Building Peace
By Teaching Peace
A Peace Education Module on Violent Histories

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The Building Peace by Teaching Peace module has been designed for teachers and peace educators in the provinces of southern Thailand. This particular module is a product of the Building Peace by Teaching Peace Program of Nonviolence International Southeast Asia (NISEA) with the support of the International Coalition of Sites of Conscience. This program has already been designed for teachers and peace educators in the provinces of southern Thailand. This program was later on expanded in the schools in Yala and Narathiwat Provinces, southern Thailand. Nonviolence International Southeast Asia is serving as the secretariat of the COPE (Committee of Peace Educators) in each of the three provinces. Nonviolence International Southeast Asia is serving as the secretariat of the COPE.

About Building Peace by Teaching Peace
This module is dedicated to the memory of the educators of peace and the learners who will make it happen.
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The primary goal of the Building Peace by Teaching Peace modules is to
develop a tool that will help implement a peacebuilding education and
conflict resolution program for children and the youth in the nonformal
education sector and out-of-school children/youth in the conflict affected
provinces of Thailand. This training module should be applied and adapted with reference to local
cultural and contextual conditions. These conditions and needs, together with the introductory module, Building Peace by Teaching Peace: A series, can be used as a stand-alone module or as a second module of
this training.

Adapting the materials

Peace educators should take into careful consideration any suggested topics
and resource persons in these training activities.

Local resource persons, including schools, community centers, and local community institutions, organizations and
individuals may play a particularly important role as a partner and act as
resource persons in these training activities.

Useful and interesting activities and case studies that can be used to make the training activities more relevant,
will allow peace educators to incorporate local sources of information and
needs, and provide training activities that are relevant to local conditions and needs. These should be identified at the start of the process
and adapted to the participants.

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

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Educational and cultural centers, and local community institutions, organizations and
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The education sector in the provinces, including schools and community
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This training module has four major contents, which are summarized as follows:

1. **Module contents**

   - **Pre-training Activities: Planning and Checklist**
     - Provides guidance for peace educators to follow a step-by-step process for basic training activities, not a list of requirements.

   - **Suggested Training Activities**
     - Currently practiced by peace educators in southern Thailand.
     - Continuously evolving and growing compilation of training activities.

   - **Narratives**
     - Help contextualize the historical events and educate the students.

   - **Training Activity Evaluation**
     - Aims to continuously develop the peace education in southern Thailand through community involvement.

2. **Teaching Violent Histories Using the Thematic Approach**

   - **Context**
     - Educators can adopt the thematic approach in their local context.

   - **Suggested Training Activities**
     - A section is provided for pre-training activities: planning and checklist.

3. **Teaching Violent Histories Using the Thematic Approach**

   - **Narratives**
     - Helps students get through the history books and become reluctant readers.

4. **Teaching Violent Histories Using the Thematic Approach**

   - **Narratives**
     - Importance of narratives in understanding history.

A final section on **Training Activity Evaluation** was also included in this module. One of the goals of the Building Peace by Teaching Peace Program is to continuously develop the peace education in southern Thailand through community involvement. The module includes some narratives to help contextualize the historical events and educate the students.
The tragic historical event that touched my heart during my trip to Cambodia was the story of a young Khmer who lost 20 immediate family members during the Khmer Rouge period. The impact of such a traumatic experience is still felt by members of the Cambodian community, especially those who have lived through similar violations of human rights. This personal experience highlights the importance of understanding and appreciating historical events and how they shape current perspectives.

Pre-training Planning and Administration

Planning

Careful planning is very important before the actual training activity. A thorough planning is necessary to ensure that the training is effective and addresses the needs of the participants. The organizer should consider the age group, the background and current situation of the participants, and the goals of the training. This will help in determining the best approach and activities to use for the training.

Identifying all these will help the trainers to determine the best approach and activities to use for the training. It is also important for trainers to be aware of the age-appropriate classroom activities, formal and informal, to determine the best activities for the participants. The participants attending formal school settings are more used to the structures of a classroom setting, while the ones who are not attending might not respond well to formal structures. It is also important for trainers to consider that teaching violent histories, especially ones that are contemporary, might involve and evoke very strong emotions among participants. It is often the case that a member of the participants’ family may have been involved or affected by the tragic historical event.

