5. Developing a Lesson Plan for "PEACE"
Awareness Education

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1. Introduction
Through the international teachers' workshop held in Ichon last July, I had an authentic and invaluable experience, learning about EIU (education for international understanding) with other participants from the Asia-Pacific region. There I made up my mind that when I got back into my classroom with my own students I would put what I had learned and experienced into action.

First let me describe my lesson and my students. Secondly, I will show how I applied the Valuing process to my classroom. I will explain every stage of the procedures and provide a rationale for the process. Thirdly, I have included a lesson plan. I will discuss the feedback on my lesson from myself and from my students. Finally, I will attach the original data of my students' responses from this lesson.

2. About my lesson
I planned my lesson focusing on Peace Education. To understand the value of peace, the students need to be exposed to a situation where they are deprived of it. By approaching this from the opposite direction (e.g. conflicts, war) they can understand it more clearly. First, I let them deal with the task "If you were a world news reporter, looking at what is happening in the world today, what news would you write about?" using the PMI strategy. As I predicted, almost all the students focused on the terrible war between America and Afghanistan. Through this activity they were encouraged to develop their conceptual knowledge and understanding about war and peace. Through making reports, they conducted panel discussions and shared and exchanged their own opinions, thoughts, arguments and rationales on this hot issue: "Should they continue the war or stop it?" After the discussion, they were encouraged to
develop better solutions or better ideas regarding this issue as well to make
resolutions as to what they might do to make a better world.

3. About my classroom & students

Presently I am in charge of the 3rd grade at Seoul Samjeon Elementary
school. At the corner of the blackboard in front of my classroom, there’s a
beautiful picture of the earth shining brightly surrounded by the dark space,
taken from a distance by an artificial satellite from a distance. I was given this
picture by one of the facilitators from the Philippines who took charge of the
elementary group at the conference.

It became the main symbol in my classroom, providing self-suggestions to
the students that this earth is the one place where we’re living and should be
preserved. It shows how closely the people on the earth are related to each
other, and what we can do to live in peace and harmony instead of fighting.

In addition, on the bulletin board, there are many pictures from CCAP
activities.

There are 21 boys and 19 girls, totalling 41 students in my class. They
have been engaged enthusiastically in CCAP activities through UNESCO since
last March, until now experiencing four different cultures: Peru, United States,
India and Japan. They really enjoyed the cross-cultural activities, and then
willingly wrote reports expressing their opinions, thoughts, and feelings on the
new things that they learnt during the class.

Through CCAP and UNESCO, my children not only acquired much
knowledge about other cultures but also they developed greater tolerance,
accepting them without prejudice. More importantly, CCAP enabled them to
approach a topic in various ways. Also, ultimately, I think it opened their eyes
to current issues in the world as well as influencing their view-points. They
seemed to develop a stronger bond with the world compared to the children in
other classrooms.

This came through most clearly in the NIE (Newspaper in Education)
activity in this lesson that I planned after the Asia-Pacific teachers' training
workshop. The task they were assigned was "Be a world reporter." First they
gathered appropriate articles from newspapers on topics they felt interested in.
When they finished this activity, I found that over 90% of them had focused
on matters related to the current conflict: "The war between America and
Afghanistan."
4. Applying the valuing process through my actual lesson stages

I used the valuing process model in the context of the teaching and learning cycle (ref. APNIEVE Sourcebook No. 2, Learning to Be) applying it to my actual lesson.

- **Step one: Conceptual Level - KNOWING**

  "About oneself and others, behavior, culture, history, country, etc."

  - Lesson: Collecting data!

    Beginning with an activating task:

    "Be a world reporter!"

  → Warm-up activity: collecting data on current hot issues.

  I started my lesson with an activating task, "Be a world reporter!" using newspapers as the primary material. In this way, I was able to ensure that students were engaged with a topic they were sincerely interested in. They had to perform the role of a "world reporter". I asked them to gather articles from newspapers on topics that really interested them.

  By reading the articles and examining the pictures they had collected, they could acquire information and knowledge on the topic or world event that they had selected.

- **Step two: Conceptual Level- UNDERSTANDING**

  "Understand oneself and others, concepts, key issues and processes"

  - Lesson: Writing a report using the PMI Strategy.

