

"Learning about Sorcery Accusation Related Violence"



**Peter & Grace
Make a Difference
By Anton Lutz**

Illustrations by Gazellah Bruder

Teacher's Manual

PUBLICATION INFORMATION

This manual accompanies the book *Peter and Grace Make a Difference*. The book can be found here: <http://www.stopsorceryviolence.org/peter-and-grace-make-a-difference/>.

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- We acknowledge [Gazellah Bruder](#), who created the Peter and Grace book illustrations (reproduced throughout)
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Contact person: miranda.forsyth@anu.edu.au
Editor: Felicity Tepper



The Australian National University
Canberra ACT 2600 Australia
www.anu.edu.au

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About this manual



Dear Teacher,

This manual is a teacher's guide to the book *Peter and Grace Make a Difference* (<http://www.stopsorceryviolence.org/peter-and-grace-make-a-difference/>). It is intended to be a teaching tool, offering guidance by way of questions, lesson plan ideas and activities based on each book chapter that can be used with students in primary school through to early secondary school years.

As part of or after reading the book, this manual can be used to ask the students questions and run activities based on themes from the book to increase engagement with the story's message. It can also be used to start larger classroom-based projects on topics such as creating a peaceful classroom, building the students' conflict and empathy skills, and improving critical thinking skills. You can decide which of the suggestions are most useful for your classwork or lesson, based on what you want the students to learn about and explore in greater depth. You will also need to gauge the suitability of the suggestions for the age group or learning level of the students you are teaching, and adjust the learning prompts as needed.

The manual includes facts for the teacher, many of which are drawn from referenced sources, to assist you with understanding the factual bases and reasoning behind the chapters in the book. Together with the Q&A and activities, these facts can help you to tailor your own additional discussions and lessons to teach students about combatting sorcery accusation related violence, creating community harmony and helping the students gain the skills and resources needed for them to become advocates against violence amongst peers, family, and within their community.

We hope that you will find this resource useful and enjoyable and that it helps to raise awareness of sorcery accusation related violence with your students. We hope it will provide your students with the motivation, skills and tools that will help them to become youth advocates against such violence happening in their local communities. We welcome your feedback about the manual too, via the contact email above.

Professor Miranda Forsyth
On behalf of the project research team

Format of this manual



Throughout this manual, you will find a **question and answer (Q&A) set** with suggestions of questions you might wish to ask about each chapter. These questions are matched with possible answers that the students might give or can serve as answer prompts you might like to consider using.

These questions are **aimed at helping you discuss the content of each chapter** with your students, along with additional prompts to expand the conversation as needed. They are offered as suggestions, and it is likely that you will get a wide variety of possible answers or want to share different answers with the students that you consider to be more relevant. Your local knowledge and context will be very important in determining what to discuss with your students about such issues as safety and speaking up, or specific local examples.

The Q&A section often includes possible discussion or explanation points to help you further explore the responses with the students.



For many of the chapters, a section of **Teacher Facts** is provided to offer greater depth where you are interested in learning more. Some of these facts may be useful talking points or provide further inspiration for class activities, as you see fit.



Activity suggestions are provided for some chapters. These are ideas for further discussion or possible activities in class as a whole or through using groupwork approaches. Role plays are suggested as a way to help develop critical thinking, empathy, problem-solving skills and confidence.

Peter and Grace Go to the Village



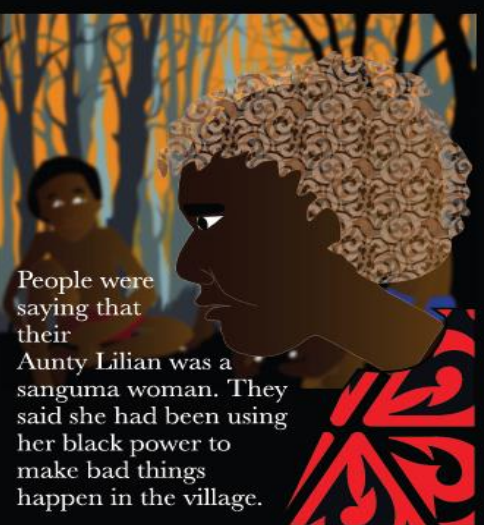
Peter and Grace were enjoying their breakfast when their mother said, "Children, we will go to the village next week." Peter and Grace were very happy because Uncle John lived there and he was their favourite uncle. Life in the village was very different from life in the city. There were lots of games to play and even a waterfall!



When they got to the village, however, something was wrong.



Everyone was unhappy. People were staring at each other. People were whispering nasty things as they sat around the fires at night. Peter and Grace heard the strange word 'sanguma' but they did not know what it meant.



People were saying that their Auntie Lilian was a sanguma woman. They said she had been using her black power to make bad things happen in the village.

Guidance suggestions



Questions:

Here are some questions you might like to ask the students about Peter and Grace's visit to the village:

Q. Have you heard of sanguma? What do you understand by this word?

Open the discussion with the class to let them share their thoughts and understandings about *sanguma* and what they understand it as.

Q. What are some of the things people say about sanguma?

Possible answers: *Sanguma is real. Sanguma eat people's hearts. Sanguma is false.*

This question provides you with an opportunity to discuss what *sanguma* is and why it is not true that *sanguma* is real or that *sanguma* eat people's hearts.

Q. What are some of the reasons people believe things that are not true?

Possible answers: *They've been given false information. They are not thinking for themselves.*

This question is a good way to start a discussion with your students about how to distinguish between true and false information and why it is important to do so. You might also like to ask the children what things make it easier to spread false stories, like people not questioning what they hear, believing what they see on social media without checking it out and not listening to educated people or experts who have trained for many years to gain their knowledge.



Teacher facts:

- The ability of children to recognise and evaluate beliefs and intentions of other people in such a way that they can navigate through the world successfully is known as 'theory of mind' or ToM for short (Meinhardt, et al., 2011). Meinhardt et al (2011, p. 67) note that, 'An important milestone in the development of a ToM is gaining the ability to represent false beliefs: the understanding that a person's belief can differ from reality'.
- Social media is a modern medium that gives anybody the ability to spread false stories and reactive outrage quickly and without fact-checking. A study done by MIT Media Lab into the spread of social media news online found that 'falsehoods are 70 percent more likely to be retweeted on Twitter than the truth ... and false news reached 1,500 people about six times faster than the truth' (Church, 2018).

Class activity:



Consider having a class exercise and discussion about the **reliability of information sources**. This can include helping the students to understand what questions to ask and also what places to look for reliable information.

The students will feel more equipped to unearth the truth and misinformation if they are taught to use questions and feel comfortable asking them. When searching for the reliability of information, teach them the importance of asking questions such as:

- Where/who is this information from?
- Can I trust it?
- Can I check it? How? Where? With whom?

