence of peaceful environment. When we have peace we are happy, productive, and united. We should all endeavor to promote peace.

#### Theme

- Peace involves aspects of our relationships with God, with other people, ourselves and the environment around us. We can see elements of how peace is part of our own national aspirations and a high value held by Friends.

### 3. Content

#### Activities

Teacher-directed:

- What are definitions of peace? Use the examples from the foundation information (in the Resource Guide) from biblical understandings, and from Quaker faith and practice.
- What do Friends believe about peace (use Friends and Peacemaking essay in the resource section)?
- Dramatization of events and/or discussions relevant to the poem.

### Teacher Tips

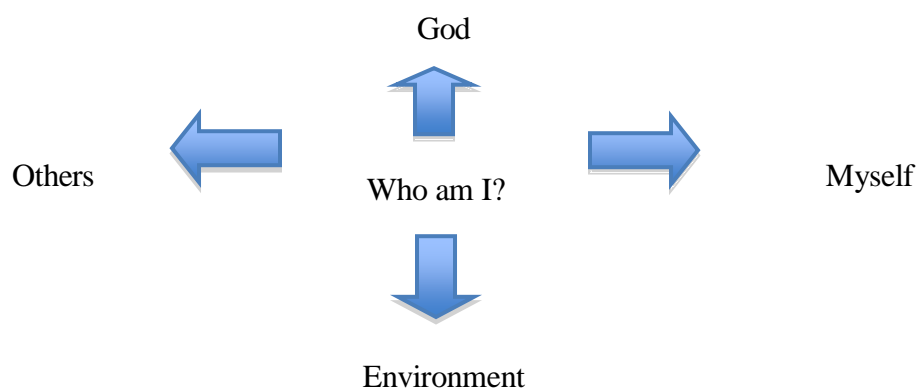
Prior to teaching this lesson, the teacher should read through the introductory materials on peace located in the Resource Guide.

#### Additional methods/remarks

- The activity requires that the teachers provide copies of the Friends and Peacemaking essay and other handouts and instruction sheets
- The teacher is to give guided instructions to the groups
- Discussion and feedback
  - Different groups to give reports or presentations; Allow comments/reactions from other members
  - Teacher will keenly listen to the presentations and note important points

#### Model for Peace (From lesson #2.1)

The basis for true peace is that the individual (I) is at the center.



Positive relationship to the four above creates peace.

## Activity #1: Friends and Peacemaking Activity

The purpose of this activity is to discover the connections between our faith and practice as Friends and the connection to peacemaking.

- Learners read the brief essay entitled *Friends and Peacemaking*. Alternatively, several learners or the teacher could read the essay aloud.
- Identify key ideas in the essay about what Friends believe and practice in regards to peace making.
- Answer questions about the essay or ask learners to create several factual questions about the concepts. Questions should promote higher order thinking and should avoid just yes or no answers. Questions could include:
  - In what ways does social justice promote peace?
  - Using the model for peace, what happens if one of the areas is not in balance or alignment?
  - In what ways can non-violent methods of settling disputes promote peace?
  - How can unity with diversity be attained?
  - In what ways can we partner with God to carry out His plans for peace?

## 4. Conclusion

The teacher will give a summary of the sub-topic by outlining the key points/factors that promote peace in the essay.

### Applications

- The teacher will ask students to give personal guided experience relevant to the poem and the connection to the model for peace.

### Biblical connections

- Celebration when there is peace
- Thanksgiving after successful labouring.
- Sacrificing for the nation for a worthy cause

### Summary

The learners will be actively involved in using the Friends essay to make connections with the cause of peace for the nation.

## 5. Assessment

- Short quiz--write a story that correlates to the themes in the Friends and Peacemaking essay.
  - How do you feel when you sing the national anthem?
  - List some activities performed when singing the national anthem
  - Several of the aforementioned activities could serve as an assessment. If the model in lesson #1 is accepted as the general model for describing peace, then it would make sense to, as much as possible, to continue to present it in this and subsequent lessons.

## Lesson # 3.2

### 1. Opening

Topic  
Peace

Sub-topic  
Themes of peace

Objectives

By the end of this lesson the learner should be able to:

- Explain how the Kenyan National Anthem promotes peace.

References

- The Kenyan National Anthem

### 2. Rationale and Theme

Rationale

- Each of us is responsible for living peacefully with others. Our government has given us an example of this in the Kenyan National Anthem.

Theme

- Understanding how the Kenyan National Anthem relates to making choices in order to promote peace.

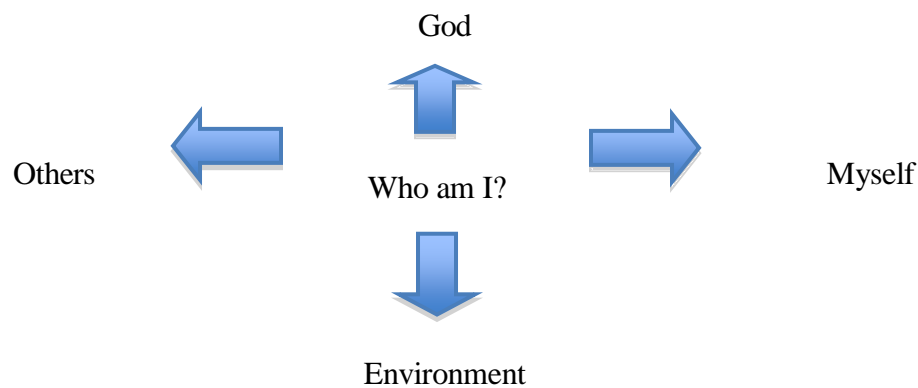
### 3. Content

#### Activity #1: The National Anthem

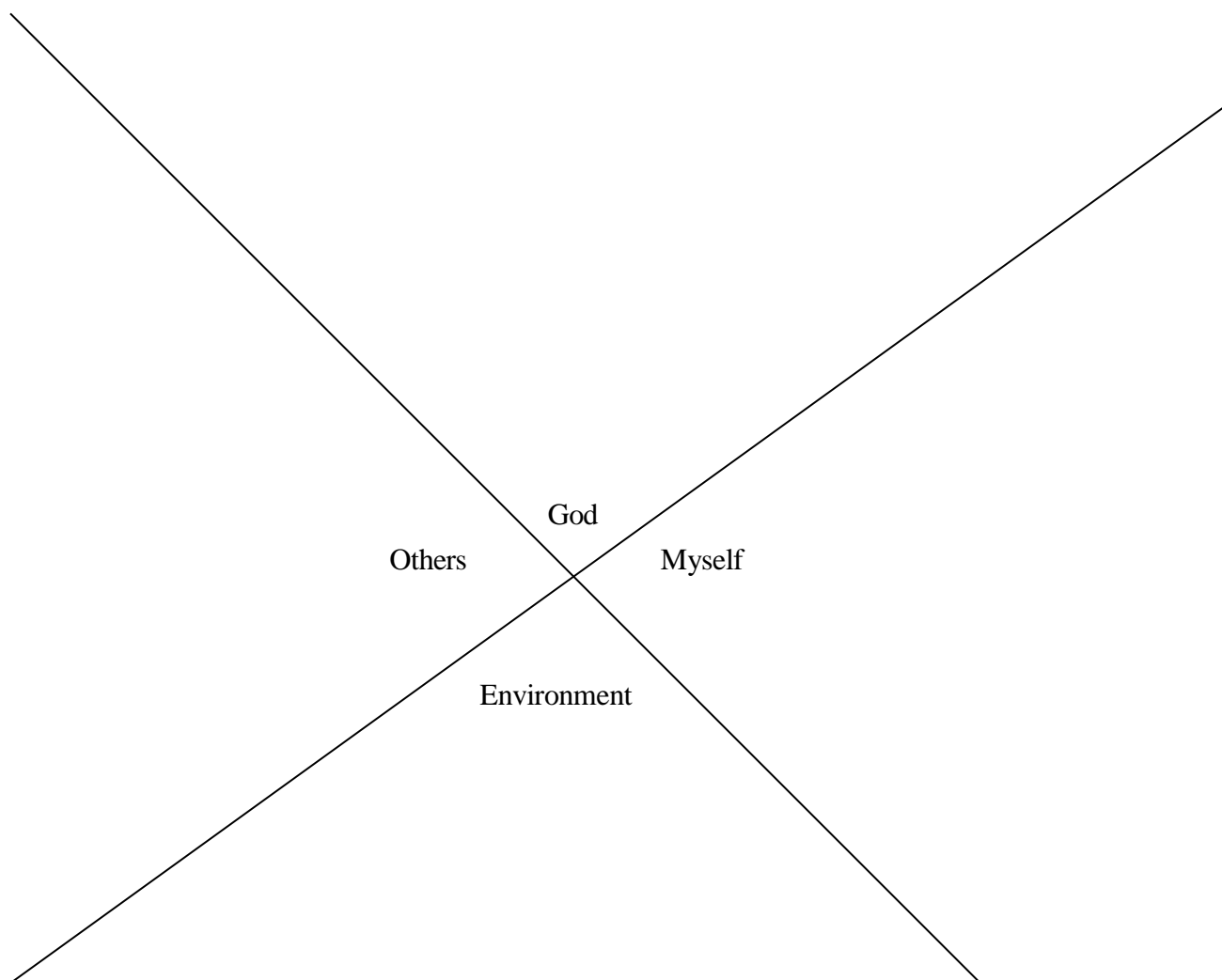
- Direct the students to sing the Kenyan National Anthem together.
- Divide the students into study groups, assigning each group a different stanza from the anthem. Depending on the size of the class, more than one group may be examining the same stanza.
- Direct the students to identify 3-5 choices and actions they can make which reflects the statements and values found in the National Anthem.
- Direct students to discuss and identify three ideas concerning what the writers of the National Anthem wanted Kenyans to do or know after learning the anthem.

## Activity #2: The National Anthem and our Model for Peace Group

- Groups are formed of 3-6 learners
- Each group will receive a copy of the National Anthem and a page with the Peace Model.
- Each group will read aloud the National Anthem amongst themselves
- Each group will identify and underline (or write on a piece of paper) key phrases from each stanza of the National Anthem.
- Each group will decide how to sort the key phrases based on how they fit with the Peace Model.
- Groups will note areas of uncertainty or disagreement.
- Each group or select groups will share with the whole group.
- Teacher leads discussion about process of deciding and how the concepts from the National Anthem line up in the Model for Peace.
- The teacher should help the students make the connections with applicable concepts in the National Anthem.



Place the key words and phrases from the National Anthem in the Category you think it belongs.



### **Activity #3: Non-examples Dramatic Presentation**

- The learners create a brief dramatic presentation which demonstrates examples in life (in school, at home, in the community and in the nation) of not poor behavior which is contrary to the ideals expressed in the National Anthem.
- Learners work in smaller groups to create the skit. The skit is performed. The other learners identify the inappropriate behavior and propose an alternative ending to the skit to show a more appropriate resolution.
- The teacher could pre-determine the concept for the learners, for example: ungratefulness, injustice, lack of unity, unrest, captivity or restriction on personal liberty, deceit, selfishness, disregard for the land, division, idleness.

### **Activity #4: Final Word Protocol Activity**

(adapted from the work of Professor Ginny Birky)

- Individually, review the words from the National Anthem (3-5 minutes).
- Choose a line or two that is meaningful, thought-provoking, troubling, or affirming ...and that you can connect to another text, the world, or yourself.



- Take two minutes to share with your group (a) why it is meaningful, thought-provoking, troubling, or affirming and (b) how you connect it to another text, the world, or yourself.
- Each member reflects back for one minute, responding to what the speaker said.
- The original presenter has the “Final Word” and summarizes what she/he has heard in one minute.
- **Note to the Teacher:** This activity can be adapted by assigning specific lines to each learner (see step 2.) or by having the lines randomly assigned to the learners.

#### **Activity #5: Biblical Connections to the National Anthem**

- Note that there are several biblical themes contained within our National Anthem. Consider each of the stanzas and the broad theme presented therein.
- Stanza 1 is a call to God for blessing the nation.
- Stanza 2 reflects a commitment to service.
- Stanza 3 refers to unity and thanksgiving.
- Work with other learners, your teacher, your parents, pastor, school chaplain and CRE teacher to discover biblical passages which support these themes. For example, regarding Stanza 1, see Deuteronomy 26:15. Regarding Stanza 2, see James 1: 22-25. Regarding Stanza 3, see Revelation 5:8-10.

#### Teacher Tips

- The teacher can choose which of the activities would work best for his/her students. If there is time, other activities could be used in different lessons as a review or further application of the concepts.

Example of introduction for the lesson:

- Today we will be examining peace and our National Anthem. When we sing the anthem, I would like you to think of choices you make with your family and friends that relate to what we are singing. Some examples of choices you make may include: showing kindness to others, treating others fairly in games, or things you do to help your family. Find some ideas that you can use in your daily life.
- This lesson should have student input to compare and contrast ideas within the National Anthem.
- The teacher may want to have a spokesperson from each group who can share the ideas from the group and write the ideas on the blackboard or on large sheets of paper.

## **4. Conclusion**

#### Applications

The learners will be able to analyse concepts in the Kenyan National Anthem in relation to their personal behaviour in promoting peace.

### Biblical connections

- Genesis 26: 28-29: Treaty with another country to live peaceable among one another
- Numbers 6: 22-26: The Lord turn his face toward you and give you peace.

### Summary

The learners will be able to make the connections between the Kenyan National Anthem and ways to live peaceably in their communities and in their countries.

## **5. Assessment**

Direct the students to do one of the following activities (the teacher may choose which one would be most appropriate for his/her class):

- Name two parts of the National Anthem that relate to peace
- Name one thing you can do with your family and friends that would promote peace
- Write 4-6 sentences about what you think the writers of the National Anthem wanted to accomplish
- Write 4-6 sentences identifying your favorite part of the National Anthem and explain why.