  → P(Positive), M(Minus), I(Interesting). This strategy helped the children to move from "knowing" in step one into the area of more "intimate knowledge." Likewise in this process, they were able to follow the approach outlined by John Dewey's holistic principles: "I see and I forget. I hear and I remember. I do and I understand."

  They were then supposed to make their own report according to this approach [P(Positive), M(Minus), I(Interesting)] , which enabled them develop a different perspective to the problem reported in the newspaper and to analyze it from multiple angles using PMI. Though this activity, they could approach the key issues and processes more clearly and accurately as well as becoming more familiar with the topic itself.
Step three: Affective Level - VALUING

"Experience-reflection, accepting, respecting, appreciating oneself and others, deeper levels of understanding, sharing, turning to be the integral part of the whole"

- Lesson: "The panel discussion"
  → I let the whole class divide into two groups; the experts for and against the war, and the audience.
  → Acquisition of different perspectives on the given topic.
  (*Panel discussion: a group of people gathered to conduct a public discussion; usually such a group consists of 4 to 6 representatives who stand face to face on certain issues in front of the audience)

Knowing the issue and related processes to some degree, now the students were equipped to share their different opinions, feelings, thoughts, etc. For this, I suggested that they conduct a panel discussion. Two groups were needed: experts or representatives, and the audience. First, I had students come to the front voluntarily to be representatives, and take seats face to face. There were 12 experts for the war on the right and 7 experts against it on the left. The remaining students made up the audience. The two opposing groups had to argue on whether to continue the war or stop it. The audience were invited to ask the representatives questions after listening to the discussion.

They were to be very engaged and participated fully in the discussion. I observed one remarkable student named Sarang who is normally very reserved and unwilling to talk in front of the class, who turned out to be very active in presenting her opinions positively and persuasively with self-confidence and a high level of motivation as a representative. She reminded me of Schumman’s theory. He usually writes on second language acquisition. However, his theory can also help to explain how children can develop proficiency in the mother tongue itself at first. I found that his theory was there was something very relevant to the case of my student Sarang.

According to Schumman (1978), the language acquisition means the learner has accomplished social and psychological integration with the society by speaking the language. Conversely, without becoming an integral part of the society, people can’t acquire the language. Likewise in Sarang’s case, it enabled
her to present her own opinions in spite of herself (she even forgot her shyness), since she was deeply engaged in the social and psychological society of the classroom in the form of this panel (group) discussion as an ardent representative.

Additionally I believe that the role of the representative worked like a kind of scaffolding, enabling her to do this.

Before they started the panel discussion, most of the students seemed to think that the war was reasonable and justified as revenge for the attacks on America since the group "for" the war commanded a majority. However, as the discussion progressed, presenting, sharing, exchanging their opinions and thoughts, a change seemed to take place in their minds.

Below is my representation of the development of the groups' ideas according to the level of Kohlberg's moral development scale (from low level to high level).

- Afghanistan attacked first, so Afghanistan should be punished. Let the war continue.
- America is a strong country. America will win. On the contrary, Afghanistan is a poor country. Nobody will care about Afghanistan's destruction by this war. Afghanistan is guilty anyway.
- There might be some reason for the attack of Afghanistan upon to America. Perhaps America is wrong and guilty. We should try to be impartial.
- The war between the two nations might have a bad influence even upon Korea or other countries.
- There should not be innocent victims. We should punish the real criminals. So we should stop the war.
- If we don't stop the war, the war will spread all over the world. Such a big conflict will destroy the earth.
- The best way is to understand each other and solve conflicts through peaceful dialogue, not through fighting or violence.
- The earth is one, we are one. We should live together peacefully.

- **Active Level: Acting**

"Decision-making, communication skills, non-violent conflict-resolution, etc."

- Lesson: "Resolution"
- Can you make other, better solutions or other, better visions regarding
this war?
- No terrorism any more. Only peace!
\[ What resolution would you make in order to build a better world? \]

It was quite interesting and impressive to observe some students adopting others' viewpoints when they were confronted with those students' higher levels of moral development and decision making.

According to Kolhberg, children can be motivated towards the higher level of other children's moral development and moral decision making. This process actually occurred in my classroom.