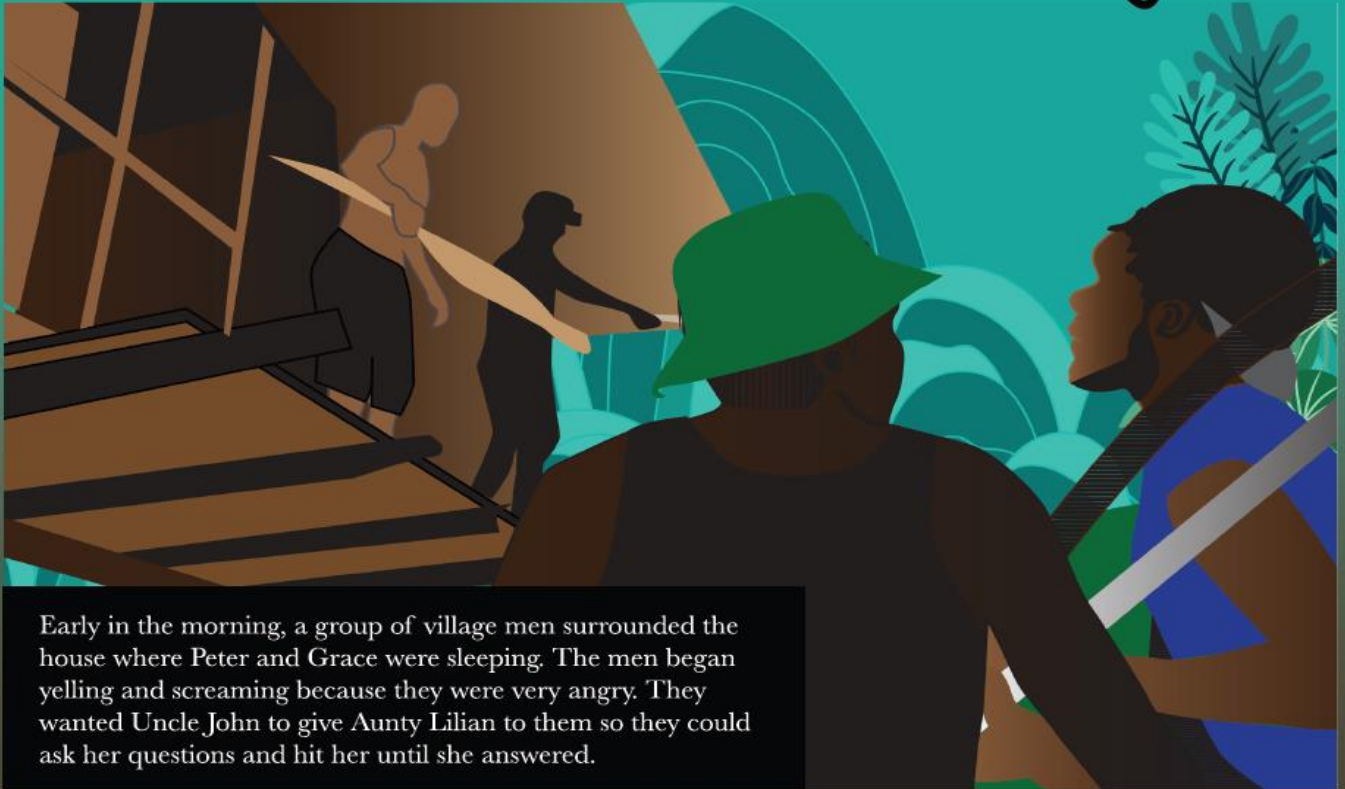
It can be useful to talk about sources of information which are generally more reliable and some that are not. With the class, develop a list of sources, including verbal sources, of information about sorcery accusation related violence. Have the students place these sources of information on a 'reliability scale' that progresses in a linear fashion from completely unreliable to very reliable. Once this has been completed, discuss. (See the commentary for the chapter 'Peter and Grace Learn Something Important' on page 38 below for a list of reliable resources and related discussion.)

For example, a reliability scale might look like this:

Completely Unreliable	Possibly reliable if I get more facts	Very reliable
The local <i>glasman</i>	My cousin Beth who is <i>studying</i> law	My cousin Beth who is a <i>practising</i> lawyer
My easily spooked cousins	A newspaper article or online news story	My doctor
That man yelling on the street corner	My parents	The Village Court magistrate
My favourite cartoon or comic book	My church	Science facts
		A peer-reviewed article or well researched and referenced investigative report

Peter and Grace See Something Bad

Peter and Grace See Something Bad



Early in the morning, a group of village men surrounded the house where Peter and Grace were sleeping. The men began yelling and screaming because they were very angry. They wanted Uncle John to give Aunty Lilian to them so they could ask her questions and hit her until she answered.

Peter and Grace were so frightened. No one knew what to do.



After many hours of talking, Uncle John and his brothers gave the angry men 12 pigs as compensation. Uncle John hoped that when they took the pigs, they would leave his wife alone. Aunty Lilian was hiding in the house. She was afraid to go outside because the angry men might attack her. Peter and Grace were so confused. Aunty Lilian was a good person. Why did they want to hurt her?

Guidance suggestions

Questions:



Here are some questions you might like to ask the students:

Q. What do you think about how reliable answers are if someone is beaten or threatened?

It is clear the men are not seeking the truth but rather they want Aunt Lilian to confirm their suspicions. The ‘bad things’ Aunt Lilian was accused of are not made clear in the story but in such a situation, these might include illness, death, loss of money or property, sick or escaped livestock, failed crops, someone being an outsider or being prosperous, etc. Each of these outcomes will have real, scientific or factual reasons behind them. However, when people refuse to look for the truth but instead rely on superstitions, they can reach false conclusions about the cause.

Discuss how answers tend to not be reliable when someone is hurt as a way to obtain a ‘confession’. People who are interrogated under duress (yelled at, threatened, beaten, tortured, etc.) are at risk of making false confessions because they want to stop the pain and fear. This is even more likely when the persons being questioned are ill, have mental health challenges or are very young (Kassin, 2014) and when they are not able to get support from people who can defend them. Nobody should ever interrogate people using force or threats, including people in law enforcement roles.

Q. If someone was going to hurt you if you did not give them the answer they wanted, would you tell the truth even if it hurt?

This question aims at getting the students to understand empathetically why someone might agree with the suspicions instead of insisting on the truth that they had done nothing. This follows on from the previous question, showing that when someone feels pain, they want it to stop.

You might also want to include a [discussion about safety](#), especially since children often feel a deep sense of justice and may seem overly courageous in their responses. If a child does not feel safe around any person or group of people, it may be safer for them to say nothing when near angry, upset people, maybe even to run away and hide until things have cooled down. Children are extremely vulnerable around violent adults and should not feel they have to stay or say things where they would be put in harm’s way.

In some situations, they might be able to go and find someone who can speak up and do something to intervene safely. Again, this should only be done if they feel safe and know that person will protect them. Help the students understand what safety options are open to

them where your school population is based, such as school teachers, a doctor or nurse, a community leader, a local police officer, parents, etc.

Q. Why do we pick on people?

We all have the potential to stigmatise other people. Each of us can have times when we feel vulnerable and afraid about something or someone and instead of working through our feelings or seeking to better understand something, we can sometimes blame another person as a way to overcome our discomfort or to avoid feeling pain. Another possibility is when we feel uncomfortable around someone who seems ‘different’ from us, and we try to discredit or shun them for not being like us. We need to learn to be aware of this tendency, to make a connection between our emotions and our behaviour so that we stay accountable and treat others with respect and understanding. Fear can drive us to pick on other people—we talk more about addressing fears later in the manual.

Q. Why did Father and Uncle John give the angry men twelve pigs? Was that right?

Possible answers: They did not want Aunt Lillian to be hurt. They had no way to make the men take back their angry words.

This question does not have a ‘right’ or a ‘wrong’ answer. This is about what we are able or willing to do to prevent a bad situation from arising. Sometimes this might mean following a peacemaking tradition instead of arguing about the truth of the matter, with the understanding that fast resolution will calm people quickly—reliance on local ways to make peace and local leadership to resolve a conflict quickly are often a good first way to stop violence from escalating. Longer term though, it is important to resort to other ways to resolve any ongoing conflict, such as going to the police or a Village Court, or holding village mediation, to ensure that the victim is not stigmatised long-term and that the violence does not reoccur.

Words used:

Some children might not understand the word ‘compensation’ used in this page of the story. Be aware of this and prepare a way to explain it that relates to your local context.



Teacher facts:



- Picking on other people begins early and is a learned habit, not an innate one. It is underpinned by a child failing to learn internal restraint, how to understand the feelings of others and to control impulses (Hurley, 2012). As such, children—and adults—who exhibit bullying or ostracising behaviours can unlearn this detrimental behaviour and instead work on building respectful, positive relational behaviours.

Peter and Grace Go Back to School



Back in the city, Peter and Grace were glad to go back to school. Their teacher was very intelligent and helped them learn everything in a clear and easy way.

“Good morning children” she said, “Did you enjoy your holiday in the village?”



Peter and Grace told their teacher everything that had happened. Their teacher was not happy. She sat down with the class and said “Children, what happened to Aunty Lilian is not right. During this term in school, I will be helping you learn about why these sanguma beliefs are false and dangerous. We will learn how to tell the difference between what is true and false. Someday, you will be men and women and you will have to choose how to live. You will need to make good choices.”