## Lesson # 3.3

### 1. Opening

#### Topic

Peace

#### Sub-topic

Foundations of peaceful living

#### Objectives

By the end of this lesson the learner should be able to:

- Apply the foundations for peaceful living and peace making.

#### References

- The Bible
  - Matthew 5:9; Blessed are the peacemakers
  - James 3:18; Peacemakers who sow in peace
  - John 14:27; Peace I leave with you
  - Luke 2: 14; Glory to God in the highest and on earth peace and goodwill to men
  - Acts 10:36; Telling the good news of peace through Jesus Christ
  - Galatians 5: 22-26; The fruits of the spirit

### 2. Rationale and Theme

#### Rationale

- God has called us to live in peace with one another. He has brought good news and a message that tells each of us to love one another as He has loved us first.

#### Theme

- Understanding how God calls each of us to be peacemakers.

### 3. Content

#### Activities

- Using the Bible verses listed above, have a volunteer read each one.
- Have the students brainstorm together what God is telling us about peace in each of these passages.
- Write Galatians 5:22-23 on the board and have the students read it together.
- Have the students share with someone next to them which fruit of the spirit they think is most important to live by (besides peace), and why.
- Have students share with the class with a prompt such as: What does love, joy, patience, kindness, goodness, faithfulness, gentleness, and self-control have to do with being peacemakers? In what way can these fruits build the foundations of peace?

### Teacher Tips

- The overall definition of peace is listed in the resource guide. It is important to allow the students to examine the various foundations of building peace.
- The concept of Shalom could also be used for this lesson.
- As a follow-up to the previous lesson on the National Anthem, students could examine the Kenyan flag and its symbols as related to peace.
- The students could also identify an example from Kenya or another African country who demonstrates an example of being a peacemaker.

An example introduction for this lesson:

Today we will be continuing our study of peace and how it relates to God's teachings for us. God has called us to be peacemakers to people around us, those we know and those we do not know. Just as we studied the National Anthem and what the writers hoped we would learn about peace, today we are looking at what the Bible says specifically about the concepts of peace. Together we will be reading, thinking, and discussing what the Bible says about being peacemakers.

## **4. Conclusion**

### Applications

The learners will be able to identify and analyze the Biblical teachings and how they provide a foundation for peacemaking.

### Biblical connections

- Additional scriptures on peace:
  - Psalm 29:11
  - Psalm 34:14
  - Psalm 37:37
  - John 16:33
  - Ephesians 2:13-18

### Summary

The foundations of peace are important for all of us to learn. The Bible has many examples for each one of us and encourages us to be peacemakers to all people.

## 5. Assessment

- Quick write: Have each student choose two fruits of the spirit and write 1-2 sentences for each one on how he/she can practice that fruit in their daily life and how it would promote peacemaking.

## Lesson #3.4

### 1. Opening

#### Topic

Peace

#### Sub-topic

The processes of maintaining order in society.

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the meaning of order.

#### References

- Book on Law and Order
- Bible
  - 1 Corinthians 14:40

### 2. Rationale and Theme

#### Rationale

- The society which has order will be assured of peace and harmony which will encourage development.

#### Theme

- Maintaining order

### 3. Content

#### Activities

Teacher-directed:

- Learners discuss the meaning of order. The teacher sums up by giving the definition of order.
- Group discussion: learners identify the factors that promote order. Group leaders present to the class factors that promote order.
- Learners discuss examples of grouping/institutions which have maintained order and how they have done it. Examples might include: specific countries, organizations, etc.
- The teacher takes the learners through the processes of maintaining order in society such as: punishing criminals, rewarding good behavior, dealing effectively with conflicts that arise, etc.

## Teacher Tips

### Additional methods/remarks

- The teacher guides the learners in the discussions with open-ended questions and higher order thinking questions.
- The teacher may use additional methods such as:
  - Examining current event articles of disruptions in society such as: wars, kidnappings, strikes, etc.
  - Use of diagrams or charts

## **4. Conclusion**

The learners should be able to analyze how lack of order in society affects themselves in their schools, communities, and country.

### Applications

- Ask learners to explain how an orderly school/society has helped them and can continue to help them achieve their goals.
- Learners should describe their role in maintaining order in the society.

### Biblical connections

- Genesis 1:1 – 2:46: God of order in creation story.
- 1 Corinthians 14:40: “All things should be done decently and in order.”

### Summary

The teacher summarizes the lesson by telling reviewing the purpose for order in society.

## **5. Assessment**

- Have students either alone or in groups develop a basic plan for maintaining order in their school, community, or country. The students should be guided into avoiding the use of threats or intimidation for maintaining order. This could be a short-term assignment, or one that is ongoing and presented to the principal and BOG.

## Lesson #3.5

### 1. Opening

#### Topic

Peace

#### Sub-topic

Peace and order in society

#### Objectives

By the end of the lesson the learner should be able to:

- State factors that promote order in society

#### References

- Daily Nation newspaper
- Current Magazines
- The Bible
  - John 14:27 “Peace I leave with you; my peace I give you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid.
  - Acts 10:36 “You know the message God sent to the people of Israel, telling the good news of peace through Jesus Christ, who is Lord of all.”

### 2. Rationale and Theme

#### Rationale

- People are happier when there is order and peace in our society. Each of us has a part in helping our school and our homes be peaceful and orderly places to live.

#### Theme

- Understanding the ways that order and peace are maintained at school and at home helps us make better choices towards peace.

### 3. Content

#### Activities

Teacher-directed



- **Student Drama/Role Playing (School):** Provide students with one scenario/story when students made choices that did not promote order and peace in school. Have 3-4 students act out this drama making bad choices first. Make sure to have some student/actors act sad/disappointed about the bad choices others are making.
  - Ask students who are watching what choices they saw the actors making. How did those choices affect other people?
  - Have same students act out similar script/scenario, but with good choices instead.
  - Ask students watching what they saw that was different. How did their choices affect others this time?
- **Student Drama (Home):** Provide students with one scenario/story when students made choices that did not promote order and peace in their home/family. Have 3-4 different students act out this drama with the bad choices. Make sure to have some student/actors act sad/disappointed about the bad choices others are making.
  - Ask students who are watching what choices they saw the actors making. How did those choices affect others?
  - Have same students act out similar script/scenario, but with good choices instead.
  - Ask students watching what they saw that was different. How did their choices affect others this time?
- **Pair/Share:** Have students turn to partners and share what good choices they can make at school.
  - Call on students to share their ideas with the class.
  - Have students turn to partners and share what good choices they can make to help out in their family.
  - Call on students to share their partner's ideas with the class.
- **Alternate Activity:** Use newspapers/magazines to have students identify people who are making bad choices that lead to conflict and people making good choices that lead to peace.
  - Group students in groups of 4-6 students each.
  - Assign half the groups to find pictures or stories of people making bad choices, and half the groups to find pictures or stories of people making good choices.
  - The groups who find examples of bad choices must be prepared to share how that example could be improved by making better choices toward peace.
  - Groups finding good choices prepare to share these examples. (1-2 example per group)
  - Direct students to read aloud together Galatians 5:22-23 (fruits of the spirit). Help students connect fruits of the spirit with choices that promote peace and help others.

### Teacher Tips

Additional methods/remarks:

- It is important in this lesson to emphasize that choices, whether good or bad, have an affect on others. It is those choices that can either promote order or cause disorder.

Example of introduction for lesson:

“Yesterday we learned about maintaining order in society and how our country does better when people live together in peace. Today we will be thinking about how we can create peace in our school and homes by the choices that we make each day.”

## 4. Conclusion

### Applications

- Learners will be able to distinguish between good and bad choices, based on their effect on others and outcomes.
- Students will be able to identify good choices that he/she can make to contribute to a peaceful school and home environment.
- Biblical application: Explain to students that selfish choices sometimes lead to conflict and arguments, but God calls us to put others first and forgive one another.

### Biblical connections

- Matthew 5:9
- James 3:18
- Psalm 29:11
- Psalm 34:14
- Galatians 5:22-23

### Summary

Review with students the dramas and bad choices the actors made, and how they fixed those in the second scenario, both in home and school settings.

### Alternate:

Review with students examples found in newspapers and magazines regarding choices that have led to peace or conflict, and why.

## 5. Assessment

- Direct students to participate in the following:
  - Teacher calls on students for ideas on what we can do to make our school a better and more peaceful place, based on dramas or newspaper stories/pictures. Teacher has volunteer student write ideas on the chalkboard or paper for future reference.
  - Quick write: Direct students to choose one behavior that he/she will do at school and one behavior at home that will promote peace and help others. Students will write 3-6 sentences about their choice and why they chose it.

## Lesson #3.6

### 1. Opening

#### Topic

Peace

#### Sub-topic

Causes of societal disorder

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the meaning of societal disorder
- Analyze the causes of societal disorder.

#### References

- Daily Nation, various editions
- Magazines and other current periodicals
- The Bible
  - Exodus 20:1-17, The Ten Commandments: examples of how greed can impact a society
  - I Samuel 13: 1-15, King Saul takes matters into his own hands and loses his kingdom as a result
  - 2 Samuel 11, the account of David and Bathsheba and the effects on David's family and ultimately the nation
- Relevant examples from history

### 2. Rationale and Theme

#### Rationale

- All members of a society have the responsibility to maintain peace. Leaders and those in authority are especially charged with the expectation of setting an example of upholding peace and harmony in society. However, erroneous decisions by leaders and others can disrupt peace in society which can lead to social disorders.

#### Theme

- Making appropriate choices to avoid societal disorder and maintain peace.

### 3. Content

#### Activities

##### Teacher-directed

- Examine specific examples of disorder in schools, communities, countries, etc.

- Guide the students into sharing specific examples of disorder. The conflicts in neighboring Somalia or other African countries would serve as excellent examples of disorder.
- Identify ways through which decisions made by leaders can lead to societal disorder.
- Identify other causes of societal disorder apart from wrong decisions by leaders.

### Teacher Tips

#### Additional methods/remarks:

- The teacher can use the peace model from lesson #1 as a guide for comparing and contrasting how decisions of others can conflict with the model for peace and cause disorder in society
- The teacher should use critical-thinking and open-ended question strategies when examining specific causes of disorder in schools, home, churches, communities, and nations.
- The teacher may use active teaching methods including:
  - Group discussions and reporting
  - Demonstration with charts
  - Case studies
  - Student written stories
  - Dramatizations

## **4. Conclusion**

### Applications

According to the Bible, leaders are expected to make appropriate decisions which will deal appropriately with conflict and bring peace in society. Some of those leaders made wrong decisions which as a result caused the Lord to punish the people and nation of Israel. Today, many of our leaders such as pastors, politicians, prefects, may impart disorder in the community as a result of their poor or wrong decisions.

### Biblical connections

- Exodus 20:1-17, The Ten Commandments
- I Samuel 13: 1-15
- 2 Samuel 11

### Summary

The learners will actively examine how poor or wrong decisions by others can have a negative effect on many people.

## 5. Assessment

- Have the students select a specific example of a poor or wrong decision. Have the students provide a rationale for a better decision and how it might have prevented conflict or disorder in society. OR
- 2-minute quick write: explain how greed or lust for power can lead to societal disorders.

## Lesson #3.7

### 1. Opening

#### Topic

Peace

#### Sub-topic

Importance of peace in society

#### Objectives

By the end of the lesson, the learner should be able to:

- Explain the process of maintaining peace in society

#### References

- Peace prayer (St. Francis of Assisi) (located in the Resource Guide)
- Bible
  - Ephesians 4:3
  - Romans 12:18
  - Romans 14:19
  - Matthew 5:9
- Quoted text “A response to Imperialism” (located in the Resource Guide)

### 2. Rationale and Theme

#### Rationale

- Students are expected to acquire knowledge and skills necessary for peaceful coexistence in society.

#### Theme

- Maintaining peace in society.

### 3. Content

#### Activities

Teacher-directed:

#### **Activity #1: A Response to Imperialism**

- Learners read the essay (reference) and analyze and list the characteristics of the man and the elephant. Possible answers might include:
  - Man: Kind, sympathetic, caring, understanding, etc.
  - Elephant: unkind, selfish, dishonest, etc.

- What would be the result of the behavior shown by the elephant? Possible answers might include:
  - Conflict
  - War
  - Frustration
  - Suicide
  - Anger
- Guided question: How best do you think this problem can be solved? Expected responses might include:
  - Mediation-the two to be assisted to come to a solution.
  - The elephant surrenders the hut and the man forgives him (Matthew 18:17).
  - Arbitration-in which a condition is given that is binding to have the elephant surrender the hut (I Corinthians 6:4).
  - Accountability (Matthew 18:17)
- Guided question: In reference to the discussion above, list five reasons why peace is important in society. Expected responses might include:
  - Unity
  - Love
  - Respect
  - Understanding
  - Harmony
  - Trust
  - Co-operation and development

### **Activity #2: The Prayer of St. Francis**

- Have the students read the prayer. This can be done in a readers' theatre style, with students alternating the lines of the poem.
- The students should identify situations in their lives (school, home, church, or community) which need peaceful resolutions.
- Using the poem as a guide, the students should make connections with the situation they have identified and possible resolutions to that situation.

### Teacher Tips

#### Additional methods/remarks

- Since this is the concluding lesson on peace, the teacher could review the concepts learned throughout the seven lessons in this section as a way reinforce those concepts.
- The teacher should use higher order question strategies with this lesson. The students should be encouraged to come up with their own solutions and conclusions for either of the activities.
- This lesson can also incorporate the Model for Peace from lesson #2.1, with the students identifying how they can be agents of peace using that framework as a guide.
- The students can be encouraged to explore peace opportunities such as the International Day of Peace (information from the Internet): <http://www.internationaldayofpeace.org/>

- The teacher could also include additional teaching strategies such as:
  - Dramatization/role play
  - Group discussions
  - Story writing

## 4. Conclusion

### Applications

The students should recognize situations which can cause conflict and employ strategies of how to peacefully resolve those situations.