In one of my trips to Cambodia, I had the pleasure of being accompanied by friends who are young and well-educated Khmers who volunteered to be my tour guide around the city. On my last morning in Phnom Penh, I asked if they could take me to the Killing Fields in the city. As I was walking around the compound, I noticed that my friends had stopped and went back near the exit to sit. They described the feeling as hollow and just dark, like waking up from a nightmare. They did not know what to feel and what to do. They discussed the feeling as hollow and just as waking up from a nightmare. They did not know what to feel and what to do. They discussed the feeling as hollow and just as waking up from a nightmare. They did not know what to feel and what to do.

Looking back at the experience, I may have appeared insensitive by not knowing what my friends had been through. It is important to consider the impact of violent histories on the participants and how they might have been affected by these events.

In conclusion, understanding and appreciating the impact of violent histories is crucial in determining the best approach and activities to use for the training. This will help in ensuring that the training is effective and addresses the needs of the participants. It is also important for trainers to be aware of the age-appropriate classroom activities, formal and informal, to determine the best activities for the training. The participants attending formal school settings are more used to the structures of a classroom setting, while the ones who are not attending might not respond well to formal structures.
Why are you conducting peace education trainings? Is it to address an incident in the school? Is it to address an issue or incident in the community?

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

What should be in the specific content of the training?

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

How much time can be devoted for the training?

The trainers should note that children have a shorter attention span compared to adults and having different ages will also mean different attention spans. Therefore, training activities for children should be kept short and creative. For longer trainings, it will be wise to include breaks and enough time for discussions.

Incidents within the community might arise and require peace educators to address these issues that the children and youth might not fully understand. It is best to address these issues before they escalate. The focus of the peace education will be the focus of the peace education, while addressing incidents at an individual level, the focus should be to understand the incident within the community, as it might have different implications and respond with violence involving other children or family members. Understanding interpersonal conflict and mediation will be the focus of the peace education.
Training Administration

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

- **The venue.** The venue of the trainings depends on your budget. If you manage to get one of the local schools to host the training, that will be an ideal venue and will save a lot of resources as well. If you plan a

  - If the training is in a classroom setting, make sure that:
    - School and parental permits for the field trip
    - Regular bus stops for bathroom breaks
    - Snacks, meals and water
    - Bring a school nurse or health giver in the trip
    - Necessary transportation is prepared well in advance
    - Teachers should be able to arrange additional logistics such as:
  - In some trainings, the trainers' take the participants to the sites where the historical events happened. It is always best if the invited resource speakers or experts are:
    - Identify the trainers or teachers invited.
    - Identify the participants invited.

- **The trainers/teachers/facilitators.**
  - The participants:
    - Determine the adequate number of participants for the training activity based on the number of peace educators available.
    - If the class is going on a field trip, assign groupings and give instructors the members of the same group should always instruct them to ensure that everyone is accounted for at all times.
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      - If the training is in a classroom setting, make sure that:
        - Milk, whiteboards or chalkboards to aid them in:
          - Small groups have basic recording equipment such as:
    - Teachers who may be able to help during the training activities:
      - Identify from the list of participants possible discussion or class prepare nametags etc.
    - Having the participants take the participants to the sites.

- **The trainers/teachers/facilitators.**
  - The participants:
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    - Having the participants take the participants to the sites.
Prepare materials for the group activities

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

Prepare materials for the group activities
Suggested Training Activities

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

Objectives of the Activity:

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

Time: 30 minutes

Materials:

1. Invite a local historian or an elderly or an Imam or an Ulama or a grandparent of one of the participants to share their own accounts of the past following these guidelines:

   a. What happened in the past from your own perspective
   b. Were there events that greatly affected you

2. Ask the invited speaker not to compare the past and present generations.

3. After the sharing, ask the participants if they were able to notice the differences between the past and their current situation.

   a. What happened in the past from your own perspective
   b. Were there events that greatly affected you

Note to facilitators:

• Ensure that the invited speaker is aware of the objectives of the activities and what is expected from them so that the speaker does not deviate from the activities and the participants will benefit from the experience.

