

A Peaceful School

This unit focuses on how children can promote peace at school by; firstly, choosing to be more engaged in activities that lead to peaceful interactions. Secondly, the unit will also focus on helping the children identify the activities that hinder peace and how they can avoid them altogether.

A school is comprised of several environments from where children interact. Examples of environments where children meet include the classroom, the playground, the sports arena, dining area, spring and borehole where they go to fetch water. In these environments children can intentionally or otherwise be engaged in activities that promote or disturb peace.

How do the activities children engage in disturb a peaceful school environment?

Below are some of the activities that disturb peace

Children fighting amongst themselves, abusing and quarrelling with each other and stealing from one another are other activities that destabilise peace in the school environment.

Juma says, that when there is no chalk and no blackboard that will disturb peace in the school. He also adds that when children make noise in the class and don't respect teachers and other elders it also disturbs peace in the school environment.

Joan says if children abuse their friends and disturb the teacher in the class, school garden or sports ground that too disturbs peace in the school environment.

-Children disturb peace in a school environment when they play with friends in class without doing class work while teachers are not present. Disturbing peace is stealing their friend's things and their teacher's things for example pens and pencils, and pour their things.

Comment [B1]: I think it would be better to start with things that contribute to peace. However, if you want to go in this order then I think the introductory paragraph should reflect that order. Right now the introduction says that how children can promote peace at school will come first.

Comment [B2]: Can we insert something like a question to help the children think even within the text story itself? Like "Juma says that when there is no chalk and no blackboard that will disturb peace in the school. Why do you think Juma has said this?"

Comment [B3]: It seems to me that the section did not include how children can promote peace. Also, I wonder about having the children think about how they might turn a disturbance toward peace. For example, if children are playing with their friends in class without doing their classwork while the teachers are out of the room, what might some of the children do to encourage peace?

How would the activities of the teachers disturb a peaceful school environment?

Kikopo, says canning or beating children is one way of maintaining discipline in the school environments but when teachers beat children excessively in a way it disturbs their peace at school to an extent that some children will be forced to dodge classes.

In the picture below, Daudi diagrammatically shows the characteristics of a school that is not in peace.

Picture A



Exercise: What do you see in the above picture as the activities that disturb peace in a school environment?

Comment [B4]: This can also be difficult for the other children who are witnessing the excessive beating.

Comment [B5]: Because I do not know the Ugandan names, I want to be sure that the names are gender and tribally/ethnically balanced. Is this the case?

In the picture below Juma illustrates what he thinks are the characteristics of a school which is not in peace

Picture B



Exercise: Picture A and Picture B were drawn by different people, Daudi and Juma. Are you able to see any similar activities that disturb peace in the school environment?

Qn. Who promotes or participates in peace building in the school environment?

A peace builder in a school can be someone who acts in small ways every day to make the school a more peaceful place to be. So from the head teacher and everyone else in the school, every one can play a role in peace building and promotion. Below are some of the examples what some members of the school can do to promote peace.

How can children promote peace in the school environment?

Children can have a hand in creating a peaceful environment wherever they are. Below are examples of expressions of ways in which children can create a peaceful environment while at school.

Juma says to have a peaceful class it is important for children to, respect their classmates and, work with friends. When a friend asks, you about something for example, “What is a map?” answer the best that you can very well and don't be selfish.

Irene adds that children should respect teachers while inside and outside of the classroom and that where children can, they should help their teacher and avoid annoying him or her.

Mugisha encourages children to share with friends. For example, if your friend doesn't have a pen and you have two, share with them the one you are not using.

Bwambale, says that you should avoid children with bad manners and to tell them that what they are doing is bad and shouldn't do it again.

Exercise:

1. Outline some peace promoting activities that you have engaged in at school that are not mentioned in the above passage.

Comment [B6]: Okay I see it is here. I think in the introduction you should just change it to reflect the actual order and inclusion of things.

Comment [CT7]: The reason I deleted “don't selfish” because a discussion about selfishness can be prompted in the book to help students examine its meaning and significance to peace-building.

Comment [CT8]: Is the use of contractions unusual in children's books? (Textbooks and otherwise)

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1.2. Outline other peace promoting activities that you can engage in at school or have observed other students engage in.

2.3. What peace disturbing activities have you seen in your school environment that are not mentioned in the above passage? Discuss them with your teacher and classmates.

Comment [B9]: I like these

Teachers' role in the promotion of Peace at School?