### Biblical connections

- Ephesians 4:3
- Romans 12:18
- Romans 14:19
- Matthew 5:9

### Summary

In this lesson, we have discussed how conflicts arise and how they can be resolved amicably and the importance of living peacefully in society.

## 5. Assessment

- Dramatizations or role play
- Students written work of solutions to conflicts in their lives



## Lesson #4.1

### 1. Opening

#### Topic

Virtues that promote peace

#### Sub-topic

The meaning of virtues and vices, types of virtues that promote peace

#### Objectives:

By the end of this lesson the learner should be able to:

- Explain virtues and vices.

#### References

- C.R.E. BK4 KLB God's People Book 1
- C.R.E. BK2 KLB
- SE.E Book ½ by KIE
- Kenyan We Want by Pricilla Were

### 2. Rationale and Theme

#### Rationale

- Virtues form a foundation for peaceful co-existence and social cohesion in the society.

#### Theme

- Virtues and the relationship to peace

### 3. Content

#### Activities

#### **Activity #1: The Tortoise and the Hare**

- The students should first read the story of the Tortoise and the Hare (located in the Resource Guide). This can be done as a dramatization with students assigned different roles.
- The students should list the characteristics of Tortoise and the Animals.
- The students should list the virtues apart from those in the story.
- The students should explain how the vices identified in the Tortoise story could be prevented and how these vices encourage conflict and prevent peace.

## Teacher Tips

Additional methods/remarks:

- Prior to this opening lesson virtues, the teacher should read through the foundational information on Virtues that Promote Peace, located in the Resource Guide.
- The teacher guides the students in identifying the characteristics and virtues.
- The teacher may use additional teaching strategies such as:
  - Asking open-ended questions
  - Group discussion and reporting
  - Supervising and directing the dramatized activities
  - Allowing the learners to give personal experiences that reflect virtues and vices

## **4. Conclusion:**

The teacher will outline the virtues in the summary.

## Applications

The students to identify and give valid situations which depict the types of virtues that promote peace. Possible answers might include:

- Love
- Justice
- Kindness
- Respect/Tolerance
- Patience
- Honesty/Faithfulness
- Cooperation

## Biblical connections

- Philippians 4:8-10; Praise for all virtues
- Luke 10:27; Love is summarized by Jesus for all to community.
- Matthew 7:12; On justice—Do unto others as you would like done unto you.
- Ephesians 4:16; On cooperation
- I Corinthians 13; Love
- Colossians 3:14; Putting on love

## Summary

Having virtues is prudent for it harmonizes life by eliminating vices that cause conflicts in society.

## **5. Assessment**

- Have the students identify one of the virtues as listed above and make an application to a situation in their own life. How can they improve upon that situation and promote peace as a

result? The students can write down their answers or produce an illustration of the application to their own life.

## Lesson # 4.2

### 1. Opening

#### Topic

Virtues that promote peace

#### Sub-topic

Identify virtues that promote peace in society

#### Objectives

By the end of this lesson the learner should be able to:

- Identify virtues that promote peace

#### Learning Resources

- Brief autobiographies of people who are perceived to have virtue on a global scale. Examples of these could be Martin Luther King, Jr., Mahatma Gandhi, Mother Teresa, Dalai Lama Tenzin Gyatso, Oscar Schindler, Dekha Ibrahim Abdi, or Biblical examples just to name a few.

### 2. Rationale and Theme

#### Rationale

- The identification of virtues that lead to a peaceful society comes, partially, from approximating the behaviors of virtuous people in history.

#### Theme

- Virtuous behaviors and their relation to peaceful society

### 3. Content

#### Activities

#### **Activity #1: Identifying Virtues**

- Depending of the class size, the class should break up into smaller groups. Each group reads the brief biography as a group either quietly in pairs or in triplets. The objective of the small groups is to identify as many virtuous traits each individual has based on the reading.
- In pairs, they share, briefly, the information they've gathered and virtuous traits each individual has.

- After completion of sharing in groups, the whole group reconvenes to develop a large Venn Diagram of three peacemakers. Learners will identify the virtues that each person has and teacher will keep track. Learner must justify virtue from text or prior knowledge.
- Learners establish a list of virtues that seem to be universal in the individuals and any more they may think (in preparation for Lesson #4.3). **Note:** an example of how to use a Venn Diagram is located in the Resource Guide.

### **Activity #2: What are my virtues?**

- Learners create a poster using three virtues they deem most important in creating a peaceful society. They can either collage, draw or otherwise visually represent what they feel are the three most important virtues.
- Share with a small group why they picked the three virtues and how closely they are aligned to the three they have chosen. The students should be able to explain why they are close to these virtues and how these virtues could contribute to peace in their community.

### Teacher Tips

Additional methods/remarks:

- The focus of the lesson is to connect the learners with manifestations of virtuous behavior. Virtuous behavior is best often displayed in times of tension or conflict. They are also displayed consistently over time. The teacher should direct the learners to look for consistent patterns of virtue in people that are stable and durable. Examples might be: Jesus, Mother Teresa, Gandhi, etc.

## **4. Conclusion**

### Applications

Identifying positive virtues in others will help learners develop virtuous behaviors in themselves.

### Biblical connections

- Ephesians 4:2: Humility and Gentleness
- Proverbs 10:9: Integrity
- Philippians 2:3-11: Humility
- Philippians 4:8: Do what is worthy

### Summary

The instructor will highlight some of the common virtues people had in creating and maintaining peace.

## 5. Assessment

- Students will think/pair/share and then create a written response to the following questions:
  - Out of the three or more people we studied, who do you find most virtuous and why? What characteristics do they possess that you in your self? How do you or would you display those characteristics to yourself or others? When was the last time you displayed virtue?
- Students will share written thoughts with a classmate and receive a brief written response to those thoughts. Students will turn papers into teacher.

## Lesson #4.3

### 1. Opening

#### Topic

Virtues That Promote Peace

#### Sub-topic

How virtues are acquired and maintained.

#### Objectives

By the end of the lesson, the learner should be able to:

- Identify ways in which virtues are acquired and maintained.

#### References

- Kenyan We Want by Priscilla Were; Social Ethics and Education BK 1
- God's People CRE BK 1
- Bible
- Current role models such as:
  - Wangari Mathaai
  - Nelson Mandela
  - Bishop Tutu

### 2. Rationale and Theme

#### Rationale

- It is important to maintain virtues in society to create a peaceful society for now and posterity.

#### Theme

- Virtues can aid in developing peace

### 3. Content

#### Activities

#### **Activity #1: A Biblical example**

- Read an excerpt from the Bible which shows the consequences of not maintaining acquired virtues. For example, the Exodus—moving from Egypt to Canaan.
- The students should list the acquired virtues from the excerpt.
- The students should list the consequences from the excerpt and make comparisons.

- In groups, the students can discuss how virtues are acquired in the following settings:
  - School
  - Home
  - Church
  - African ceremonies associated with rites of passage
  - National functions

### **Activity #2: Analysis of quotations on virtues**

- Have the students examine one of the following quotes:
- "Our calling is where our deepest gladness and the world's hunger meet." -Frederick Buechner
- "Purposefulness is being aware that each of us is here for a reason. We value our lives by discovering the part we are uniquely meant to play. We discern our intention and focus on it mindfully. We visualize it happening. We set goals and achieve them step by step, resisting distractions. We give each task single-minded concentration and excellence... Purposefulness is trusting the journey." Linda Kavelin Popov (from the Internet)  
<http://www.virtuesproject.com/uscart/browse.html>
- In groups, have the students discuss how either of these quotations could have an impact on the world around them.
- The students can also create charts or drawings which would illustrate the quotes
- The students can report to the whole class on their ideas.

### Teacher Tips

#### Additional methods/remarks

- The teachers role is to guide the students into higher level thinking about virtues.
- The students can create song(s) as one way of illustrating virtues. Other ways include: slogans, pledges, anthems and continuous practice of the virtues.
- The students can research current national or international role models and define some of their virtues and how those virtues relate to peace.

## **4. Conclusion**

The teacher will outline key ways of acquiring and maintaining virtues.

### Applications

The teacher will ask the students to give guided personal experiences in school, home, or community which exhibit positive virtues.



### Biblical connections

- 1 Thessalonians 5:15
- Exodus 32 and 33
- Colossians 3:14

### Summary

We can use positive role models to help us see how virtues can be acquired and maintained for the importance of living peacefully in society.

## **5. Assessment**

- 2-minute quick write: The teacher will ask students to state 4 ways in which virtues are acquired.
- Student poster or drawings.

## Lesson #4.4

### 1. Opening

#### Topic

Virtues that Promote Peace

#### Sub-topic

Importance of virtues in acquiring and maintaining peace

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the importance of virtues in promoting and maintaining peace.

#### References

- Kenyan We Want by Priscilla Were
- Social Ethics and Education, Book 1, K.I.E
- God's People C.R.E Book 1

### 2. Rationale and Theme

#### Rationale

- Virtues form a basis for peace in society for good behaviour brings the right relationship in society.

#### Theme

- Definition of virtues

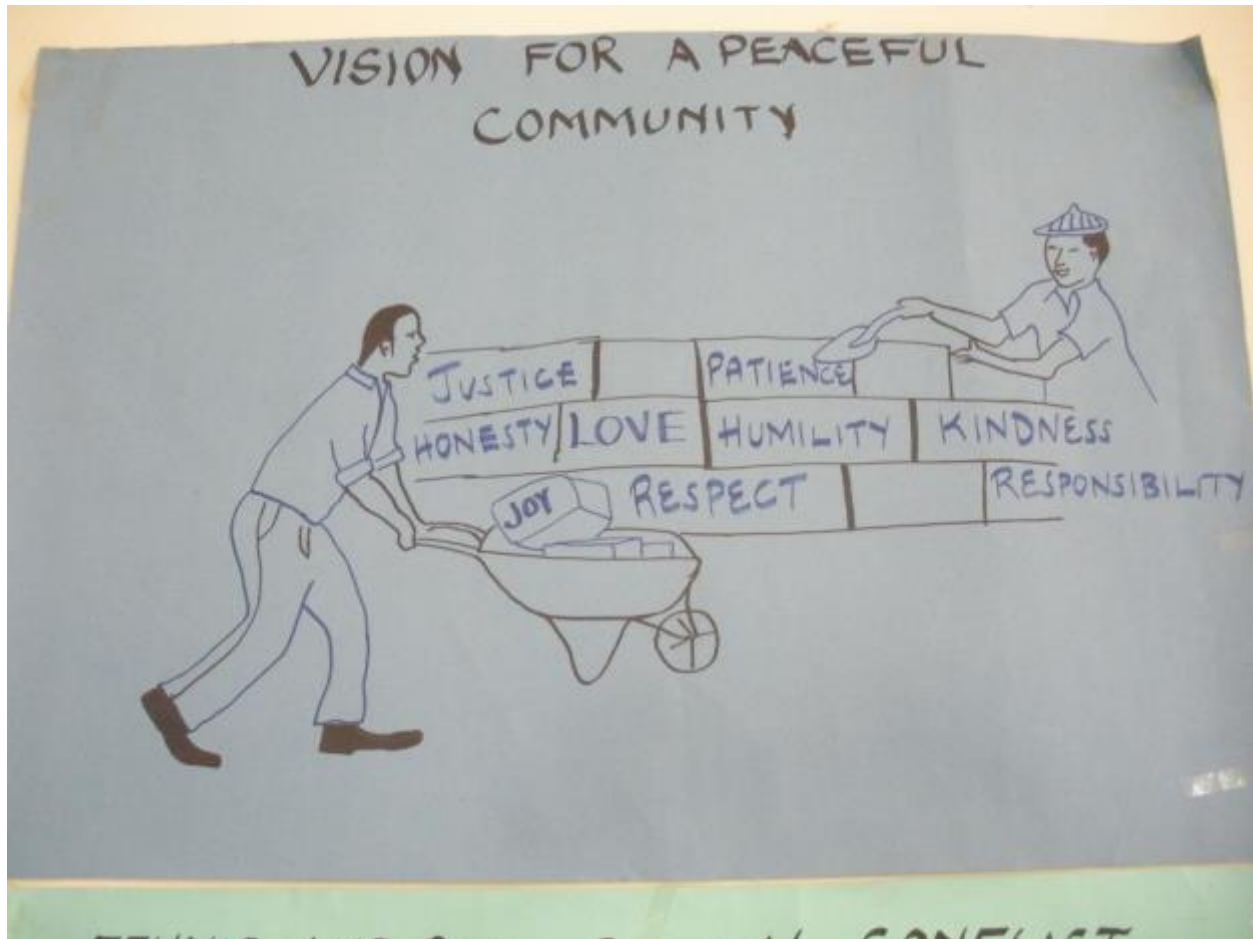
### 3. Content

#### Activities

#### **Activity #1: Response to Imperialism**

- Have the students list the importance of virtues in promoting peace in society
- Read the excerpt from story of the good man and the elephant from the book “A Response for Imperialism” by Jomo Kenyatta.
- Have the students compare their list of virtues to what virtues they think are portrayed in the story.
- Suggested questions:
  - From the story what do you think are some of the characteristics of the good man?
  - In what ways might the characteristics of the good man will assist in a peaceful settlement of his problems
- In groups, have the students identify similar situations in school where virtues could be used as a basis for promoting peace.