Guidance suggestions



Questions:

Here is a question that you might like to ask the class:

Q. Why was Peter and Grace's teacher unhappy to hear what happened to Auntie Lilian?

Possible answers: Teacher thought it was not right. Teacher believes *sanguma* beliefs are false and dangerous. Teacher wants the students to know what is true and false and wants the children to make good choices.

This question can lead to a discussion about why it is important to feel that students can raise questions they have about things that worry them, like *sanguma* beliefs and sorcery violence, with their teacher. Teachers are in a position of trust with their students and part of the teaching role is to make sure that students get hold of the right facts, scientific knowledge and expert understandings about how the world works. School is a credible source of reliable and information and can be a safe place to explore one's own ideas.

It is also a good opportunity to explore further what is meant by 'good choices' in the context of addressing *sanguma*: this can include such things as:

- Finding out the facts before accusing people of things. For example, sometimes people get accused of being *sanguma* because they are thought to be somewhere they should not be, at an odd time, or where they're not usually seen. Yet, people often have a good reason for why they were in a place at a certain time or were doing something particular – but unless we ask, we won't find out the truth. Assuming things is not a good choice.
- Remembering that we are all part of the same community and that we need to live together harmoniously. This requires making the good choice to actively listen to other people so that we hear what they say rather than hear what we want to hear.



Teacher facts:



- Active, deep or reflective listening is a style of listening closely to someone else without trying to press our own beliefs and values onto the other person. It is a way in which we can learn about other perspectives and other facts, as opposed to insisting that how we see the world is the only way it is. Deep listening is a good choice, and as Kasriel (2022) notes, involves 'curiosity, empathy, respect for the speaker, and self-awareness about [our] own beliefs and biases'. Being an active listener gives us the 'ability to listen deeply and connect authentically with the speaker, such that [we] can intuit the speaker's emotions and true meaning of their words' (Kasriel, 2022).

Class activity 1 – Finding out the facts:

Consider doing a role play for a ‘detective’ story. This will help to make the concepts of fact finding and making assumptions less abstract for the students and will get them involved in thinking about how they could go about finding facts and dismissing rumours, gossip, suspicions and not making assumptions. For example, you might set up a role-playing detective tale to find the suspect who committed the crime based on ‘who stole the Prime Minister’s birthday cake’:



- **The story:** It is the Prime Minister’s birthday. He or she holds a party and invites some local people to come to the party. There is meant to be a lovely cake—but it gets stolen!
- **Assign roles:** Select a thief without anyone else knowing (handing out roles on pieces of paper can work for this). Other roles should include the detective, other partygoers, the Prime Minister. You could also have roles such as the cake baker, a security guard, a reporter, etc. Allow the students lots of creative leeway in making up their characters, it helps them get into the spirit. Some may want to invent back stories for their characters—tell the students they will need to provide impromptu dialogue.
- **Start the role play:** Have one student exclaim to everyone else that the Prime Minister’s cake has gone missing! And that a detective has come to question everyone.
- **Questions and thinking the students can role play include:**
 - *What does the detective need to do before he or she can be sure that the suspect committed the crime?*
 - Fact-finding mission: Talking to everyone who was there, knowing the background of each person, looking for evidence, seeking witnesses who give accurate descriptions of the thief and details of the theft, etc.
 - *How does he or she eliminate people who might have been in the same location or who might have had a reason to commit the crime?*
 - Ask people where they were and what they were doing, checking alibis, assessing plausibility of their reasons by seeing evidence, etc. Even the Prime Minister must answer questions!
 - Reasons the students could use that makes them seem suspicious include: I was very hungry; I collect pretty cakes; I wished I could have shared the cake with my family; I know someone who buys cakes at a good price; etc.
 - *What are good reasons to believe that the people who were also there or who had reasons to do the crime did not?*
 - They were there but they had not eaten/disliked cake, they were talking with other people the whole time (alibis), they were there but nowhere near the table with the cake, they were allergic to cake, they have security clearance to work with the Prime Minister, etc.
 - *What are good reasons to believe that the suspect stole the cake?*
 - Examples: The suspect was there; had crumbs around their mouth; had the cake or its box in their bag; their bank statement says ‘payment for cake’; their fingerprints are on the cake box; someone saw them take the cake, etc. At the end, the suspect can confess they did it (without being pressured).

Class activity 2 – Active, reflective listening:



In this class activity, **teach the children about active, reflective or deep listening** through having them practise it with each other in the classroom environment. You can do this through giving the children scenarios in which they need to respond to the person telling their story to practise the technique.

Scenarios could include someone who is angry about a broken object; someone who has missed out on getting a prize in a competition; someone who has been insulted by another person; someone who feels invisible at a meeting; someone who feels they don't have friends, etc.

You could **guide the class to respond** in such ways as:

- **Listen carefully:** Don't interrupt or offer solutions; aim to listen, be curious and learn; let the person complete their thoughts or opinions.
- **Reflect back to the speaker:** 'So, you are telling me that [...]. Have I understood you correctly?; or 'Help me to understand what didn't work for you, what felt wrong about it for you?' This means you need to remember what the person has said, especially the things that seemed most important to them.
- **Validate their feelings:** Perhaps ask: 'How did that make you feel?'
- **Express empathy:** 'That must have been really hard for you'
- **Ask to know:** Don't assume your advice is wanted. Ask: 'Is there anything I can do to help you?' or 'Is there anything you need?'
- **Make an effort:** You won't always agree with what you hear and you may feel discomfort. If this happens, avoid being hostile – instead, keep an open mind, ask questions and aim to stay genuinely interested in learning more. You don't have to agree but it is important to be respectful despite feeling discomfort.

Also **discuss the opposite** of active listening (interrupting, not waiting for your turn, not listening, just waiting impatiently until it's your turn to talk, offering advice, jumping in to help instead of asking what the person wants, etc.). Explore why inserting your own experience or answers might be unhelpful to someone when they just want to explain how they feel (e.g. it can invalidate their experience or reject the truth of their story).

Help the children to **understand that the benefits** of active, reflective or deep listening include the ability to better understand the other person and their perspective (not just hearing what you want to hear); it can help the other person to clarify their feelings and thoughts about something, within a space of trust; it can be reassuring to the other person knowing that someone is willing to listen to their worries, points of view and hopes, as well as perhaps also helping them to find a constructive way to express their thoughts clearly.

Peter and Grace Ask Important Questions

Peter and Grace Ask Important Questions

Peter and Grace were excited to learn everything they could. They wrote down their questions that night so that they would be ready for class in the morning.

In class, Grace raised her hand. “Teacher, why are women being accused of sanguma?” Grace asked. “Teacher, what about these women’s human rights? Who is going to help my Aunty Lilian?”



Peter was next. “Teacher, I’ve never heard my pastor talk about this. Why is that? Who is right and who is wrong? What does the law of our country say?”



“Excellent questions, children!” their teacher said. “Thank you for using your minds to think about this. Well done! Tomorrow we will leave the classroom to find the answers!”

Guidance suggestions

Questions:



Being encouraged to ask questions is helpful guidance for students to learn about the value of asking questions as a way to find out information they don't yet know. Here are some questions you might like to ask the students, then suggest they ask their own too:

Q. Whom should the students ask?

As our story unfolds, Peter and Grace go on to talk to a range of people such as a doctor, a pastor and a policeman to learn more about stopping *sanguma* and helping people like Aunt Lilian.

Talk with the students about who they think they would ask if they were to do this in their community, and why. This discussion can be had both before or after reading the book but if they have already read the book, then ask the students if they would ask the same people as Peter and Grace, and who else they might also ask in their community.

Q. How do we make sure we have the information and facts we need to understand issues like sorcery accusation related violence?