Teachers promote peace when they model good behaviour to the children for example, they work hard, they don't steal, don't fight with each other and they don't drink alcohol.

Teachers promote peace in the school environments when they don't beat children or give them corporal punishments.

Teachers can promote peace by telling children good stories that promote peace.

Teachers promote peace by encouraging children to be disciplined at school at home and to respect elders.

Teachers promote peace by telling children to love their friends in the school environment.

Teachers promote peace in the school by being friendly to other teachers and by teachers being friendly to children.

Teachers promote peace by helping others and sharing with them.

Comment [B10]: I wonder if we could think about giving examples.

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A Peaceful Home

In this unit, you will learn about how fellow children in Uganda reason about,

What is peace at home in the eyes of children? Or What Does Peace feels like at home?

Children's experiences of a peaceful home are presented through two main sources. These are oral testimonies and the study of art drawings.

Peace at home includes all those things that are associated with good ways of life such as sharing, playing together, eating and drinking together, presence of adequate food, good gardens and possibly good weather.

Comment [B11]: I think since the beginning of the sentence is that that we will learn how fellow children reason about what is peace at home, the "in the eyes of the children" seems redundant to me.



Nakimuli feels peace at home when she sees ~~heris~~ Mum and Dad sharing a drink at some evening. The two parents are seated together taking the local brew commonly known as *Maalwa*. The family gardens are green symbolizing a good farming season. The weather is friendly to allow her play from outside without any bother. The daughter is playing though alone but within the courtyard. Mummy and Daddy bath together and are also able to hold each other by hand.

Generally, "Mummy and Daddy are happy with each other" and the whole family "is enjoying one another."

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Wasswa adds an experience of “togetherness” at home. Wasswa believes that parents should allow children to play together, an accommodation should be available, Mummy should be available and ready to provide. Happiness and peace are witnessed when there is warmth in home brought about by the big number of siblings playing together.

When asked about peace at home, Ugandan school children told researchers about these qualities: Here are the other things you will need to bring peace in your home-

- Speak kindly using kind words and tone.
- Enjoy your togetherness by gathering regularly for meals and possibly prayers.
- Work cheerfully. Do all things without complaining
- Give generously of your time and your possessions
- Forgive quickly whenever you feel offended. Don't waste time nursing a grudge.
- Tolerate certain things among your family members
- Joke and play. Be ready to have a good time with one another.

A Home Not In Peace

Comment [CT12]: Unless we ask, we cannot know for sure what Wasswa believe, but we can state this differently, more as an observation: In Wasswa's picture, the parents appear to allow the children to play together freely, as though an accommodation is available to the children. Mummy is available and ready to provide (provide what?). . Happiness and peace. . . .

Comment [CT13]: Just a suggestion, but I make the change here because it draws from the research from the children themselves. If some of these are not drawn from the research, then I would recommend eliminating. Perhaps we can add an exercise that asks the students to think of other qualities.

Comment [CT14]: There may be a way to phrase this so that the students can think of how not nurse a grudge, for example, walk away until your temper lessens, etc. I'm suggesting that this too can be in the form of an exercise.

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Comment [CT15]: Are we willing to address something in the book about what students can do when certain things ought not be tolerated? This will get into the area of children's rights.

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A poetry competition was held at the festival about peace and friendship for the people of Kyrgyzstan, and furthermore a concert and cultural programme prepared by the children and also a picture competition took place. Pictures created by the children were awarded prizes.

Towards the end of the day, Parents and guests made speeches for the children about the importance of relationships between children of different nationalities and the idea of showing tolerance towards their peers.

Comment [CT16]: These paragraphs are interesting but they do not seem to fit with the rest of the book. Maybe there is more coming?



"is without sickness and diseases" and when family "collects rubbish from the compound and burns it"

"Mummy and Daddy are happy with each other" and the whole family "is enjoying one another."

"the home has togetherness"

Comment [CT17]: All 3 of the above statements refer to a home at peace --- these appear to be misplaced here.

WHEN A HOME IS NOT IN PEACE

"I have a brother called Mubarek. He is in Senior One. My mother told him to go and fetch water and he started quarrelling. My mother told him, 'Leave the water. I will send Rwamoro.' He felt jealous and he again started quarrelling."

"When the father does not leave money for food at home and the mother makes money from selling cassava and father just takes the money."

Comment [B18]: I like how this chapter is going. Do you also want to include questions for reflection and discussion in this chapter?