## Activity #2: Poster talk



Visual created by students at Vihiga Friends High School

- Have the students examine the above poster, or one similar. Students could also make one of their own to represent the concepts of promoting virtues.
- In groups, have the students brainstorm ways in which the concepts listed could have a positive impact on their school community.
- Have the groups share with the class.

### Teacher Tips

#### Additional methods/remarks:

- Since this is the final lesson for this section, the teacher can also guide the students through a review of the previous goals and objectives in order to reinforce the concepts.
- Even though the Kenyatta excerpt is used in another lesson, it can be used in many ways to illustrate various concepts.

## 4. Conclusion

### Applications

The learners will make connections between virtues and peaceful living.

### Biblical connections

- Galatians 5:22; fruit of the Spirit
- I Peter 3:8; live in harmony with one another

### Summary

How can we use virtues to avert conflict in schools, homes, or communities? Philippians 4: 8-9. “Whatever is good, true, lovely, admirable...”put it into practice. And the God of peace will be with you.

## 5. Assessment

- Written list from the activity
- Create poster or chart with a plan for peace-building in the school

## Lesson #5.1

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Meaning of conflict

#### Objectives

By the end of the lesson, the learner should be able to:

- Explain the meaning of conflict.

#### References

- History and Government BK 1 KLB
- Handouts on conflict management in high schools
- Newspapers
- Magazines/journals
- Bible:
  - Genesis 4 (Cain and Abel)
  - Genesis 25 (Jacob and Esau)
  - I Samuel 19 (Saul and David)
  - Luke 15 (Parable of the lost son)

### 2. Rationale and Theme

#### Rationale

- To understanding the various conflicts in society for peaceful co-existence.

#### Theme

- Conflicts in society

### 3. Content

#### Activities

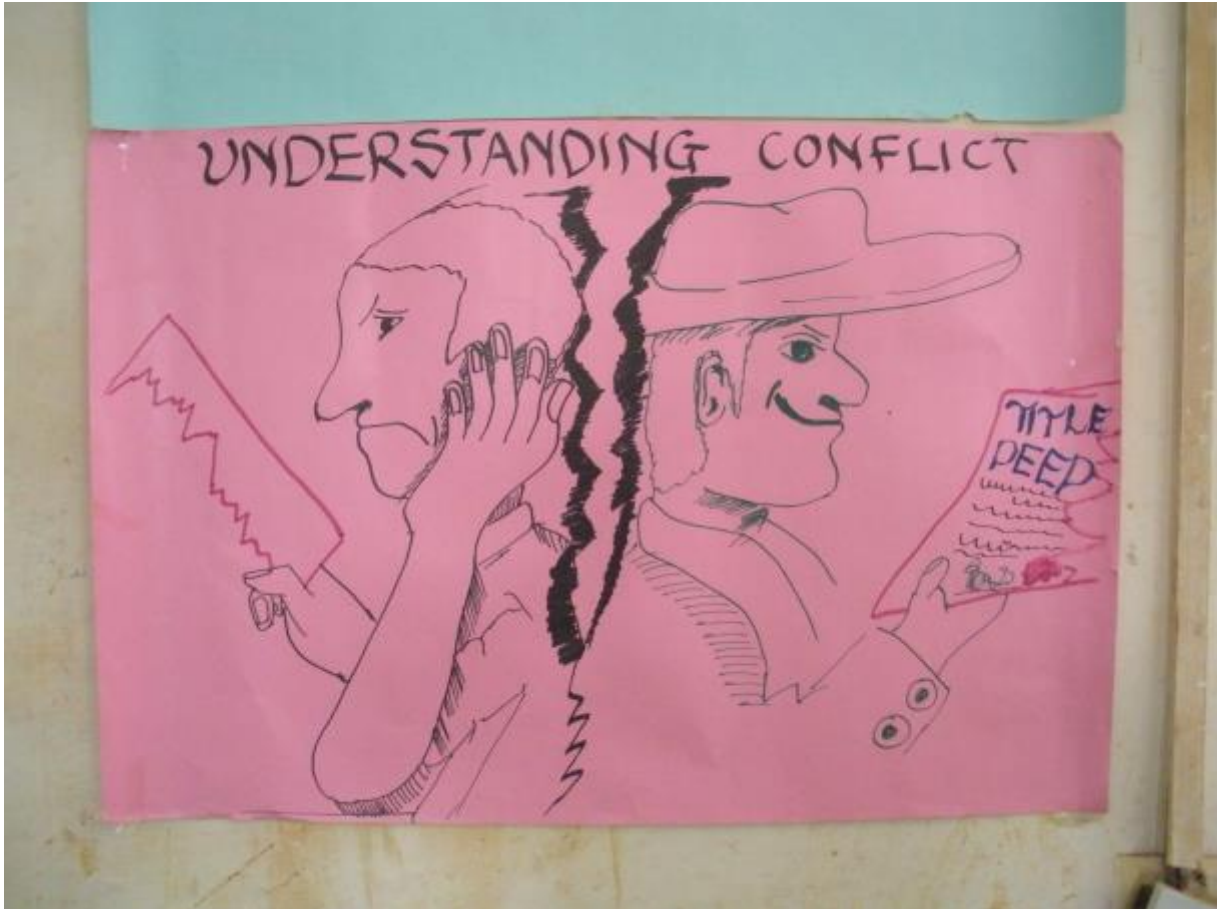
#### **Activity #1: Identify the conflict**

- Read through one of the Bible stories on conflict (or another story from a current event or history). Students can be assigned to read different parts, or the story could be acted out as it is being read.
- The teacher should guide the students through a discussion on the source or root cause of the conflict. This can be done as a whole class or in assigned groups.

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- Suggested questions:
  - What are the possible causes of this conflict?
  - How might this conflict have been avoided?
  - What would be possible solutions to this conflict?

### Activity #2: Examine the visual



Visual provided by students from Vihiga Friends High School

- Have the students examine the visual on conflicts.
- In groups, have the students discuss the meaning of the visual.
- The students should then identify the types of conflicts in schools, homes, and communities. What are some of the causes of these conflicts? How could they have been dealt with more positively? What might be possible solutions to these conflicts?

## Teacher Tips

### Additional methods/remarks

- The teacher should read through the introductory material of Conflict and Conflict Management located in the Resource Guide.
- This lesson would work well with students dramatizing types of conflicts and then identifying possible resolutions to those conflicts.
- The teacher should guide the students in any dramatized activities.
- The teacher should allow learners to express personal experiences of conflicts, but with sensitivity to these issues.

## **4. Conclusion**

### Applications

Understanding types of conflicts will enable the learners to understand the causes of conflicts in society.

### Biblical connections

- Genesis 25 (Jacob and Esau—Father’s blessings)
- Genesis 4 (Cain and Abel)

### Summary

The teacher will highlight the key points on the meaning of conflicts.

## **5. Assessment**

- Student paper: Have them write an account of a conflict they have recently faced. They should describe the conflict and then answer the following questions:
  - What was the source of the conflict
  - How could the conflict have been dealt with more positively?
  - What would be possible solutions to the conflict?

## Lesson # 5.2

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Causes of conflict - Personal biases

#### Objectives

By the end of this lesson the learner should be able to:

- Identify types of conflict

#### References

- Chalkboard and writing implement. The learners will only need some paper and a pencil or pen.

### 2. Rationale and Theme

#### Rationale

- Personal biases and judgments are some of the root causes of conflict. Sometimes, those biases and judgments may be the only causes of conflict. Taking the time to get to know others may be the most important thing in dealing with conflict.

#### Theme

- Identifying the role of personal bias in conflict

### 3. Content

#### **Activity #1: The lifeboat**

- The lifeboat game is a perfect way for people to identify how their biases can contribute to conflict, even internal conflict.
- The teacher writes down a list of 10 people on the board:
  - A mother and her son (count as one)
  - The captain's first mate
  - A drug user
  - The owner of a huge drug cartel
  - A prostitute



- A nurse
- An elderly man
- A middle aged doctor
- The students are to determine the three other people they would like to have in the lifeboat with them and why. They must also explain why they excluded the other people from the lifeboat.
- Once the students have, in small groups, determined their lifeboat occupants, they will share out the choices made and rationale. They will do the same for the ones who they chose to not include.
- After that, the teacher is to add a layer of information to each group:
  - The mother and her son are 85 and 65 respectively.
  - The captain's first mate has been blinded and partially paralyzed in the explosion that sank the boat.
  - The drug user is actually a former Navy Seal who is a diabetic and needs insulin
  - The owner of a huge drug cartel is actually the owner of a huge pharmaceutical company.
  - The prostitute is male and has incredible survival skills.
  - The nurse is a military veteran and is wheelchair bound.

### Teacher Tips

Additional methods/remarks:

- The teacher points out to the students how their perceptions change once they have a full picture of who the person is. They can develop more compassion for individuals if they know completely who they are.
- The teacher can guide the learners into additional activities, such as showing pictures of people or situations, so they can explore perceptions that lead to conflict.
- The teacher needs to explain to learners that we all have biases that contribute to conflicts internally and externally. Those biases and judgments help us free flow through life and help us to avoid dangers. However, left unchecked, those biases can create greater conflict both internally and externally.
- Remind students of the conflict they felt internally doing both parts of the activity. The first was having to determine who to leave behind (some may have been easier than others). The second was the internal conflict of gaining new information about the individuals.

## 4. Conclusion

### Applications

Understanding how are biases impact our perceptions of others may help mitigate internal and external conflict. By learning to suspend judgment, we often learn to patiently wait for a *complete* picture of people or situations.

### Biblical connections

- John 8:2-11: Jesus challenging the beliefs of the Pharisees in defense of the adulteress.
- Proverbs 10:12: Hate stirs conflict, love covers all wrongs
- Galatians 5:17: The flesh and spirit are in conflict
- Matthew 26:75: The rooster crowed reminding Peter of his snap judgment

### Summary

We all have biases and judgments that allow us free flow through life. If we are not aware of how those biases and beliefs impact us, we may allow those to cloud our ability to be wise and discern what is good and right. Evaluating our biases allows us to patiently perceive others and grow emotionally and spiritually.

## 5. Assessment

- Students reflect in a journal and describe a current situation in which their bias or judgment may be not completely correct. As part of the description, the students should articulate what piece they may be missing or how their perceptions may not be completely correct. They should also be able to describe something in the person or situation that is redemptive or qualitatively good. If they can't describe something, they should be able to articulate how they could resolve that bias without the other person changing. In short, the assessment should describe how the student can take control of his or her perceptions as to remedy interpersonal and intrapersonal conflict.

## Lesson #5.3

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Types of conflicts

#### Objectives

By the end of the lesson the learner should be able to:

- State causes of conflict.

#### References

- History Book 1, KLB
- The Bible
  - Genesis 4 (Cain and Abel)

### 2. Rationale and Theme

#### Rationale

- Life is full of conflicts everywhere we go. It is important to recognize conflicts and learn how to appropriately respond to them.

#### Theme

- Understanding types of conflicts

### 3. Content

#### Activities

- Various types of conflicts can be classified under the following categories:
  - Economic
  - Social
  - Psychological
  - Physical
- Examples of the categories would be as follows:
- Psychological
  - Unrealistic academic expectations from parents, teachers, and students
  - Teacher discipline
  - Non-teaching staff and administration/principal/prefects
  - Non-teaching staff and teachers

- Social
  - Leadership
  - Cheating in exams
  - Student discipline
  - Food
  - Selection of the prefects
  - Use of mobile phones by students
  - Entertainment of students
  - School rules
  - Boy/girl relationships
- Economic
  - Workers/teachers over motivation
  - Non-teaching staff/teachers
  - Procurement committee versus principal
  - Unemployment in the communities
- Physical
  - Land for expansion
  - Conflict over facilities between school and community
  - Inadequate infrastructures
- In groups, the learners should list examples of conflicts under each category (as listed above)
- Each group can illustrate their examples.
- Each group to give their presentation.



Visual provided by students from Vihiga Friends High School

### Teacher Tips

#### Additional methods/remarks

- The teacher should guide the learners to make relevant identification of conflicts in each category.
- The teacher is to supervise the discussions.
- The teacher is to explain the concepts of: psychological, economic, social, and physical

## **4. Conclusion**

Understanding types of conflicts will enable the learners to understand the causes of conflicts in schools, homes, and communities.

### Applications

Strengthen awareness of conflict and possible solutions.

### Biblical connections

- Genesis 4:6-7
- Genesis 37:8

### Summary

The teacher gives a summary of the four categories of conflicts in a table.

## **5. Assessment**

- Ask the students: Describe the types of conflicts which exist in your schools?
- Ask the students: Which category of conflicts are most common in your school?

## Lesson # 5.4

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Causes of conflicts

#### Objectives

By the end of the lesson the learner should be able to:

- State causes of conflict in society.

#### References

- History and Government Bk1 – KLB
- Biblical references
  - Genesis 4 (Cain and Abel)
  - Genesis 25 (Jacob and Essau)
- Newspapers
- Magazines/journals

### 2. Rationale and Theme

#### Rationale

- In our every day interaction, we communicate and share ideas, beliefs, and feelings about politics, the environment, religion, etc. In the course of this sharing, divergent views and emotions are bound to be expressed leading to some misunderstanding. These, if not well managed, may grow into different types of conflict.

#### Theme

- Understanding causes of conflict is the key to conflict management.

### 3. Content

#### Activities

- The students/learners identify and list conflicts and their causes of conflict from current events or recent history in schools, homes, communities, or countries.
- Group discussion of conflicts and causes.
- Groups share with the rest of the class.