Talk with the students about how they can find out more information about sorcery violence from reliable resources. Some good places they can go to include:

- **Online:**
 - The website [Stopsorceryviolence.org](https://www.stopsorceryviolence.org), which includes our webpage on Peter and Grace Make a Difference and has lots of reliable information in the form of articles, blog posts, reports, etc.
 - Papua New Guinea government websites that have information about preventing sorcery violence
 - Resource pages of activists working on sorcery violence prevention, such as Anton Lutz's *Project Sanap* (<https://www.facebook.com/pg/ProjectSanap/posts/>)
- **In your community:**
 - Local non-government organisations and Human Rights Defenders who are working on preventing sorcery accusation related violence
 - Church leaders who are actively working on preventing sorcery accusation related violence
 - Your library may have relevant materials, such as books and newspapers.

Peter and Grace Visit the Hospital

Peter and Grace Visit the Hospital



“Welcome, students,” said Doctor Kelly, “I’m glad you have come to learn more.” Doctor Kelly explained to Peter and Grace and their classmates how it is not sanguma that makes people sick but rather germs and bacteria and viruses. She told them how people also got sick from natural causes like cancer, diabetes, heart attacks, accidents, HIV and AIDS, tuberculosis, typhoid, and even mental illness! Sometimes people even die!



Doctor Kelly said, “Children, there are many ways that a person can become sick, but sanguma is never one of them. If they come here to the hospital, we can check them and make sure they get the best treatment possible. You should never trust people on the street who promise a way to get better but have no medical training.”

Peter and Grace were very glad that Doctor Kelly was so smart. If they ever got sick, they would definitely come to see her.

Guidance suggestions



Questions:

Q. What are some of the natural ways that people get sick or even die?

Possible answers: Germs, bacteria, viruses, cancer, diabetes, heart attacks, accidents, HIV and AIDS, tuberculosis, typhoid, mental illness and many other illnesses.

Researchers have found that a lot of the times people refer to *sanguma* or sorcery as the cause of a death or illness, there is a lack of understanding about health, diseases and human biology. Just because we cannot see the germs and disease processes, this does not mean they are not there or are not happening. It is important to learn about our health and what science has shown are the real causes of sickness and death.

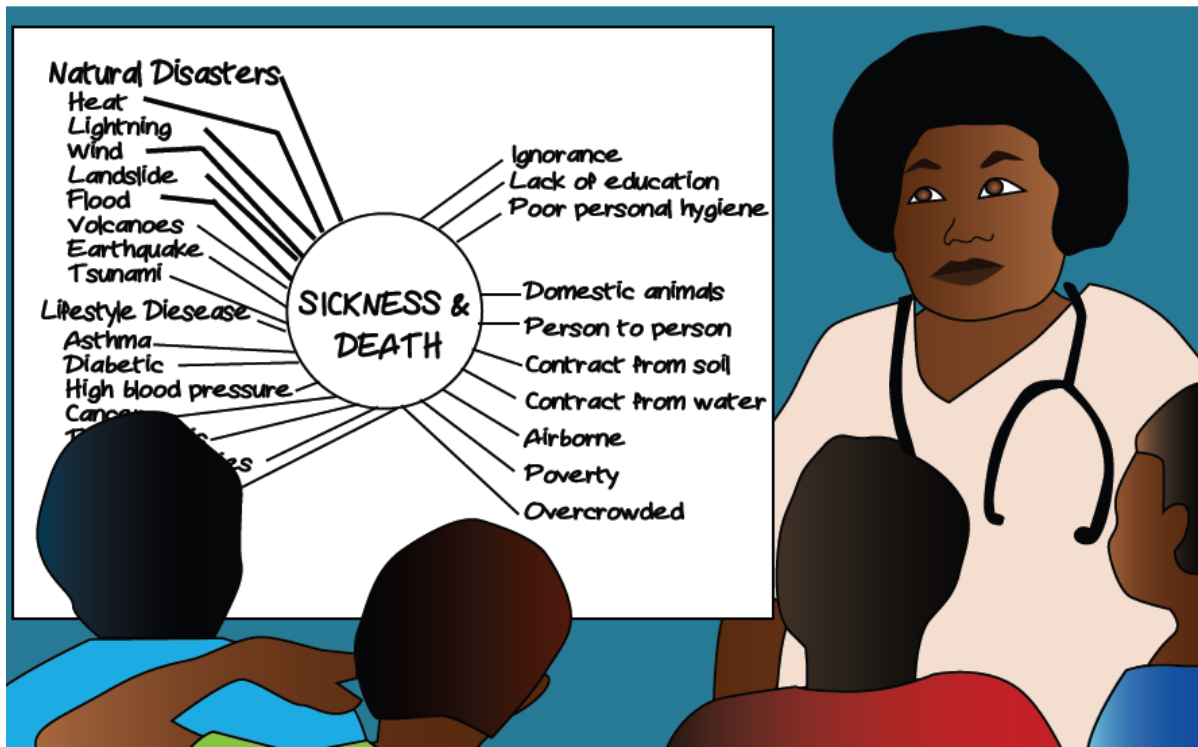
Q. How can we find out if someone has a sickness?

Possible answers: Go to the hospital or health centre and get checked by a doctor or nurse.

Words used:

Some of the children might not understand the medical terms used to discuss diseases. This is an opportunity to explain more about communicable and non-communicable diseases – how some diseases are caused by bacteria, viruses, fungi, etc., whilst other diseases are caused by lifestyle choices, such as eating too many ultra-processed foods or not exercising much.

Taking responsibility for one's own health can only happen when a person understands that good choices about diet and exercise, along with regular health check-ups, can help someone to stay healthier. Knowing this can help give a sense of some control over a person's health and help them to know what really causes diseases, potentially warding off susceptibility to people who lie about cures (like *glasman* and fake healers).



Activity suggestions:



Activity 1: Arrange for a doctor or a nurse to come and visit the students and talk about health and disease. They might talk about particular health problems that they are familiar with as being an issue in the students' local area.

Activity 2: Another activity suggestion is to discuss the picture shown above in class to help the students see the connections between lifestyle choices, disaster events, lack of knowledge, lack of hygiene, zoonoses (diseases that move from non-human animals to humans), poor nutrition, overcrowded housing, etc. and illnesses (communicable and non-communicable diseases) and death.

- Ask the students to explain how each connected line might cause an illness or a death.
- Ask them what sorts of things we need to do to prevent such health problems. For example, maintaining good hygiene, staying home when sick, getting an education, telling other people the scientific reasons for illness, having a disaster plan in place, etc.