• Be aware of the time constraint because the speakers may tell long stories while children have a short attention span. It will be wise to assign a timekeeper for the training session.

Commitment to Action:

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

Future:

To give the participants another perspective which is not available in textbooks or history books, we can invite a local historian or an elderly or an Imam or an Ulama or a grandparent of one of the participants to share their own accounts of the past.

Materials:

1. Invite a local historian or an elderly or an Imam or an Ulama or a grandparent of one of the participants to share their own accounts of the past.

Time: 30 minutes

To learn from the previous generation, we can invite a local historian or an elderly or an Imam or an Ulama or a grandparent of one of the participants to share their own accounts of the past.
We should be able to understand the context of the Krue Se massacre. The last 7 years has defined Krue Se, which is the end of history of Krue Se because people no longer talked about its grand past but focused on the tragic massacre which happened in 2004, not even a decade ago. People have become numb because they were under trauma for a time. When we talk about Pattani history, no one wants to talk about it because of fear. If the people do not know about their history they will not know where they are from. If we did not know our history we will not know the facts of our local history. If we did not know history, it will not contribute to our progress as a people.

In the past we were called Singura Darusalam; this was before Songkhla was attacked by the Ayuthaya kingdom. Muslims used to control the northeast part of Thailand. There are two kinds of storytellers. There is one group that wants to learn about Thai history, which does not talk about local history. The story does not include stories of the old kingdoms, and earlier histories and the history of Islam in Thailand. There is another group that only studies the local history of Pattani and the history and transition from Buddhism to Islam.

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

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

Kalintan history mentions that people from Pattani went to teach in Kalintan during the Langkasuka period. Langkasuka period predates the Sukothai kingdom, the first kingdom in Thai history. Studying history we get knowledge. We cannot protect the entire country’s history if we do not protect local history. We cannot protect the entire country’s history if we do not protect local history. Local history contributes to our progress as a people. We are already experiencing many problems: cultural, political, and economic. I believe that peace education could contribute to solving these problems.

Before, when Burma attacked Ayuthaya, they controlled it for 15 years. The Thais controlled Melayu for a long time. This became part of Siam since 1786. The Thais controlled Melayu for 15 years. The Thais controlled Melayu for a long time.

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

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

We should be able to understand the context of the Krue Se massacre. The last 7 years has defined Krue Se, which is the end of history of Krue Se because people no longer talked about its grand past but focused on the tragic massacre which happened in 2004, not even a decade ago. People have become numb because they were under trauma for a time. When we talk about Pattani history, no one wants to talk about it because of fear. If the people do not know about their history they will not know where they are from. If we did not know our history we will not know the facts of our local history. If we did not know history, it will not contribute to our progress as a people.

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Title: Talking About Historical Events

Objectives of the Activity:

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

The school and teachers should help the children and work with them on creating enabling environment where everyone is encouraged to have their own opinions.

Committed to action:

-Understanding and tolerance is learned.

-Everyone is a victim. When participants review the events, this is the common perspective: both parties lose.

Note to facilitators:

- In violent histories, there are no winners, everyone loses and everyone is entitled to their own opinion. The participants, especially the children, should be reminded of this right and the responsibility to respect others' opinions as well.

- Having different perspectives is natural and the right to have their own opinion, especially when comparing historical events.

Commitment to Action:

The school and teachers should help the children and work with them on creating enabling environment where everyone is encouraged to have their own perspective on the violent histories of the past and the current events that are still unfolding. It is by learning how to respect each other's views, distinguishing facts from emotions, and understanding among participants through listening to the various perspectives and insights of one single event, that understanding and tolerance is learned.

Activity Instructions:

1. Pick one historical or current event. You may also bring a newspaper to class or just simply ask the participants about an issue which they would be interested to discuss.