## Teacher Tips

### Additional methods/remarks:

- Lessons 5.3 and 5.4 would provide a good opportunity to discuss the recent post-election violence.
- Since most everybody was affected in some way by the violence, the teacher should encourage students to be sensitive to the effects the violence had on others.
- These lessons would also be another opportunity to discuss lessons learned from other African countries which have recently gone through violence and the effects of that violence. Examples could be Rwanda and Uganda.
- It is the teacher's discretion as to the best way to lead the discussions in these sensitive areas.
- The teacher should guide learners in identifying the correct causes of conflicts.
- The teacher should ask probing questions to positively engage the learners.
- The teacher is to provide a safe emotional environment for the learners to express themselves.
- The teacher should help the students make the connection between the causes of conflicts to the model of peace from lesson #2.1. What can we learn from these conflicts that will help us to be peace-makers in the future when conflicts and misunderstandings arise?



Visual provided by students from Vihiga Friends High School



## 4. Conclusion

### Applications

The learner should give valid situations which depict causes of conflict in the society; making connections with the four categories: social, economic, psychological, physical.

### Biblical connections

- Genesis 11 (The tower of Babel)
- Genesis 25 (The story of Jacob and Esau—Father's blessing, Rachel and Leah)
- Genesis 4 (Cain/Abel: Rejection/acceptance of sacrifice to God)
- Genesis 37-39 (Joseph/his brothers sold him to Egypt; Joseph and Potiphar's wife)

### Summary

The teacher will outline the key points on causes of conflict.

## 5. Assessment

- Have the students list at least 2 causes of conflict in society.

## Lesson #5.5

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Ways of resolving conflicts

#### Objectives

By the end of the lesson, the learner should be able to:

- Explain various methods of resolving conflicts.

#### References

- Peacemaker information from the Resource Guide
- Bible
  - Proverbs 19:11
  - Matthew 5:23-24
  - Ephesians 4:3

### 2. Rationale and Theme

#### Rationale

- Equip the learners with knowledge and skills for resolving conflicts amicably.

#### Theme

- Ways of solving conflicts for peace and stability.

### 3. Content

#### Activities

Teacher-directed: The teacher should guide the students in the understanding of the peacemaking responses.

**Activity #1: The framework for peacemaking** (The “Four G’s” and the “PAUSE Principle” are excerpted from *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. © Ken Sande. Used by permission. [www.Peacemaker.net](http://www.Peacemaker.net) )

- The teacher should introduce the Four G’s and the PAUSE principle to the students.
- The Four G’s are used for pointing toward reconciliation in personal issues.
- The PAUSE principle is used for pointing towards reconciliation in substantive issues.

### The Four G's of Peacemaking

1. **Glorify God**: how can I glorify God in this situation? (I Cor. 10:31)
2. **Get the log out of your own eye**: examine your own attitude first and confess any sin or contribution you may have made to the conflict. (Matt. 7:5)
3. **Gently restore**: approach the situation with love and grace, with the goal to restore the person and not condemn them. (Matt. 18:12-14)
4. **Go and be reconciled**: pursue genuine forgiveness and reconciliation. God calls us to forgive others the same way he has forgiven us. (Col. 3:12-14)

### The PAUSE Principle of Negotiating

Adapted from Philippians 2:3-4, Matthew 7:12

1. **Prepare**: this step can include components such as: prayer, identifying the issues, exploring various options, seeking counsel, etc. Any possible solutions should be based on Biblical principles.
  2. **Affirm Relationships**: It is important to treat people with respect even when going through a negotiation situation. Communicate respectfully and seek to understand their point of view.
  3. **Understand interests**: a position on an issue is usually the desired outcome, while the interest is what motivates people to do something. In negotiations, it is usually better to focus on the interests in order to arrive at an acceptable solution.
  4. **Search for Creative Solutions**: try to avoid the premise that there is only one solution the problem. Try to come up with as many viable solutions as possible and then make a decision on the one(s) which would satisfy both parties and resolve the situation.
  5. **Evaluate options objectively and reasonably**: try to keep the discussions as objective as possible, trying to see the issue from the other person's point of view. Once a solution is agreed on, a written agreement might be helpful in order to avoid any misunderstandings.
- In order to understand these principles, the learners should practice how to use the Four G's and the PAUSE principles.
    - An example of using the Four G's might be: Student A has borrowed supplies from Student B and has failed to return those supplies according to the agreed timeline. How should Student B respond to Student A using the Four G's?
    - For the PAUSE principle, an example might be: How should the land borders on Mt. Elgon be re-distributed? The students could discuss this issue in groups and come up with peaceful and viable solutions based on this principle.
  - Have the learners discuss their solutions with the whole class.
  - Question to consider: how can these methods (Four G's and PAUSE) lead to long-term resolutions and management of conflicts and promote a healthier society?



Visual provided by the students at Vihiga Friends High School

### Teacher Tips

#### Additional methods/remarks

- The teacher guides the learners in identifying ways of solving conflicts peacefully in a positive way.
- Role play or dramatize a conflict and a peacemaking resolution. Then have the students discuss the outcomes.
- Additional information on peacemaking strategies:
  - Personal peacemaking:
    - Overlook minor issues
    - Reconciliation
    - Negotiation
  - Assisted peacemaking
    - Mediation
    - Arbitration
    - Accountability

- Responses which avoid positive conflict management
  - Denial
  - Flight
  - Suicide
  - Litigation
  - Assault
  - Murder

## 4. Conclusion

### Applications

The students learn to relate any of the conflict management methods to real life situations.

### Biblical connections

- Proverbs 19:11
- Matthew 5:23-24
- Galatians 6:1
- Matthew 18:15-17
- Colossians 3:13
- Philippians 2:4
- I Corinthians 6:4
- Colossians 1:19-2, 3:12-14

### Summary

Resolving conflicts peacefully is the responsibility of all of us. The positive strategies of peacemaking will strengthen the society in which we live.

## 5. Assessment

- Written response: Have the students write about a conflict they are facing or have faced recently. How should they seek to resolve the conflict peacefully according to how the Bible teaches?
- The students could identify a school-wide conflict and develop a plan for a peaceful resolution.

## Lesson # 5.6

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Ways of resolving conflict

#### Objectives

By the end of this lesson the learner should be able to:

- Explain various methods of resolving conflicts.

#### Learning Resources

- Conflict management resources from the Resource Guide

### 2. Rationale and Theme

#### Rationale

- Equip the learners with the knowledge, skills, and abilities for resolving conflicts effectively.

#### Theme

- Ways of solving conflicts for peace and sustainability in the society.

### 3. Content

#### Activities

#### **Activity #1: Students take charge**

Read the following excerpt from: Friends Without Borders (FWB)

A New Approach to World Peace, So Simple It Just Might Work: The December 2008 Mumbai Massacre in India with Pakistani terrorists attacking innocent civilians in the hotels and other places is the most recent example of the long, complicated history of conflict (war and terrorism) between Pakistan and India.

The children of Pakistan and India, however, are doing something about this long-standing conflict through an organization called Friends Without Borders. Two young men, John Silliphant and Mark Peters, had gone to India to do social work. When their visas expired, they decided to go to Pakistan to continue their work, which is when Silliphant had the idea to gather friendship letters written by the children of India and take them to the children of Pakistan.

Little did they realize what a difference this idea would have on the children in these countries. Through this letter writing campaign, it became clear that connections were being made and that the children from both countries agreed on one very important thing — they all wanted peace.

\* The children of Pakistan wrote, “If we have wars, we will destroy our whole countries. No one will exist.”

\* While the children of India wrote, “Why are we fighting over a piece of land when we have many other things to worry about.”

Silliphant and Peters had discovered a new approach to world peace — children writing letters to those in other nations. Thus, with the help of volunteers from around the world, Friends Without Borders was formed. This amazing concept has continued to grow, one result has been a giant “love letter,” (319 feet by 233 feet large), which was sent by the children of India to the children of Pakistan. It can be viewed along with other letters and inspiring videos on FWB’s website, which also offers children and schools opportunities to connect with children from other nations (across borders).

Friends Without Borders believes that children “have the power to change the world.” (For more information or to participate in this letter writing campaign, visit the FWB website at: <http://www.friendswithoutborders.org/>.)

- Have the students describe how the children of India responded to the conflict they were facing.
- In groups, have the students discuss ways in which they can promote peace in their schools or communities.
- What kind of a plan can students create which would have a positive impact on Kenya, Africa, and the rest of the world?

### Teacher Tips

Additional methods/remarks:

- If time allows, guide the students in a discussion of the post-election violence. Compare and contrast the original responses of people to how the conflict was resolved. Which methods were used to promote peace in the country?

## **4. Conclusion**

### Applications

The students learn another method of resolving conflict, that of reaching out to one another.

### Biblical connections

- Matthew 5:9; Blessed are the peacemakers
- Galatians 5:22-23; the fruits of the spirit

### Summary

We all have opportunities to be peacemakers in our schools, communities, and our nation. It is up to each one of us to be agents of peace in our society.

## **5. Assessment**

- The students can write their plans for ways of promoting peace from the lesson activity and share it with one another and the whole class.
- The students could create a dramatization or skit which represents a method of resolving a conflict.



## Lesson #5.7

### 1. Opening

#### Topic

Conflict and conflict management

#### Sub-topic

Structures for conflict management in schools

#### Objectives

By the end of the lesson the learner should be able to:

- Design the structure for conflict management in the schools

#### References

- Secondary schools heads manual
- Reference to African religious heritage
- Teachers' image magazine

### 2. Rationale and Theme

#### Rationale

- Enable the learners to understand and appreciate the importance of structures for conflict management in schools

#### Theme

- Structures for conflict management in schools for peace and academic excellence.

### 3. Content

#### Activities

- The learners should identify different rule structures for conflict management in schools
  - Student meetings
  - Protectional bodies (BOG's, PTA's)
  - Class teachers
  - House teachers
  - Guidance and counseling/peer counselors
  - Prefects
  - School codes; school routines and rules

## Teacher Tips

### Additional methods/remarks

- The teacher guides the learners in identifying the importance of each of the above structures.
- The teacher should guide the students into examining how the above structures could also lead to reconciliation.
- The teacher should lead the students in a review of this section on conflict and conflict management. There are many vital components which need constant reiteration and practice.
- Suggested guiding questions:
  - How do these structures promote peace in the school environment?
  - Why are these structures important?
  - What might happen if these structures were not in place?
  - What might happen if these structures were ignored?

## **4. Conclusion**

### Applications

The learners are to relate any of the structures for conflict management to school based conflicts.

### Biblical connections

- Acts 6:8-15, 24:1-26
- Romans 13:1-5
- I Corinthians 6:1-8
- I John 3:15

### Summary

The teacher is to demonstrate how various structures for conflict management in schools are used.

## **5. Assessment**

- In assigned groups, have the learners assess the various structures for conflict management in schools. Have the students consider the following questions for this assignment:
  - Do these structures follow peacemaking strategies for conflict management?
  - What are the strengths of the structures?
  - What weaknesses are there?
  - What recommendations could be made for improvements which follow effective and biblical peacemaking strategies?
- Note: this assignment would need a longer period of time for the students to complete. However, it would be a positive activity for the students to help them understand the various management structures in the schools and their roles and to engage with the process of conflict management in the schools.

## FORM 2

### Lesson #6.1

#### 1. Opening

##### Topic

Life skills

##### Sub-topic

The meaning of life skills

##### Objectives

By the end of the lesson the learner should be able to:

- Explain the meaning of life skills.

##### References

- KIE Curriculum on life skills
- CRE Book 1 KLB
- CRE Book 4 KLB

#### 2. Rationale and Theme

##### Rationale

- Life is full of challenges, and students must be equipped with the abilities to swiftly cope with these challenges.

##### Theme

- Challenging situations and possible solutions

#### 3. Content

##### Activities

- As an opening to this lesson, the teacher can illustrate different kinds of choices we need to make. For example:
  - Students stand and move right or left.
  - Ask the students: Would you rather watch a movie or read a book?
  - Would you rather visit a friend or have the friend visit you?
- The above questions illustrate decisions which have no real consequences. Other decisions have consequences which may require stopping, thinking, and planning to resolve a situation or plan ahead.

- The teacher should provide some sample situations for the students to discuss. For example:
  - A child who does not know how to swim falls into a swimming pool as a friend, who doesn't know how to swim, watches. Students suggest ways in which the friend can save the situation.
  - A student is encouraging another student to cheat on an exam. How does peer pressure affect decisions?
  - During the post-election violence, students were incited to participate in the violence. What were the consequences of these decisions?
- In groups, students give examples of challenging situations and possible solutions. The students can use the teaching model of Think, Pair, Share.
- The students create a graphic organizer or flow chart which illustrates possible choices and outcomes which promote adaptive and positive behaviours.
- The students share their charts with the class and discuss.
- The teacher can collect the scenarios and then randomly choose some as examples for the class to discuss while the teacher facilitates.

### Teacher Tips

Additional methods/remarks:

- The teacher should read through the information on Life Skills (located in the Resource Guide) prior to teaching this lesson.
- The teacher should provide the background information on the following:
  - Explain the meaning of life skills
  - State 3 types of life skills; reflective skills; personal skills; interpersonal skills.
- The teacher could also use the Tortoise and the Hare story from lesson #4.1 as an example of decisions and consequences.
- The teacher should provide clarification for any misconceptions the students might have.

## **4. Conclusion**

### Applications

People need necessary life skills regardless of age and status in life.

### Biblical connections

- Psalms 46:1-2
- Luke 10 (the parable of the Good Samaritan)

### Summary

The teacher should emphasize that once a person gains necessary life skills, they are likely to contribute to a more just society.

## 5. Assessment

- Answer the following questions:
  - Why are life skills necessary?
  - How can one use life skills to make a quick decision?
  - How can one develop their life skills?
  - What are your thought processes when faced with a difficult situation?

## Lesson #6.2

### 1. Opening

#### Topic

Life Skills

#### Sub-topic

Examples of life skills related to peace

#### Objectives

By the end of the lesson, the learner should be able to:

- Identify types of life skills.