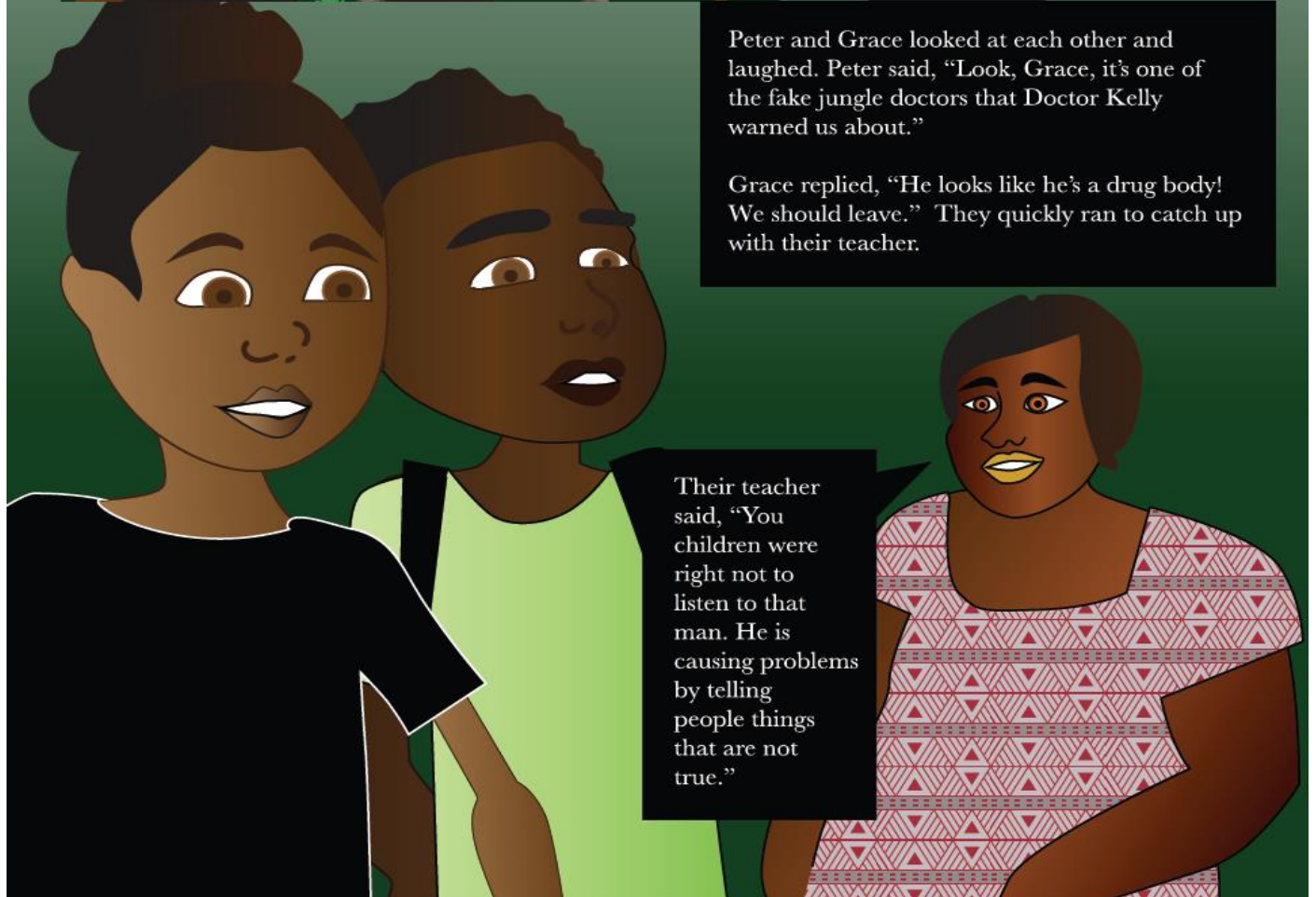
Peter and Grace Hear a Man Yelling

Outside the hospital, there was a man yelling in the street. He was trying to tell people that he had discovered a way to cure their sickness. Only a few people were listening to him. It looked like he wanted to trick them and get their money!



Peter and Grace looked at each other and laughed. Peter said, "Look, Grace, it's one of the fake jungle doctors that Doctor Kelly warned us about."

Grace replied, "He looks like he's a drug body! We should leave." They quickly ran to catch up with their teacher.



Their teacher said, "You children were right not to listen to that man. He is causing problems by telling people things that are not true."

Guidance suggestions

Questions:



Here are some questions that you might find helpful for this chapter:

Q. Why was the man yelling in the street?

This question provides an opportunity to discuss what the students feel when they come across someone who is selling a fake promise of healing. As well as letting them tell their stories, help the children to understand that it is not only okay to **ignore or say no** to such a person but they can also suggest to their family members that they do the same.

There are many words to describe someone who sells the promise of health or healing but is really only selling a lie or fake products. These include: trickster, fake healer, charlatan, snake oil salesman, scam artist and deceiver. Ask the students what these names suggest to them.

Q. What did Teacher say about that man, and why?

Discuss with the students why someone would do this – sometimes people who are gifted with storytelling find that spinning the truth and telling people false stories about their services or products is an easy way to get money or make people pay attention to them. When they get positive reinforcement because people buy from them, they keep lying because it works. Thus, some of the responsibility rests with us to not buy their services or products and to be alert to these get-rich-quick schemes that only line the trickster's pockets and don't help anyone for real.

Discussion: Spotting a fake healer

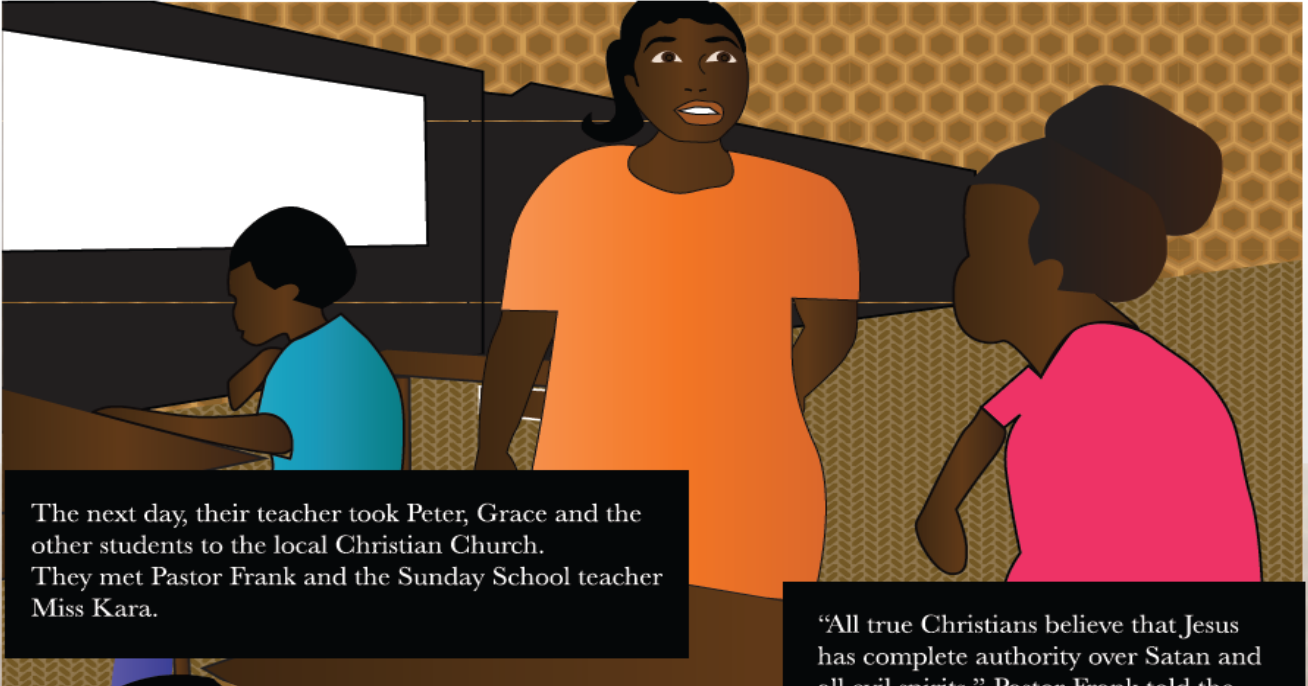
Discuss the various signs that can be used to identify a fake healer with your students. Some potential signs are:



- The person exaggerates their skill, their results, they demand money for their 'cures'
- They claim to have supernatural support or a superpower
- They pay people to say positive things about them – or the people genuinely believe because whatever was wrong with them wasn't that bad in the first place and they were always going to recover anyway
- They perform fake ceremonies, use fake body parts, do fake 'miracles', all of which are staged
- When their 'cure' fails to work, they blame the sick person for not having enough faith or for being bewitched

What other things can the students think of that might help them to spot a fake healer?

Peter and Grace Go to Church



The next day, their teacher took Peter, Grace and the other students to the local Christian Church. They met Pastor Frank and the Sunday School teacher Miss Kara.



Miss Kara said, “Yes, children. The Bible tells us that God loves all people and wants his children to show love for one another. Can you name some ways we can do that?”

“All true Christians believe that Jesus has complete authority over Satan and all evil spirits,” Pastor Frank told the children. “Some false Christians have been spreading the false belief that evil spirits can go into women and turn them into sanguma. This is completely false. It is not a Christian belief.” Pastor Frank was very serious.



Peter thought for a minute and then said, “We should help them. We should learn what is true and what is false so that we do not hurt each other.” “Good response, Peter!” said Miss Kara.