2. Group the participants, with each group having four members each.

3. Ask the participants to discuss the following questions about the chosen event:
   a. Who are the people or parties involved in the event?
   b. What do the different parties say about the event?
   c. Who are the victims in the event?
   d. Why do you think there is a conflict?
   e. What do the different parties say about the event?
   f. Who are the people or parties involved in the event?

4. Ask the participants to present their discussions.

Materials:

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

Time: 30 minutes
Title: My History

Objectives of the Activity:

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

Time: 30 minutes

Materials:

1. Pieces of paper
2. Tape
3. Pens

Activity Instructions:

1. Ask the participants to line-up according to:
   a. Height
   b. Length of hair
   c. Age

2. Ask the participants to write down their birthdays on the piece of paper.

3. Ask the participants to post their birthdays on the wall, in a chronological manner. At the end of the paper trail, write “Present”.

4. Ask the participants to write events in the country or the community that they remembered or had affected them or their families directly between the times they were born up to the present time. Ask them to write as much details as they could.

5. Ask the participants to post these events in the timeline on the board and arrange chronologically. The same events can be grouped together.

6. Ask for volunteers to share their stories, questions or perspectives on the events. For those who had written the same event, ask them if they would like to tell their stories on why they remembered the same event.

Note to Facilitators:

• This activity encourages narratives and recognizes that every person has their own story.
• Different perspectives play a big role on history.
• The story is never complete because there are events that happen and are witnessed by different people – showing that the different stories coming from different people tell the same story.

Commitment to Action:

The written history does not usually include stories of the peoples’ events that occurred and this is a very important aspect of history as well. Written history of violent events usually tells the number of people when the events were unfolding and the stories of peace and development of human societies are left out. These stories should be equally shared to show that despite the violent past, there are also events of goodness and peaceful experience. Written history of violent events usually tells the number of people when the events were unfolding. These stories should be equally shared to show that despite the violent past, there are also events of goodness and peaceful experience. Written history of violent events usually tells the number of people when the events were unfolding. These stories should be equally shared to show that despite the violent past, there are also events of goodness and peaceful experience.
Objectives of the Activity:
To let the participants see the grandeur of the past where people lived harmoniously and recognize that violence is an unfortunate event but should not dictate the direction of our future.

Time: 4 hours

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

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

Note to Facilitators:
• During the field trip, there will be parts of the mosque that was riddled with bullets. The teacher/trainer should not romanticize the bullet holes and the deaths should be a reminder that arms does not solve anything. When dialogues fail, it is easy to solve it with military actions but the more difficult task is to resolve conflict.
• The mosque should be a reminder that we still have so much to work on to achieve peace.
• The word "masjih" means "place of peace", and peace is intrinsic in the Islamic culture.
• Point out that "salam" means "peace", "darusalam" means "house of peace", and "asalamu alaikum" means "greetings of peace", which without it, military actions fail to solve anything. When dialogues fail, it is easy to solve it with military actions but the more difficult task is to resolve conflict.
• When dialogues fail, it is easy to solve it with military actions but the more difficult task is to resolve conflict.

Commitment to Action:
The historical sites that the training intends to visit should be a reminder that we, as a people, missed out certain things that is why conflict happened. The historical sites that the training intends to visit should be a reminder that we, as a people, missed out certain things that is why conflict happened.

In vain, doing and what people should work on so that the deaths of people are not in vain. We failed to recognize different practices and cultures. It is because of missing out those things and not being able to tolerate others. People died in the past and we, as a people, missed out certain things that is why conflict happened.

The historical sites that the training intends to visit should be a reminder that we, as a people, missed out certain things that is why conflict happened.

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

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

Sample Evaluation

1. Was the training activity relevant for your work?
2. Were the objectives clearly stated?
3. Were the topics discussed in the training applicable in your situation?
4. Did the training meet your expectations?
5. Did you learn anything new?
6. Would you recommend this activity to others?
7. Did the training activity evaluate the training be improved?
8. Will the handouts/materials be useful to you in the future?
9. Contact details with the trainer.

Provide local materials/insights that could improve the relevance of the evaluation, and contact details if you would like further information, or can attend an updated course. Please add any comments to support your comments on the following aspects of the training activity you have just attended.

Sample Evaluation

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