#### References

- KIE Curriculum on Life Skills
- CRE Book 1 KLB
- CRE Book 4 KLB
- The Bible
  - I Kings 3, 4 (King Solomon and his wise choices)

### 2. Rationale and Theme

#### Rationale

- It is important to understand oneself so as to be able to understand and live with others

#### Theme

- Life skills and peace

### 3. Content

#### Activities

- Learners have a 10 minute football match.
- The learners give reasons for losing or winning.
- The learners discuss their reactions to winning or losing and how their reaction, whether positive or negative could have an impact on those around them.
- Question to consider:
  - How can response to competition affect our behaviours?

### Teacher Tips

Additional methods/remarks:

- The teacher is to outline the life skills of knowing and living with self and others
- The teacher referees the thematic game.
- The teacher can use other competitions such as music or sports activities for examples of behaviours and responses to those situations.

## **4. Conclusion**

### Applications

The skills of knowing and living with others is important in shaping our thinking and expression of our independent judgment on issues that face us.

### Biblical connections

- Psalms 139:14 Praise of oneself
- Habakkuk 2:3 There is a plan for everything

### Summary

Life skills such as self esteem, effective communication, assertiveness, and association helps a person to develop positive behaviours that lead to peace.

## **5. Assessment**

- Learners are asked to describe 3 positive behaviours that would lead to peace.

## Lesson #6.3

### 1. Opening

#### Topic

Life Skills

#### Sub-topic

The role of life skills related to peace

#### Objectives

By the end of the lesson the learners should be able to:

- Correlate life skills with life challenges.

#### References

- KBL CRE Book 4
- KIE Curriculum on Life Skills

### 2. Rationale and Theme

#### Rationale

- All people need the skill of decision making regardless of their age and status in order to make appropriate decisions amid the challenges of life.

#### Theme

- Appropriate decision making

### 3. Content

#### Activities

- Define life skills of decision making.
- Tell a story. For example: John and Ellen Chirchir had a sick son. They kept him warm, gave him water, but he was not improving. Ellen felt tired after some time, and went out to get some fresh air and felt better. This made her realize that her son might need some fresh air also. She used this relief and the son soon recovered.
- Learners discuss and report the type of decision used in this story. What other solutions might there have been for the son?
- The students can brainstorm their own scenarios using the model of Think, Pair, Share. They should provide examples of the following:
  - Critical thinking
  - Creative thinking
  - Effective problem solving



- The students can then share their ideas with the class.
- List other skills of effective decision making. What do you need to know before you can make good choices and decisions?

### Teacher Tips

Additional methods/remarks:

- Teacher to give examples in order to stimulate student thinking.
- Teacher guides the learner's responses

## **4. Conclusion**

### Applications

- The teacher to summarize the life skills as follows:
  - Critical thinking
  - Creative thinking
  - Decision making
  - Problem solving

### Biblical connections

- Genesis 13:11-20 (Lot and Abram)
- Acts 2: 14-47 (Peter addressing the crowd)

## **5. Assessment**

- In what ways have students used these decision making skills?
- Assignment: Imagine your friend was found stealing from others in your hostel. Explain which type of decision making skills might be applied in this situation.

## Lesson #6.4

### 1. Opening

#### Topic

Life Skills

#### Sub-topic

The role of life skills in promoting peace

#### Objectives

By the end of the lesson, the learner should be able to:

- Explain the role of life skills in promoting peace.

#### References

- KLB CRE Book 4
- KIE Life Skills Curriculum
- The Bible

### 2. Rationale and Theme

#### Rationale

- Life skills are important in our daily actions and interactions, for they help diffuse potential conflicts and promote peace.

#### Theme

- Setting appropriate goals for healthy life skills

### 3. Content

#### Activities

##### Activity #1:

- The learners are to read a newspaper cutting on a national leader's speech which demonstrates an area of life skills. For example: The National Assembly Speaker's speech or leader of government business in Parliament.
- Students will identify the life skills applied by the speaker. These skills may include:
  - Effective communication
  - Simplicity
  - Cooperation
  - Tolerance towards the views of others
- The students will explain how the example used help can help the nation deal effectively with conflict and promote peace.

## Teacher Tips

Additional methods/remarks:

- The teacher should provide a brief review of the concepts presented in this section on Life Skills.
- The teacher supervises and directs the discussions.
- The teacher selects and supplies the appropriate newspaper extracts and tapes.
- The teacher guides the learners in determining how the use of effective life skills promote peace.

## **4. Conclusion**

### Applications

The teacher leads the students in outlining the role of life skills in promoting peace. They help people to:

- Live positively and actively with themselves and with others
- Practice healthy behaviour
- Recognize and assess risky behaviours
- Avoid risky situations and behaviours
- Make informed choices and decisions
- Improve talents in various areas of study
- Provide constructive criticism to leaders in government, church, teachers, and parents
- Exposing all forms of injustice
- Choose the best option and achieve key goals
- Resolve conflicts and dilemmas

### Biblical connections

- Psalms 133:1; the importance of unity
- I Kings 3:17-28; King Solomon and the 2 women
- Matt. 5:21-26, 38-42; seeking peaceful means to solutions
- Amos 5:12-15; Seek good, not evil
- I Kings 18:22-42; Elijah and the prophets of Baal on Mt. Carmel

### Summary

People with life skills know what they want in life. They are focused and set short and long term goals. They try to do everything in their power to create peace that enables the achievements.

## **5. Assessment**

- Ask students to list 3 future goals for acquiring healthy life skills and plans to achieve each goal.

## Lesson #7.1

### 1. Opening

#### Topic

Human Rights and Responsibilities

#### Sub-topic

The meaning and examples of human rights and responsibilities

#### Objectives

At the end of the lesson, the learner should be able to:

- Explain the meaning of human rights and responsibilities

#### References

- Constitution of Kenya chapter 5
- Children's Act of 2002
- Bible
- United Nations Human Charter on Human Rights
- School Rights and Regulations
- Historical references
  - The Twelve Articles of the Black Forest (1525)
  - British Bill of Rights (1689)
  - United States Declaration of Independence (1776)
  - Humanitarian Law (Geneva Conventions)

### 2. Rationale and Theme

#### Rationale

- To enable the learners to understand the meaning of human rights and the need to be responsible.

#### Theme

- Human rights awareness

### 3. Content

#### Activities

- The learners are to list what they think are basic human rights and responsibilities. This can be done in the model of Think, Pair, Share, with students either first working alone or in groups.
- The learners can then enter into discussions about human rights and responsibilities as a whole class or in their groups.

## Teacher Tips

Additional methods/remarks:

- Prior to teaching this section, the teacher should read through the materials on Human Rights and Responsibilities located in the Resource Guide.
- The teacher guides the learners to list and explain the meaning of human rights. Some of the answers might include:
  - Right to education
  - Right to clean water
  - Right to clean air
  - Right to live in safety
  - Right to live; for one to benefit from the right to live, he or she must safeguard his or her actions that may endanger the right to live.
  - Right to be treated respectfully.
  - Right to say no without explanation and without guilt.
  - Right to change his or her mind.
  - Right to ask for information.
  - Right to make mistakes.
  - Right to make choices and accept the consequences of those choices.
  - Right to ask for help.
- The teacher guides the learners to give more examples safeguarding human rights. For example, current newspaper articles could be used with examples of human rights issues.
- The teacher guides the learners to appreciate their responsibilities in safeguarding their rights.

## **4. Conclusion**

### Applications

- The knowledge gained will enable learners to be responsible in safeguarding their rights.
- The knowledge gained will enable learners to know their human rights.

### Biblical connections

- The Ten Commandments; Exodus 20
- I Corinthians, Paul says if one does not work let him not eat

### Summary

There are no human rights without limits and one has to safeguard these rights.

## 5. Assessment

Choose one of the following options:

- List 5 situations in which human rights can be withheld due to failure by the person to exercises his or her responsibilities.
- Writing assignment: describe a situation in which someone's basic rights were denied. Describe how that situation could be resolved according to peacemaking strategies.

## Lesson #7.2

### 1. Opening

#### Topic

Human Rights and Responsibilities

#### Sub-topic

The relationship between human rights and responsibilities

#### Objectives

At the end of the lesson, learners should be able to:

- List the basic human rights and responsibilities.

#### References

- Constitution of Kenya
- The Bible
- United Nations Charter on Human Rights
- The UN Millennium Development Goals
- Audio Visual Media

### 2. Rationale and Theme

#### Rationale

- To enable the learners to understand the relationship between rights and responsibilities.

#### Theme

- Responses to human rights

### 3. Content

#### Activities

- The learners should examine the list of human rights in the new constitution.
- The learners should list examples of human responsibilities which are guaranteed in the new constitution.
- The learners should list the connections between human rights and human responsibilities.  
The whole class can then discuss these various rights and responsibilities.

#### Teacher Tips

Additional methods/remarks:

- The teacher should provide guidance in listing examples of human rights.
- The teacher should provide guidance in listing examples of human responsibilities.

- The teacher should provide guidance in relating human rights to human responsibilities. It will be important for the students to understand that each of them has a responsibility to protect the human rights of others.

## **4. Conclusion**

### Applications

Students should relate human rights and responsibilities to their school situation.

### Biblical connections

- Exodus 20: Ten Commandments

### Summary

The full enjoyment of human rights go hand in hand with human responsibilities.

## **5. Assessment**

- The learners should list four basic human rights and state the human responsibilities that accompany them.



## Lesson #7.3

### 1. Opening

#### Topic

Human Rights and Responsibilities

#### Sub-topic

Human rights violations

#### Objectives

At the end of the lesson the learner should be able to:

- Compare and contrast human rights and responsibilities.

#### References

- Local daily newspapers
- Magazines
- Electronic media
- The Bible
- Books on human rights
- Various human rights violation reports

### 2. Rationale and Theme

#### Rationale

- To enable the learners to point out human rights violations and how to avoid them.

#### Theme

- Advocating for others

### 3. Content

#### Activities

- The learners should list various human rights violations based on examples from history or from examples in newspapers or magazines.
- Once the examples have been identified, the learners should discuss the incidents of human rights violations and causes which might have led to these violations.
- The learners should identify potential solutions which might prevent future instances of human rights violations.

## Teacher Tips

### Additional methods/remarks

- The teacher guides the learners into listing various human rights violations.
- The teacher should monitor and regulate the discussions of human rights violations.
- Note: These are sensitive, yet important issues. The example of the genocide in Rwanda would be a good example to discuss in this lesson. It would be important to discuss how Africa and the rest of the world did little or nothing to stop the violence.
- Another example would be the annihilation of the Jews during World War II. The rest of the world did not take action until it was too late.

## **4. Conclusion**

### Applications

The learners should be able to relate human rights violations they listed to their school situation and the society.

### Biblical connections

- King Solomon overtaxed the Israelites
- King Saul was rejected by God for being disobedient in carrying out his responsibilities as king
- King Ahab and Naboth's vineyard

### Summary

Human rights awareness should enable learners to help prevent human rights violations.

## **5. Assessment**

- Learners should list human rights violations in school, homes, community, and country and describe a plan for correcting those violations.
- As a class, the students could develop a plan for their school and community to help promote human rights awareness.

## Lesson #7.4

### 1. Opening

#### Topic

Human Rights and Responsibilities

#### Sub-topic

Factors that limit human rights

#### Objectives

At the end of the lesson the learner should be able to:

- List human rights violations.

#### References

- History and government Book 1 and 2 (KLB)
- CRE Book 4 (KLB)
- Universal Declaration of Human Rights (UN)
- Local daily newspapers
- Bible-Leviticus
- The UN Millennium Development Goals
- Audio visual media, Internet, etc.
- Organizations such as:
  - Youth for Human Rights: [www.youthforhumanrights.org](http://www.youthforhumanrights.org)

### 2. Rationale and Theme

#### Rationale

- To enable the learners to understand factors that may limit human rights.

#### Theme

- Identifying human rights violations

### 3. Content

#### Activities

- The learners should state factors that limit human rights. Answers might include:
  - Wars
  - Disease
  - Famine
  - Political oppression
  - Crime

- Poverty
- Lack of education
- In groups, the learners should discuss how these factors limit human rights. The UN Millennium Development Goals would be a good example for discussion during this lesson. The students could help contrast the neglect of these human needs and talk about concrete and specific goals for improving the factors that impact human rights for all people.

### Teacher Tips

#### Additional methods/remarks

- The teacher should guide the learners in identifying possible factors which limit human rights.
- The teacher should guide and supervise the discussions.
- The teacher should guide the students into thinking through possible solutions for the limitations.

## **4. Conclusion**

### Applications

The learners should relate factors that limit human rights in schools, homes, community, and country. For example, poverty causes some children to have to drop out of school, or for a family to marry off a daughter while she is still young.

### Biblical connections

- Luke 16: 19-31, the story of the Lazarus and the rich man

### Summary

The learners should understand that there are factors which limit human rights.

## **5. Assessment**

- The learner should be able to identify and explain five factors that limit human rights.

## Lesson #7.5

### 1. Opening

#### Topic

Human Rights and Responsibilities

#### Sub-topic

Addressing human rights violations

#### Objectives

At the end of the lesson the learner should be able to:

- Explain ways in which human rights can be upheld.

#### References

- I Kings 21, the story of Naboth's vineyard
- Constitution of Kenya
- Various books on human rights
- Local daily newspapers
- Various UN resolutions on human rights

### 2. Rationale and Theme

#### Rationale

- To equip the learners with knowledge and skills of addressing human rights violations.