Guidance suggestions



Questions:

If you'd like to engage the class in discussing Christianity and misbeliefs that some Christians may hold, here are some possible questions to ask:

Q. Pastor Frank mentions one wrong belief that some Christians think is true. What does he say?

Possible answers: 'False Christians spread the false belief that evil spirits can go into women and turn them into sanguma women. This is completely false and is not a Christian belief.'

In this case, talk to the students about how modern Christian beliefs do **not** condone a belief that people can be evil-doing witches, devils or possessed by bad spirits. A scientific worldview helps us to understand the real causes behind physical and mental illnesses and an educated worldview helps us to understand that faith is about caring for other people and having compassion for our neighbours and fellow community members.

Pastor Frank references Satan. The fear of Satan (the devil) and evil spirits is often a driver of sorcery accusations. Some additional questions you might ask and discuss here include:

- **Why might fear make someone accuse another person of *sanguma*?** (We discuss the problem of fear in more detail below (pages 56-57) when talking about Cousin Lika's motivations.)
- **Why do we have no need to fear?** (We have scientific knowledge and solutions; we have each other to talk to and get support, etc.)
- **What is the effect of being released from fear?** (We can focus on building healthy relationships, caring for each other and living a peaceful life, etc.)

Q. What are some of the ways we can show God's love to other people?

Possible answers: Help other people. Learn what is true and false so that we do not hurt each other.

The following discussion idea might be helpful for discussing why it's important to look for the facts that tell the truth and not to make assumptions about people or events.

Discussion: Yes, it's good to be a critical thinking Christian

There are many passages in the Bible that remind us to think for ourselves and to learn what is true and what is not true.



Here are some examples to share and talk about with the class:

- 'The simple believes everything, but the prudent gives thought to his steps' - *Proverbs 14:15*
- 'But test everything; hold fast what is good' - *1 Theassalonians 5:21*
- 'Test the spirits to see whether they are from God, for many false prophets have gone out into the world' - *1 John 4:1*
- 'Think over what I say, for the Lord will give you understanding in everything' - *2 Timothy 2:7*

Peter and Grace Meet a Missionary



Just then a missionary stopped by. When he heard why the students were visiting Pastor Frank and Miss Kara, he gave them a big smile.

“Children, once upon a time in my country, we also used to believe in witchcraft or sanguma. But then we heard God’s word and believed it and our lives were completely changed,” he said. “Now, I am working with this community to learn the truth. God’s love must shine in the darkness!”



Grace was confused. “Mr” she said, “what do you mean, the darkness?” Peter spoke up. “Grace, remember when we went to the village and everyone was angry and we were afraid? That’s the darkness! God’s love should go there too!”



Guidance suggestions



Questions:

Q. What did the missionary say about his home country? What changed?

Possible answers: People living in his home country used to believe in sanguma too (sorcery and witchcraft). But then they heard God's word and stopped believing in false beliefs like sanguma.

In older times in Europe and America, Christian churches from all the major denominations persecuted people for being witches (Purkiss, n.d.). One of the reasons witchcraft accusations stopped in Europe was because judges started to demand evidence, and there wasn't any. Looking for evidence is a key part of critical thinking and applying the 'how do you know?' test. Nowadays, there are many movies featuring mean witches and tricky supernatural beings who try to hurt people but everyone knows that these are just fantasy and are meant to be watched for fun or thrills, and not taken seriously. People cannot use magic to harm other people.

Q. What was the missionary talking about when he said "the darkness?"

Possible answers: Places where people are afraid, and confused, and believe things which are not true, and hurt each other.

This is an opportunity to talk more about why people who feel afraid and confused resort to telling lies, gossiping and making up stories. Ask the students if they have any examples like this that they know of in their everyday life and what they did about it. Simple examples include pretending you didn't say or do something when you did; covering up breaking something by saying someone else did it; or putting the blame on someone else for not doing something you were supposed to, like saying the 'dog ate my homework'.



Teacher facts:



- People can lie to cover up good fortune too, not just about bad things. For example, a study found that some people lie to hide financial advantage because they feel guilty around their poorer family and friends and don't want to be judged as dishonest or selfish (Choshen-Hillel, Shaw & Caruso, 2020). Explaining this can help students to understand that there is another dimension besides fear and misfortune that motivates some people to tell lies.

Peter and Grace Challenge their Friends

Peter and Grace Challenge Their Friends

On their way back to school, one of Peter's friends said, "Pastor Frank doesn't know anything. I heard a street preacher who told us that evil spirits tell the sanguma women to eat people's hearts!"



Grace looked at Peter. Would Peter say something? Peter looked unhappy.

Grace said, loudly, "How do you know that the street preacher is right and Pastor Frank is wrong? Are you an expert? Maybe that street preacher was just a big fat liar!"

Peter smiled at Grace. He was glad he had such a brave little sister who was not afraid to say what she thought and believed.

Peter's friend was going to say something to Grace, but he saw Peter standing close, so he kept his mouth shut and thought again about what he had said.



Guidance suggestions

Questions:

This chapter brings up the chance to ask questions that will help the students to really think through their reasons:

Q. Did Peter support his sister? Why or why not?

Possible answers: Yes: *Because he loved her and respected her right to say what she thought. He thought what she said was true.*

No: *Because he didn't say anything. Maybe his friend would change his mind if Peter also said something.*

There is not a 'right' answer here – what matters is how the students perceive the story themselves, and then opening this up for class discussion. In the 'yes' answer, Peter backs his sister because his familial relationship with her has shown time and again that she knows what she is talking about. In the 'no' answer, he still supports her, but he is concerned about how he is perceived by his friends, an all too common feeling we all have at times!

Discuss how feeling conflicted like Peter is normal. And how, nevertheless, it is still important to speak truthfully because we also have a responsibility towards our friends to make sure they are not misunderstanding the real facts. It may be hard at first, but friends care for each other and have earned each other's trust, so even hard things can be talked about amongst friends.

Q. Why did Peter's friend say that Pastor Frank does not know anything?

Possible answers: *Because he had heard a street preacher and believed what he said must be true without thinking about it.*

Discuss with the children why some people believe sensational stories over the truth but that this preference for thrilling explanations doesn't make it right to ignore the truth. Some reasons why people don't want to hear the truth include: They think that everyone else believes the lie; it's more fun to tell or believe an embellished story than the boring facts; it's too hard to think about the truth; it can feel powerful to say you know something other people don't, and the truth can spoil that feeling; etc.

Q. Should we just listen to the stories we hear from our friends or should we use our own minds to think about what is true and false?

Use this question to discuss what honesty is and what the difference between reality and fantasy is. Even though people are our friends, this isn't a reason to suppose they have all the facts or are repeating the actual truth—they may just be sharing gossip or something they overheard their parents saying. Discuss why stories about an event or a person can become distorted when people are angry, upset, excited or afraid. Noting that children treat

their peers as a reliable source of information, talk about what it means to ‘use our own minds’ to work out what is true and what is not real.

Making sure we have access to the information and facts we need to understand better is crucial. We discuss ‘critical thinking’ in more detail later in the manual (see, for example, pages 39 and 50).



Teacher facts:

- Supernatural, fantasy, adventure and spy stories can sometimes make harming other people seem exciting or even morally okay even though it is very wrong. For example, when movies or TV shows glamorize torture committed by heroes and heroines as a solution to problems, this can make light of a very serious, ugly and terrible act against other human beings (Kennedy, 2013). Discuss with the students how entertainment media is not a good source of real information, and we have to be careful not to let it confuse us.

Class activity:

A useful illustration of how things get distorted and embellished when repeated can be shown through the game of ‘Coconut Wireless’ (also known as ‘Telephone’). A class activity can be based on this game as follows:



- Have the students stand in a line one behind the other.
- Begin the whisper at one end of the line, to the first student in line: ‘Lucy took John’s pen because she had forgotten hers and she didn’t want to get into trouble’. You can use this example or a similar one, whatever is suitable for your class’s context.
- Ask the student to whisper it to the student in front of them. The key thing here is that they are only allowed to whisper it once, so whatever the other student hears is what gets passed on next.
- Continue this same action through the whole line of the students.
- When the whisper reaches the front of the row, ask the child to say out loud what they think they heard. It is likely to be very different from the original.
- Discuss with the class what implications, thoughts, concerns might be drawn from this when you apply it to the real world.