When the discussion was almost finished, we had a short break. During the break, some of the representatives for war switched their positions and then moved to sit on the opposite side. I asked them, "why did you change your mind?" They answered as follows;

"I was for the war at first because America was attacked by Afghanistan so they had to have revenge, but I realized I was wrong now that I've heard the reasons of the representatives against war." "War(violence) causes more war (violence) again and again! This is because the anthrax terrorism is happening again in America as revenge by Afghanistan." "Such a thing might cause trouble all over the world. We are one!" "They should stop the war soon and solve conflicts through dialogue and in peace."

Such a shift was really rewarding. I had observed a pleasant revolution happening in my own small classroom!
# The Lesson Plan

## Developing a lesson plan for "Peace Education"

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Kwon, Minsook</th>
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<tbody>
<tr>
<td>Grade</td>
<td>3rd grade elementary school students</td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Materials</th>
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<tr>
<td>Terrorism, war between America and Afghanistan</td>
<td>*newspaper articles, paper, colored pencils</td>
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*Students are able to solve the task using the PMI and NIE strategy.
*Students are able to acquire different perspectives, through panel discussions and sharing their opinions.
*Students are able to discover the best solutions for conflicts, war and terrorism.

### Contents & Procedure

*(Teaching and Learning Activity)*

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**Knowing**
- Task: "Let’s be a World News Reporter!"
  - Let’s cover the current big news in the world!
  - What’s going on? What’s the most serious conflict in the world recently?
    → Terrorism, war between America and Afghanistan.
  - Collect data from newspapers and choose one article relevant to the current serious conflict (Today’s topic - "Terrorism")

**Understanding**: Writing a report using PMI Strategy
- Analyze what you chose to cover along with some pictures according to the PMI strategy, providing three dimensions like this: Positive, Minus, Interesting)
  - Share with partner
  - Share with the rest of the group - gather information

**Valuing**: "Panel discussion"
- "Acquisition of different perspective" on the topic.
  - Reflect upon your report for the world news: "Terrorism and War." What would you change after listening and discussing with others who have different ways of thinking from you?
  - What made you think this way?
  - What’s the reason behind your thinking?
  - Share that with your partner/ group/ whole class.
  - In what way have you changed your mind?

**Action- Lesson**: "Resolution"
- Can you make other better solutions or other better visions regarding this war?
  - No terrorism any more. Only peace!
- What resolution would you make to build a better world?
Feedback

- Feedback from my students- (Valuing Process-> VP)
  *Jong-Kyu: I got to know my friend’s thinking through the valuing process.
    Also it gave me a chance to present my opinions clearly, so I hope to have as much time as possible to do this kind of study.
  *Yu-Jin: I like this valuing process, because I can concentrate on one issue and learn a lot. I hope to have this 2 or 3 times a week.
  *Da-Hae: It’s good to compare my thoughts with others’ different ones through VP.
  *Sa-Rang: It was very interesting and exciting!
  *So-Mang: I got to know lots of information about other countries through VP. I really felt serious about the matter like an expert, for the first time.

- Feedback from the teacher
  It was very encouraging for me to go through the whole valuing process with my children. Surprisingly, the valuing process made them engaged in the lesson in the most positive and spontaneous way.
  Now I realize that the valuing process helps them to be empowered and to realize what they can do themselves, by knowing about a topic, sharing opinions, doing reflective thinking, making decisions and even taking real actions. Also, it helps them find better ways to deal with conflicts, by building cooperative relationships, keeping harmony in the midst of differences, and turning individual pieces into integral parts of the whole.
  I think such a holistic approach in EIU is one of the most vividly alive, dynamic, co-constructive and powerful ways of relating teacher to students and students to each other.
  Also, the Valuing process makes it possible to touch each other’s mind and to grow by building cooperative relationships and dealing with authentic matters happening here and now. Moreover I think it has the most powerful system to move the persons from conceptual levels into action levels. Therefore it’s not a knowledge of just "Being" but also "Doing", which includes dynamic decision making and even putting ideals into action in real life.
■ Original data script
(These are from my 3rd grade students, using the PMI strategy applied to NIE (newspaper in education) for the acquisition of different perspectives on "War & Peace")
(*Tips: What’s PMI strategy?*
- Positive: Something positive, bright, affirmative
- Minus: Something negative, dark, bad, unfavorable
- Interesting: It has an interesting on relevant aspect but it’s hard to say whether it’s positive or negative.