#### Theme

- Becoming an agent of change

### 3. Content

#### Activities

- The students should discuss various ways of addressing human rights violations. They can begin by identifying issues within their communities, their country, and then the world.
- The students should examine ways in which they can make the public aware of human rights issues and how to resolve those issues in order to become an agent of change. Some practical ways of helping could include:
  - Participate in assisting the needy through giving donations
  - Lobbying against human rights violations
  - Participate in organizations which promote human rights, such as Youth for Human Rights: [www.youthforhumanrights.org](http://www.youthforhumanrights.org)
  - Meet with the local MP to voice concerns
  - Partner with the local community to assist widows and orphans

### Teacher Tips

Additional methods/remarks:

- The teacher should guide the students into a review of the main concepts for this section on Human Rights and Responsibilities
- The teacher should guide the learners into the discussion groups.
- Have the students brainstorm ways in which they could do a service project within their community, then carry out that service project.
- The teacher should accompany the learners in participating in community service.

## **4. Conclusion**

### Applications

The learners should relate the ways of addressing human rights violations to their school situation, homes, community, and country.

### Biblical connections

- Exodus 20, The Ten Commandments
- Exodus 32, the breaking of the Sinai Covenant
- Exodus 34, the renewal of the Sinai Covenant
- Books of Jeremiah and Ezekiel, exile for the Israelites for violating God's laws.

### Summary

Addressing human rights violations needs courage, determination, persistence, and creating awareness at all levels of society.

## **5. Assessment**

- The learner should be able to explain ways of addressing human rights violations at the school level, in homes, in the community, and in the country.
- The learners could develop a plan for addressing a specific human rights issue within their school or community.

## Lesson #8.1

### 1. Opening

#### Topic

Peace and Health

#### Sub-topic

The meaning and characteristics of good health

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the meaning of health
- State characteristics of good health.

#### References

- World Health Organization Charter
- UN definition
- Advanced learners' dictionary
- Encyclopedia
- Secondary Social Education and Ethics Book 1

### 2. Rationale and Theme

#### Rationale

- For a peaceful society, members should have good health.

#### Theme

- Promoting good health

### 3. Content

#### Activities

- The teacher will present the four different aspects of health as given by the World Health Organization:
  - Freedom from disease/illness/injury
  - Physical well-being/fitness
  - Social well-being/fitness
  - Mental well-being/fitness
- The students should discuss the connection between the four aspects of health issues and various types of conflicts which could arise if these are out of balance.

### Teacher Tips

Additional methods/remarks:

- Prior to this lesson, the teacher should read the background information located in the Resource Guide.
- The teacher supervises the discussions.
- The teacher gives definition of health from different sources.

## **4. Conclusion**

### Applications

The learner should be able to relate how good health may help him/her co-exist peacefully with others in the community.

### Biblical connections

- Proverbs 15:13

### Summary

Good health enables society to function efficiently and care for the needs of its people.

## **5. Assessment**

- The learner should create a chart which shows the four aspects of health and one positive example for each. An example might be:
  - Freedom from disease; a mosquito net is used to avoid contracting malaria



## Lesson #8.2

### 1. Opening

#### Topic

Peace and Health

#### Sub-topic

Human behaviour that contributes to good health

#### Objectives

By the end of the lesson the learner should be able to:

- Identify human behaviours that lead to good health.

#### References

- Where there is no doctor
- Handbook on personal hygiene
- Newspaper-Thursdays Nation
- Health columns in newspapers and magazines
- Materials on HIV and Aids prevention

### 2. Rationale and Theme

#### Rationale

- Positive behavior to a large extent determines good health which in turn promotes peace in society.

#### Theme

- Peace and health

### 3. Content

#### Activities

- In groups, the learners should discuss human behavior and identify positive and negative characteristics.
- The learners should give examples of positive human behavior.
- The learners should dramatize negative human behavior.

### Teacher Tips

Additional methods/remarks:

- Showing of films (as available)
- Allow the learners to dramatize examples of human behaviour related to good health
- Supervise discussions
- Give a captivating story to the learners

## **4. Conclusion**

### Applications

The learners should be encouraged to have good behavior that will promote good health.

### Biblical connections

- I Cor. 6:16-20
- Proverbs 16:25
- Psalm 1:1-3

### Summary

Practicing good health will help promote a better way of life.

## **5. Assessment**

- The learners can write a plan how they will incorporate good healthy practices into their daily lives at school and at home.
- The learner can examine ways in which good health can be improved at school.

## Lesson #8.3

### 1. Opening

#### Topic

Peace and Health

#### Sub-topic

Human behavior that contributes to poor health

#### Objectives

By the end of the lesson the learner should be able to:

- Identify human behaviour that can lead to poor health.

#### References

- Handbook on personal hygiene
- Newspaper articles
- Resource persons

### 2. Rationale and Theme

#### Rationale

- Positive human behavior will determine good health leading to a peaceful society.

#### Theme

- Leading a healthy life

### 3. Content

#### Activities

- Group discussion: learners are put in groups to discuss positive human behavior and how they contribute to good health.
- Learners to give proverbs related to good behavior and good health.
- Learners give examples of bad health behaviors and how they affect the health of a person.  
Examples might include:
  - Smoking
  - Excessive drinking
  - Drug abuse
  - Improper disposal of human waste

### Teacher Tips

Additional methods/remarks:

- Allow the learners to discuss their ideas and present to class.
- Supervise the discussions.
- Note important points on a chart which later will be hung on the wall in class.

## **4. Conclusion**

### Applications

The learners should be able to appreciate good behavior since it will promote good health.

### Biblical connections

- Proverbs 16:18; Pride goes before destruction, a haughty spirit before a fall.

### Summary

Poor health choices can have a long-term effect on the person and those around him/her.

## **5. Assessment**

- The teacher asks the learners to list some of the behaviors that should be avoided so that good health and peace can be promoted.

## Lesson #8.4

### 1. Opening

#### Topic

Peace and Health

#### Sub-topic

Relationship between human health and peace

#### Objectives

By the end of the lesson the learner should be able to:

- Explain effects of peace on human health.

#### References

- Newspaper articles

### 2. Rationale and Theme

#### Rationale

- There is a need for peace for good health to be realized in any society.

#### Theme

- Promoting healthy lifestyles

### 3. Content

#### Activities

- The learners should discuss how both wars/violent conflicts and peace can have an impact the health of society.
- The learners should give examples of where lack of peace has led to bad health for the people involved.

#### Teacher Tips

Additional methods/remarks:

- The teacher should provide a brief review of this section on Peace and Health.
- The teacher should guide the students' discussions of the relationship between good health and peace.
- The teacher should be ready with some examples, such as the disruption of agriculture when war breaks out. In addition, the Kenyan post-election violence impacted agriculture as well.

## 4. Conclusion

### Application

- Asking students to be accommodating of others with different points of views for peace and good health.
- Students should interact freely with others from different backgrounds, tribes, cultures, race, for peace and good health; i.e. sports, fellowship.

### Biblical connections

- Psalm 41:1-2
- Ephesians 6:16
- Isaiah 53:5-6
- Isaiah 26:3-4

### Summary

Peace must be maintained in order for all members of society to have good health.

## 5. Assessment

- The learners can create a chart or visual which shows the connection between peace and good health.

## Lesson #9.1

### 1. Opening

#### Topic

Peace and the Environment

#### Sub-topic

The meaning and types of environments

#### Objectives

At the end of the lesson the student should be able to:

- Define the environment.
- Identify types of environments.

#### References

- The Bible:
  - Genesis 1:1-31
  - Psalm 19:1, 29
  - Psalm 33:6-9
  - Psalm 139: 13-16
  - Psalm 148:7-12
- Form One geography texts, e.g. Certificate geography Book One
- Science/biology text for Form One
- Newspaper articles
- Magazines/journals
- Internet resources:
  - United Nations University Environmental Programme:  
<http://www.unu.edu/esd/index.html>
  - Green Belt Movement: <http://www.greenbeltmovement.org/>

### 2. Rationale and Theme

#### Rationale

- To understand the meaning and types of environments for man's survival. God created all aspects of the environment; water, soil, air, weather, and the living environment like animals and plants.

#### Theme

- Protection of the environment

### 3. Content

#### Activities

- The students should develop a meaningful definition of environment.

- The students should describe the origin of the environment.
- The students should list the types of environments. These would include:
  - Social environment: home and school
  - Physical environment: geography, climate, weather, land use and care issues
- The students should illustrate the types of environments with multiple media methods.
- The students should discuss how the environment impacts their daily lives.
- The students should explore environmental issues around the world and discover how Kenya impacts the world and the world impacts these issues in Kenya.

### Teacher Tips

Additional methods/remarks:

- The teacher should read the background information on Peace and the Environment prior to teaching this lesson.
- The teacher should listen carefully and guide the students in their answers when additional information is required.
- The teacher should ask questions that encourage the students to think deeply about their place in the environment.
- In this lesson, the work of Wangari Maathai could be highlighted, since she is a Kenyan, and the winner of the 2004 Nobel Peace Prize for her work on environmental issues.

## **4. Conclusion**

### Applications

This lesson should create student awareness about environmental issues.

### Biblical connections

- Genesis 1:1-31 (additional listed in references)

### Summary

Although man/woman has a biblical mandate to “subdue the earth”, this really means we have a responsibility to care for the earth that is on loan to us. It is important to be aware of both the local and global environment and consider how we personally can care for the earth.

## **5. Assessment**

- Answering questions with short responses. Questions might include:
  - Why is it important to understand the environment?
  - What actions do you take that affect the environment?
  - What is one thing you could do to care for the health of the environment?



## Lesson #9.2

### 1. Opening

#### Topic

Peace and the Environment

#### Sub-topic

Environmental conservation and management

#### Objectives

At the end of the lesson the learner should be able to:

- Explain human activities which affect the environment.

#### References

- Genesis 2:9-15
- Form Four Geography, KLB last chapter
- Science/biology texts
- Newspapers
- Magazines/journals
- Resource people
- Internet resources
- Environmental organizations:
  - Green Belt movement
- Slides, charts, photographs

### 2. Rationale and Theme

#### Rationale

- Human existence depends on a well-managed and conserved environment. Environmental management and conservation is a primary activity of humankind.

#### Theme

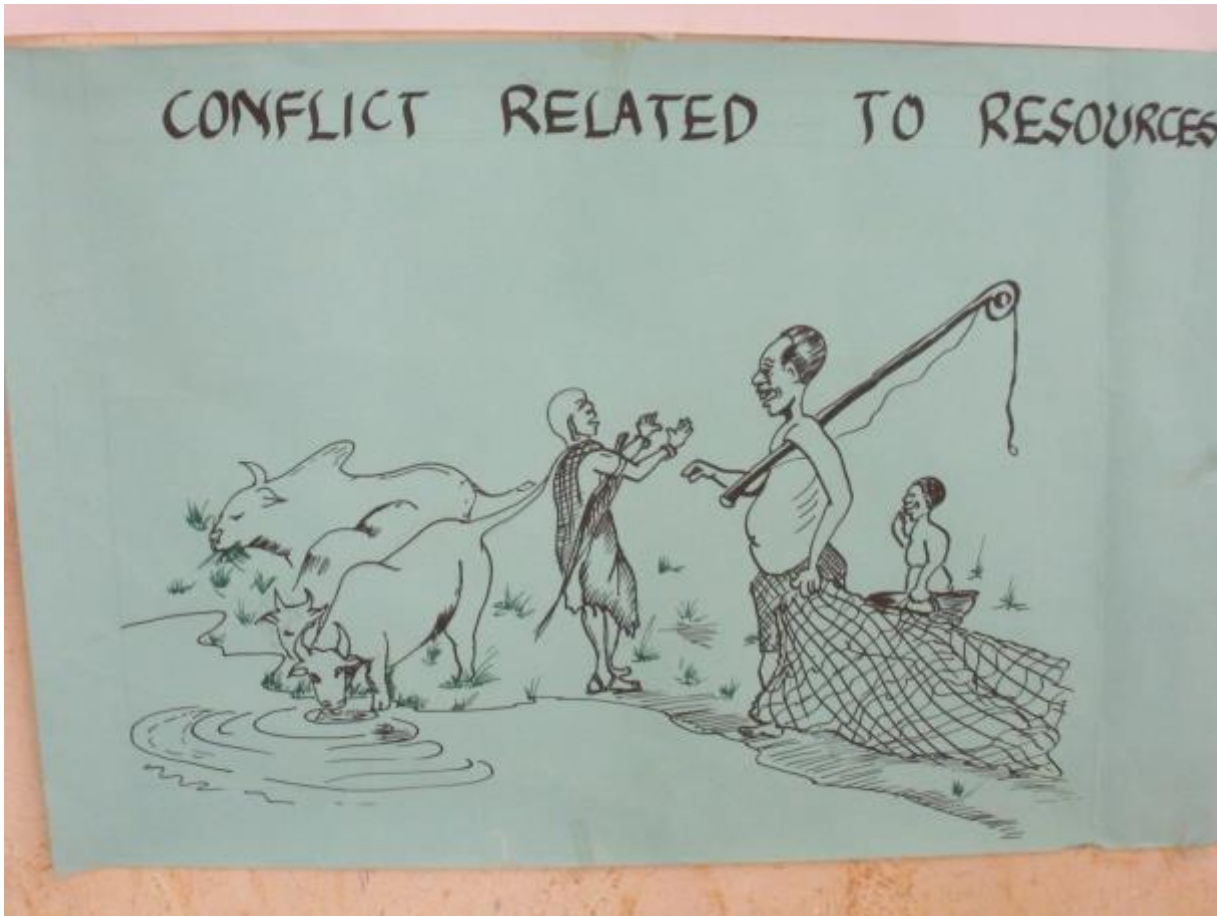
- Protection and care of the environment

### 3. Content

#### Activities

- The learner should distinguish between management and conservation.
- The learner should describe the importance of management and conservation of the environment.
- The learner should describe effective ways of managing the environment

- The learner should identify ineffective ways of managing the environment and provide effective solutions.
- The teacher could direct students to create posters such as the example following which would be talking points for related issues.
- Role play scenarios where there are differing ideas on appropriate use of resources like water. How is the decision made who has priority in the various situations?