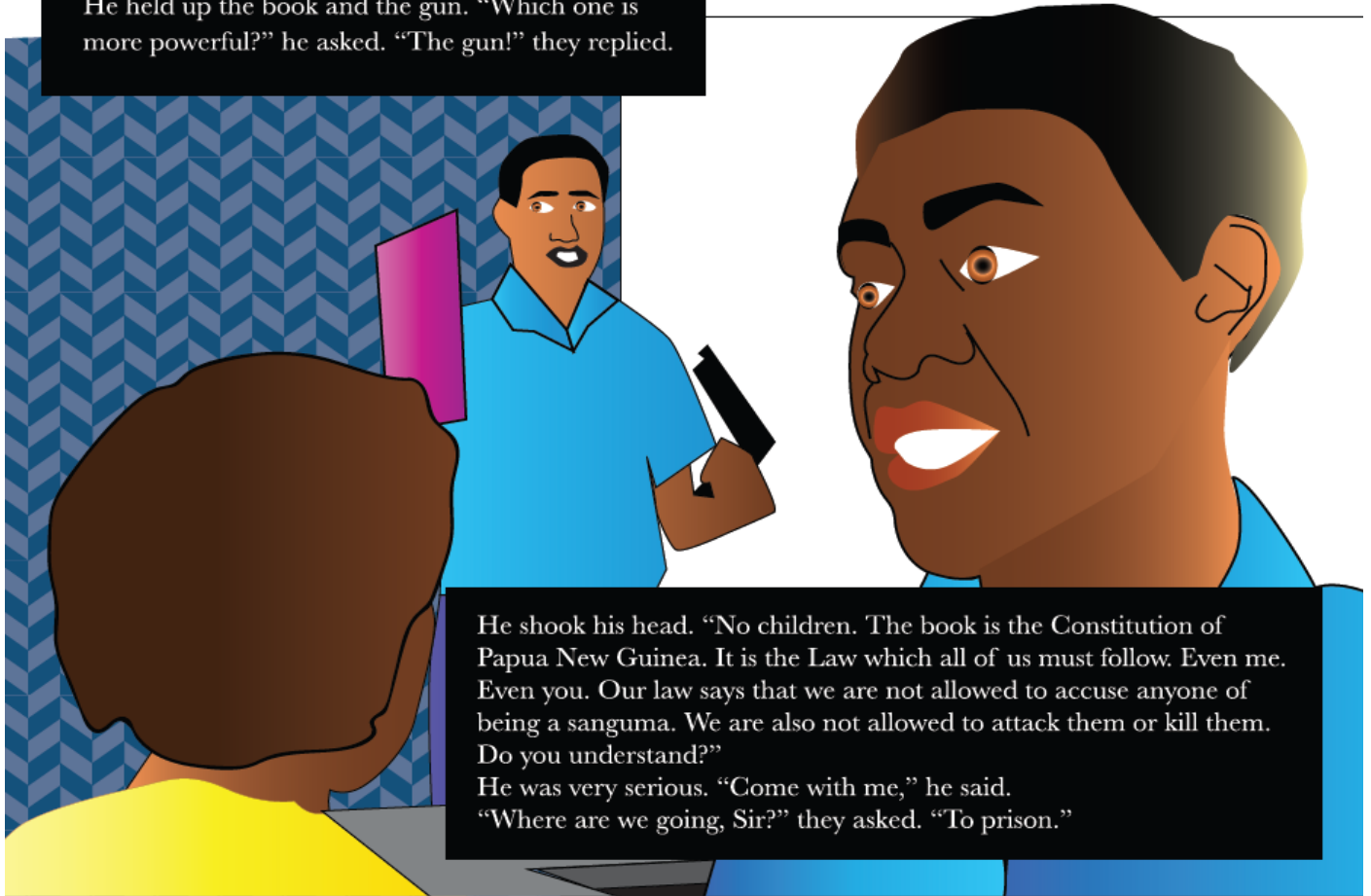
Peter and Grace Meet a Policeman

Peter and Grace Meet a Policeman

The next day, a policeman came to visit the class. He carried a big gun and a small book. "Good morning class," he said. "Good morning SIR!" they replied.



He held up the book and the gun. "Which one is more powerful?" he asked. "The gun!" they replied.



He shook his head. "No children. The book is the Constitution of Papua New Guinea. It is the Law which all of us must follow. Even me. Even you. Our law says that we are not allowed to accuse anyone of being a sanguma. We are also not allowed to attack them or kill them. Do you understand?"
He was very serious. "Come with me," he said.
"Where are we going, Sir?" they asked. "To prison."

Guidance suggestions



Questions:

Q. What is more important and powerful? A gun or the law?

This question and answer provide an opportunity to discuss what the law is around sorcery accusation related violence in Papua New Guinea. The law says that if someone is killed because they were accused of being a sorcerer, then that is murder. It is not a defence to murdering or hurting a person to say that the person killed or hurt was a sorcerer.

Why is the law more powerful than a gun? Because the law is what everyone has agreed to follow and obey. It is upheld by people like the police, judges, Village Courts and politicians. A gun, on the other hand, is wielded by only an individual, and promotes fear, not harmony.

Q. What does the law say about sanguma accusations and torture?

Possible answers: It is illegal to call someone sanguma. It is illegal to attack a person, torture them, steal or destroy their things. It is illegal to murder them. It is illegal to deny them their right to speak, their right to travel, their right to seek justice in court, and their right to have medical care.

Discuss what 'illegal' means, and what is meant by 'seek justice in court'. This will be especially helpful for younger children who may not be familiar with these concepts or terms.

Illegal: It is not allowed to do something because the politicians and community have decided together that something that harms people, and their community, must not happen.

Seek justice in court: This means that someone who has been harmed or hurt by someone else can go to a Village Court or some other court where judges will decide what needs to be done to repair the harm. It is an opportunity to help the hurt person talk about what happened to them and feel that other people in their community support them in their wish to have the person who hurt them punished.

Class activity:



Arrange for a local policeman or Village Court magistrate to come and talk to the class about sorcery accusation related violence. You might like to send them a copy of the book ahead of time, so they can see what the story is about, including that a police officer is one of the people represented in the book.

Peter and Grace Go to Prison

Peter and Grace Go to Prison

The students were very frightened. The prison was full of criminals and bad people. It was dark and crowded and everyone looked hungry and very unhappy.



The policeman showed them a cell.
“Students, does this look like a good place?
Do you want to live here for the rest of your
life?”
One boy asked, “Sir, what if you don’t catch
me?”



The policeman laughed, then his face became very serious. “I will never stop looking for criminals. You will never be safe. The only way to be safe is to follow the law. Do you understand, children?”

Grace and Peter were so glad to leave the prison. They promised to always follow the law.

Guidance suggestions



Questions:

Q. Why were all those people in prison?

What does it mean to 'break the law'? Explore the idea with things the children can understand, like stealing from someone or punching someone. Explain how things that hurt people or take away things from people without compensation or permission are wrong and that laws which are made by everyone living in a community or country aim to stop these things from happening.

Q. How are the people in prison feeling?

Possible answers: *Sad, unhappy, ashamed, angry, hungry, etc.*

To help explore why prison makes people feel so bad, you might talk about how prison regulates prisoners' lives completely, so that they have no freedom to do what they would like. For example, they have to live in tiny rooms called cells that have no privacy, they only get to eat, wash and exercise when they are told to, they have to go to bed early when the lights are turned off and they have to be silent. Prisoners get punished if they do not obey the prison rules and get ordered around all the time.

Q. Who in our story should the law protect? How do you think Peter and Grace might feel when they learn this? How do you feel about this law?