<table>
<thead>
<tr>
<th>Unforgettable heartbreak!</th>
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<td>- The terrorism against the USA -</td>
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<table>
<thead>
<tr>
<th>P (Positive aspect)</th>
<th>M (Minus aspect)</th>
<th>I (Interesting aspect)</th>
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<tr>
<td><em>The U.S. should be punished if they're guilty. If they are</em></td>
<td><em>Many people in the world are worrying about the terrorism that occurred in the U.S. The Twin Towers collapsed totally and many people died or were severely wounded. The more serious matter is not the deaths or injuries, but the heartbreak remaining in people's minds forever.</em></td>
<td><em>I think America is being punished, because if they were not that guilty, how could such a disastrous terrorism be happened? Also, I think Afghanistan was mean and bad. Was terrorism its only solution, innocent citizens to death?</em></td>
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Title: The horror of terrorism

Writer: Ta-Eun
Content: About terrorism in America
P: Nothing
M: Many people are wounded. The country is not peaceful. It’s becoming a dark world.
I: I hope such terrorism will never happen again. I hope the country’s situation will not be dark and that people will not have evil in their minds. I hope the wounded will recover soon.
Title: Several retaliatory bombings on Afghanistan
   Reporter: Hae-Ran
   Content: I researched what was happening between America and Afghanistan.
   P: Contending with another for supremacy: Which is stronger?
   M: Lots of people are dying.
   I: (My opinion) No matter how bad the situation is, talking it's no good fighting each other. They should solve the problems by calmly. Then people will not die and can live together peacefully.

Title: Collapse of twin towers
   Reporter: Hae-Ran
   Content: I researched the news on the collapsed twin towers in the U.S.
   P: When the twin towers collapsed, unfortunately America's hopes also collapsed.
   M: Because of the dust caused by the collapse, the air is polluted.
   I: Although the two buildings were destroyed, it is beautiful to see the people's great efforts to be strong and repair the damages.

Title: U.S. Attack on Taleban
   Reporter: Sang-Hoon
   Content: About this current war...
   P: Nothing
   M: They can get revenge but many people can die, because of missiles or bombs.
   I: This war seems like a strategic simulation game.

   Reporter: Ki-Jun
   P: (Looking at the picture of the special mobile commando team training in France to join the U.S. ground troops in Afghanistan) They look "cool" and will probably be helpful for New York in the U.S.
   M: I feel sorry for the Afghan refugees.
   I: It's bad because it puts the innocent Afghan refugees in danger.
Title: Because of America...
   Reporter: So-Min
   P: Nothing
   M: Many people are dying because of terrorism and their minds are
gaining bad, because of fighting.
   I: If war happens, people die. I hope that war will not happen.

Title: Scary War
   Reporter: Sang-Woo
   P: If they stop the war and Korea gets reunified, that will be the
   best.
   M: If they don’t stop the war, America might send a nuclear missile,
then we also will be harmed.
   I: The reason why war must stop is all of us can live peacefully
   without harm.

Title: Let’s help the Afghan refugees. Let’s send them relief supplies.
   Reporter: Jihi
   P: If we show kindness and help the Afghan refugees first, then the
   Afghans will also be kind.
   M: Korean doctors (sent to support the U.S. war in Afghanistan) may
be wounded because of the fighting between Afghans and
   Americans.
   I: The Afghan refugees are shivering with fear and cold in the
   border areas. And their number is expected to be increased by
   another one hundred fifty.

Title: Rescue of the survivors
   Reporter: Bong-Hyon
   Content: One rescued survivor is being brought out of the collapsed
twin towers.
   P: Absolutely nothing
   M: The criminals in Afghanistan are very bad.
   I: I feel sorry for the Americans! Be strong, Americans! I really wish
there were no dead people. Afghan people, be strong! And Taleban
uncles, please don't do such a thing again! I hope there will be many survivors.