Visual provided by students from Vihiga Friends High School

### Teacher Tips

#### Additional methods/remarks:

- The teacher should provide appropriate illustrations of environmental conservation.
- The teacher should guide the students in discussion of environmental issues.
- The students should be guided into seeking opportunities within their communities for developing environmental awareness. Some activities might include:
  - Planting trees
  - Picking up garbage
  - Encouraging recycling and re-use of materials
  - Eliminating the use of plastic bags and using re-usable cloth bags

## 4. Conclusion

### Applications

There is a need for responsible management and conservation of the environment.

### Biblical connections

- Genesis 2:9-15

### Summary

The care of the environment is the responsibility of everyone. How we care for the earth now will affect the generations who come after us.

## 5. Assessment

Choose one of the following as appropriate:

- The students should be able to provide short responses to questions about environmental conservation.
- The students could develop a plan of conservation for their school.
- The students could develop a plan of conservation for their communities.

## Lesson #9.3

### 1. Opening

#### Topic

Peace and the Environment

#### Sub-topic

Environmental conservation and management

#### Objectives

At the end of the lesson the learner should be able to:

- Identify environmental conservation and management.

#### References

- Geography text; Secondary Geography Book 4 by KLB
- Biology text; Secondary Biology Book 4
- CRE; The Promise Book 4

### 2. Rationale and Theme

#### Rationale

- Environmental management and conservation with responsible use of available economic resources is critical for human survival and peace.

#### Theme

- Responsible management of the environment

### 3. Content

#### Activities

- The learners should discuss various methods of environmental conservation and management. Some practices to discuss might include:
  - Fishing limits
  - Cultivation of fields
  - Grazing
  - Protection of forests
- The students should discuss how past methods have had an impact on the environment today.
- The students should discuss ways to balance the lifestyles of people and responsible environmental management.
- Identify small things students can do every day to care for the environment.

### Teacher Tips

Additional methods/remarks:

- The teacher should guide the learners in the discussion of various conservation methods.
- The teacher should provide examples of effective conservation methods from other countries, but also how different regions in Africa respond to these issues.
- The teacher should provide example of environmental projects for their community.

## **4. Conclusion**

### Applications

Effective environmental management is the responsibility of everyone.

### Biblical connections

- Genesis 2:9-15

### Summary

Responsible environmental management is critical for mankind's continued survival on planet earth.

## **5. Assessment**

- The students can create an environmental plan for their school community.

## Lesson # 9.4

### 1. Opening

#### Topic

Peace and the environment

#### Sub-topic

The relationship of environmental conservation to peace

#### Objectives

By the end of this lesson the learner should be able to:

- ☞ Identify environmental conservation and management.

#### Learning Resources

- Geography text; Secondary Geography Book 4 by KLB
- Biology text; Secondary Biology Book 4
- Selected Reading: *Many Wars Are for Control of Scarce Resources*, By Wangari Maathai (East African Standard, May 23<sup>rd</sup>, 2007) – (located in the Resource Guide) and also available at <http://www.greenbeltmovement.org/>

### 2. Rationale and Theme

#### Rationale

- Environmental management and conservation with responsible use of available economic resources is critical for human survival and peace. Implementation of environmental management and conservation techniques will create peace in the environment and sustainable resources for everyone, thus reducing future conflicts over scarce resources.

#### Theme

- Implementation of the methods of environmental conservationism discussed in lesson 9.3 and discussion how one can honor God, by caring for their environment.

### 3. Content

#### Activities

- Humans are created in God's image and likeness and authorized to rule by His creation. What does human "rule" look like when done in a manner that honors or exalts God vs. when done in a way that does not honor God and his creations?
  - Ask students to get into small groups and create a T-Chart to compare and contrast what an environment that honors God looks like versus one that does not honor God. Ask them to incorporate knowledge they have gained from lessons 9.1-9.3. Post completed T-Charts around the room when completed.

- Example: **Contrasting Environments**

<b>God Honored (Exalted)</b>	<b>God is Not Honored (Not Exalted)</b>
Harmony	Disharmony
Sustainable and bountiful harvests	Inadequate provisions/harvests
Good health	Disease (human, plant, animal)
Inhabited land	Uninhabited land
Peace	Violence
Safety	Conflict
Satisfying Work	Danger
Purpose	Meaningless work
Generosity	Oppression
Giving spirit	Greed
Knowledge	Confusion
Balance	Imbalance

- **Think-Pair-Share Activity:** After the group work, have students return to their own desks and think about one of the environmental conservation or management techniques discussed in lesson 9.3 (i.e. grazing practices, protection of forests, water management, etc.). Ask the student to spend 5-8 minutes journaling how they would implement this change in their home/village. Ask them to include who they would need to interact with, what tools or resources they might need to successfully implement this change, and how they will assess if they were successful in their implementation. Next have students pair up with a partner and share their conservation plans. Allow partners to offer feedback and suggestions to strengthen their partner's plan. Finally, have student's share their partner's idea with the class (not their own) and champion the efforts of their partner to create a peaceful environment.

### Teacher Tips

#### Additional methods/remarks:

- The teacher should listen carefully and guide the students in identifying characteristics of an environment that either honors or does not honor God.
- The teacher should ask questions that encourage the students to think deeply about their place in the environment and how they can effect change.
- The teacher should guide the selection of appropriate and achievable sustainable practices from lesson 9.3 to be used in the Think-Pair-Share activity.
- The teacher should highlight and commend the partners' efforts to work collaboratively, modeling peaceful and supportive communication techniques.

## 4. Conclusion

### Applications

Environmental conservationism and management honors God and protects his creations. These practices are achievable and practical in one's home, school and village and will promote peace.

### Biblical connections

- Psalms 104: 25-30

### Summary

Everyone has a responsibility towards the environment. Management of one's environment is not only important to ensure plentiful resources in the future, but also is God's will. We all have the capability to create a plan and implement it to contribute towards a peaceful environment.

## 5. Assessment

- Students will verbalize and outline a plan to enhance environmentally-sound practices in their home and/or village. Student work in journaling should show application of material from assigned reading. Student reports on their partner's work should show understanding of another person's ideas and efforts to support that work.
- The T-chart activity will show the ability to take Biblical knowledge and apply it to their now acquired definitions of "environment" and "conservationism".



## Lesson #9.5

### 1. Opening

#### Topic

Peace and the environment

#### Sub-topic

A global perspective of the relationship between environmental conservation and peace.

#### Objectives

By the end of this lesson the learner should be able to:

- ☞ Explain various methods of management and conservation of the environment used throughout the world.
- ☞ Examine which of these methods may have relevant applications in Kenya.

#### Learning Resources

- ☞ <http://www.greenbeltmovement.org/>
- ☞ Newspaper articles
- ☞ Magazines/journals

### Rationale and Theme

#### Rationale

- To define sustainability and understand its implications for the environment.
- To review practices and methods utilized in other countries that work towards environmental sustainability.

#### Theme

- Environmental conservation and management practices used across the world.

### 3. Content

#### Activities

- Ask students to select a country and to identify an environmentally conscientious practice that country has implemented (i.e. water conservation, pollution management, recycling, livestock management, air pollution management, solar energy, etc.). Have students research the environmental conservation or management practices and create a poster outlining their research findings. Ask students to use pictures that are drawn, cut out of magazines, or printed off the internet. Students should include information on what the practices is, how it was developed, how it is implemented/practiced, and the positive effects it has on the environment. Have students place their posters up around the classroom for viewing by their peers. Allow all students to walk around the room and view the posters (i.e. art walk). Then discuss as a class which practices students found the most interesting. Also ask students

which of the practices on the posters are already being used in Kenya and which might be successfully implemented in the future.

## Teacher Tips

Additional methods/remarks:

- The teacher will guide the selection of countries and the research process by helping to identify helpful research tools and methods.
- The teacher will guide discussion of the practices presented in the posters and provide new knowledge of practices already being used in Kenya (if not identified by students first).

## **4. Conclusion**

### Applications

Many environmental conservation methods and practices exist throughout the world. New techniques and technologies are being developed rapidly and implemented. It is important to become globally aware of what others are doing to identify sustainable practices and draw inspiration from those achievements.

### Biblical connections

- Psalm 148: 7-12
- Genesis 2: 4-9 and 15-17

### Summary

Many successful environmental practices are evident in the world. The global community has a responsibility to protect the environment in which we live.

## **5. Assessment**

- The students will be able to identify environmentally friendly practices in other countries and discuss how these practices could be practiced in Kenya and which practices are already in use.
- The student posters will be evaluated on content and the successful identification of an environmental conservation practice.

## Lesson #9.6

### 1. Opening

#### Topic

Peace and the environment

#### Sub-topic

Leadership for peace and environmental conservationism.

The relationship of environmental conservation to peace.

#### Objectives

By the end of this lesson the learner should be able to:

- € Explain methods of management and conservation of the environment and how these promote peace.
- € To understand the value in promoting environmental sustainability.
- € Recognize the contributions to environmental conservationism made by Wangari Maathai.
- € To promote service to one's community through environmental conservationism.

#### Learning Resources

- € Green Belt Movement: articles on environmentalism by Wangari Maathai  
(<http://greenbeltmovement.org/c.php?id=8>)

### 2. Rationale and Theme

#### Rationale

- To understand the value in promoting environmental sustainability and to answer the call of Wangari Maathai for young people, “to take inspiration from the Nobel Peace Prize...to know that despite the challenges and constraints they face, there is hope. I want to encourage them to serve the common good”.

#### Theme

- Service to your community to promote environmental sustainability.

### 3. Content

#### Activities

- The teacher will provide a brief review (lecture) of who Wangari Maathai is and her life and achievements, including the 2004 Nobel Peace Prize.
- Have students write their own declaration of how they will be a steward of environmental sustainability. This should be a 3-4 sentence statement that powerfully illustrates how they will change the future of the environment with their actions today. Have students take turns standing and reciting their own declaration for their classmates.

- **Concept Mapping Activity:** This activity is meant to be a reflective activity done at the end of the lesson. Have students create a concept map with themselves at the center. Using directional arrows have them connect actions, ideas, and elements of the environment that they impact or that impact them. The goal of this activity is to visually represent the interconnectedness of us to our environment. Once complete, students can be asked to share their map either with the entire class or in small groups.

### Teacher Tips

Additional methods/remarks:

- The teacher will guide the students in selecting an appropriate article to read and in drawing personal applications from the work of Wangari Maathai.
- Students can also research and study other environmentalists from other parts of the world and compare their environmental practices and messages.
- When students share their “declarations”, the teacher will create an atmosphere of celebration for each student’s commitment to environmental sustainability. The teacher will facilitate collective support of all of the goals.
- The teacher will emphasize the interconnectedness of humans with the environment. Students’ concept maps should resemble a “web” of connections and directional arrows that point not only to how they impact their environment, but also how their environment will impact them.

## **4. Conclusion**

### Applications

Students will share in the efforts to create an environmentally healthy and sustainable future for Kenya. Students will verbalize their own commitment to environmental conservation and management.

### Biblical connections

- Psalms 104: 25-30
- Job 12: 7-10
- Numbers 35: 33-34

### Summary

Everyone has a responsibility towards the environment and we can all play a role in protecting the resources we have. Inspiration can be drawn from those like Wangari Maathai who have committed to protecting Kenya’s environment for future generations and promoting peaceful and sustainable practices.

## 5. Assessment

- The article review should include an understanding of the critical issues that affect Kenya's environment and what steps need to be taken to resolve these and promote environmental sustainability.
- The students' "declaration" should represent personal ownership of their ability to protect their environment. Students' statements should reflect knowledge gained from their reading assignment and the class discussion.

## Lesson #9.7

### 1. Opening

#### Topic

Peace and the Environment

#### Sub-topic

The relationship of environmental conservation to peace

#### Objectives

At the end of the lesson the learner should be able to:

- Explain how environmental conservation and management relates to peace in society.

#### References

- C.R.E. The Promise Book 4
- Geography; Certificate Geography Book 4
- Geography; Secondary Geography Book 4 by KLB
- Magazines
- Model for peace from Lesson #1

### 2. Rationale and Theme

#### Rationale

- Man and peace depends on his environmental conservation and understanding that relationship to peace.

#### Theme

- Human activities have an impact on the environment

### 3. Content

#### Activities

- The learners should give some examples of mismanagement of resources which bring conflict. The class could research and write summaries of the causes of climate/environmental disasters. Debate whose responsibility it is to address these issues. Examples might include:
  - the dying of Lake Nakuru due to human neglect
  - global warming
  - desertification
  - silting
  - poisoning of lakes

- Develop plans for compensating people who lose economic opportunities in order for the environment to be managed for its health in the future.
- The learners should give some examples of the relationship between environmental conservation and man's peace.

### Teacher Tips

Additional methods/remarks:

- The teacher should provide examples of various mismanagement of resources.
- The teacher should provide photos of environmental mismanagement.
- The teacher should guide the learners into effective ways of managing the environment both from Kenya and other countries.
- The teacher should guide the students in their discussions on how effective management affects everyone for the future.

## **4. Conclusion**

### Applications

International agreements on common environmental issues like C.I.T.E.S. can assist with understanding man/woman's role in protecting the environment.

### Biblical connections

- Genesis 2:15-17
- Genesis 3:17-19
- Psalm 1:3

### Summary

Living in peace includes all areas of our lives. It is within our relationship to God that we respond as peacemakers to others, and to how we live our lives on this earth.

## **5. Assessment**

- The students should research one of the mismanagement issues and demonstrate ways in which that particular issue could be changed. This research could then be presented to the class and to the school.