The law has a protective purpose as well as being about deterrence and punishment. In this story, it is Aunt Lilian who should be protected by the law. The law is there because it is wrong to accuse and hurt people. The law is there to keep everyone safe.



Teacher facts:

- Children are strongly impacted by family members being imprisoned. They lose a breadwinner, sometimes the only person who is bringing money into the household. They can also be labelled as being a bad person because they are related to the family member who is imprisoned, having authorities, their school, other families and their friends thinking they are also going to behave badly some day. In many cases, the children are separated from their parents and/or family when a family member is imprisoned. These things can, in turn, have 'a direct impact on children's academic attainment, socio-emotional development and behaviour, often escalating to school exclusion or truancy' (Barnardo's Cymru, 2014, p. 8).

The extended impact on the rest of the family is another good reason to reinforce why it matters to reach out to someone who might be considering committing a harmful act on another person to persuade them to stop and think instead. Children can remind parents, siblings, aunts and uncles, of how much these people mean to them and that they don't want them to end up in prison!

Peter and Grace Visit a Graveyard

Peter and Grace Visit a Graveyard

The next day, Peter and Grace went with their teacher to a graveyard, a place where dead people are buried. Their teacher gathered them into a circle.



She said,
“Children, our time in this world is very short. We will all end up in a grave just like these men and women and children who have already died. Think about it. In the time we have, how do you think we should live?”



Peter looked at the big blue sky and the white clouds. Then he looked at the grass growing on the graves of the dead people. He said, “We should say sorry and help each other. We should try to live as good people. We should love God and show God’s love to other people.”
Grace smiled. She was very proud of her big brother.



Guidance suggestions

Questions:



Q. Where will we all end up one day?

Possible answers: *Dead and buried.*

This answer may seem simple or irreverent, but it is intended to remind all of us that life is precious and that we need to make the most of it whilst we have it, and that includes emphasising having care and compassion for the other people in our lives. Life is short but love is long.

Discuss with the students how death and sickness are things that happen to us all. They are a part of life, they are not unusual or supernatural happenings, they are not reasons for accusing someone of sorcery. All of us will die one day.

Q. How should we live between now and then?

Possible answers: *Help one another. Respect others, listen to their point of view even if you don't agree with it, seek to find harmony together. Say sorry when you hurt someone.*

Ask the class: What are some ways we can help one another and show respect? Some examples include: Listening to people carefully; not name-calling; following the Golden Rule ('treat people the way you would like people to treat you'); not interrupting, etc.

Saying sorry: Discuss with the class why it is important to apologise when we hurt other people with our words or actions. Apologising for something you said or did that wasn't right, including telling lies about another person, or where you have assumed the wrong things, can pave the way forward to better understanding and getting along in the future. It may be hard but it is a good thing to practice. There is no shame in admitting you didn't get something right and that you intend to learn from the mistake and do better next time. A genuine apology that shows a person taking responsibility for their words and actions can be powerful and can repair relationships that might otherwise end or be strained.

Apologies can help people who have been hurt to recover. In our story, Aunt Lilian did not do anything wrong that she needs to put right—she was the victim of other people's false accusations. Rather, she was deserving of apologies from those who wrongly accused her and having them put things right by acknowledging their mistake publicly. For her, a genuine apology from those who wrongly accused her would be an important part of beginning the journey of mending relationships in her community and rebuilding her trust. It can help her knowing that the accusers take responsibility for their wrongful actions.

Role play exercise:

Set up a class role play in how to apologise to someone you've hurt.



- Ask the students to come up with examples of someone being mean or rude about someone.
- Ask the students to form pairs or trios and act out the scene as if they were a person apologising to someone they told lies about and the person lied about responding to the apology.

Tell the students they must resolve the problem by using an apology, offering to change their behaviour and showing forgiveness. They might like to think about the apology process as follows:

The apologise:

- Needs to accept how the words or actions impacted the victim.
- Takes responsibility for the harm the apologise has caused.
- Acknowledges that they made a mistake.
- Saying 'I am sorry' is a good start.
- Makes a promise to not do it again.
- Be sincere. Sincerity is shown through body language as well as words.
- Only when the above things have been done is an explanation for the behaviour possible but it must not be given as an excuse or defensively.

The person receiving the apology:

- May or may not accept it. If they accept the apology, perhaps show this by shaking hands, hugging or simply saying you accept it, thanking the apologise for their apology, etc.
- If they do not accept the apology, make a comment that they still need time to heal and think it through but acknowledge the value of the apology.

Have the students perform their skit in front of the other students in the classroom and get the other students to give feedback. At the end, ask everyone what they have learnt.



Teacher resources:

- You can find some downloadable pages on teaching respect (worksheets, lesson plans and colouring pages) at: Talking with Trees, 'Respect worksheets and teaching resources':

<https://talkingtreebooks.com/category/teaching-traits/respect-worksheets-teaching-resources.html#presentations>

Peter and Grace Learn Something Important

Peter and Grace Learn Something Important

Now that they were back in class, Grace and Peter were excited to learn more. Their teacher gave them each a book about the different ancient beliefs of other places around the world.



Grace was amazed. "Look, Peter," she said, "A long time ago in South America they believed that dancing in a circle could make the rain come down! Didn't they know that rain is part of the weather cycle?"

Peter laughed and showed her his book. "What about these people in Africa who used to pray to a carving to make sickness go away? Why didn't they just go to the hospital?"

Their teacher said, "Before we had science, everyone used to have strange and even silly beliefs. Luckily, you children can go to school and learn the difference between fact and superstition. It's time to use your own minds, children."

Guidance suggestions



Questions:

Q. What does the word *superstition* mean?

Possible answers: Irrational belief in supernatural influences, especially leading to good or bad luck, and practices based on such a belief.

Younger students may find some of the words used here difficult to understand, so it is important to discuss the meanings of ‘irrational’, ‘supernatural’ and ‘superstition’ in words that make sense to them. Some ideas include:

- **Superstition:** This means having a belief or behaving in a certain way because a person has a fear of something unknown. It can mean having faith in something unknown to combat a fear of the unknown or to increase luck. For example, someone may be afraid of the number 3 but think number 7 is lucky. Such beliefs get shared in communities and passed down to new generations in the hope of stemming fear and increasing good luck. Whilst some superstitions are harmless, other superstitions can harm people, animals, reputations and livelihoods and are not good to keep believing in.
- **Irrational:** This means believing in something that isn’t based on real facts. For example, a person might be afraid of dragons, but dragons are not real, so this is an irrational fear. On the other hand, a rational fear would be to fear a snake hidden in grass, because this is real, and it might bite you if you tread on it unawares.
- **Supernatural:** This means things that are unknown and outside of the everyday natural and human-made things we see, touch and use. For example, Superman, Wonder Woman and monsters under the bed are all supernatural because they are not real, and can do things that nobody can do in real life.

Q. Who talks about *sanguma*? Who do the students listen to?

In our story, it is clear that many people talk about *sanguma*—some saying sorcery is real, others saying it is not and explaining what we should do to stop sorcery violence. Ask the students who they hear talking about *sanguma*. Do the students think these people know the facts or are they just relying on superstitions? Why or why not?

You may find that some of the children suggest that their own family members talk about *sanguma*. Be respectful about family beliefs but also try to help the children to see that they can play a key role in taking home positive and educational messages about not spreading false stories and stopping sorcery accusation related violence. For example, they can share

the book and the movie of *Peter and Grace Make a Difference* (link at end of manual) as one way to 'show and tell' family members and present the issue of stopping sorcery accusation related violence as something they are passionately concerned about.

Also, some people don't talk about *sanguma* at all, such as when Peter says his pastor doesn't discuss it. However, people in positions of trust and leadership can play an important role in raising awareness and might be the best people to catalyse action against sorcery violence in their community. Ask the students:

- Why might it be that some people don't talk about *sanguma*?
- Why is it important that community leaders and trusted community members do talk about preventing sorcery accusation related violence?

Q. How do we learn the difference between superstition and fact?

Possible answers: Go to school, use our minds. Do your own research.

Talk to the children about some ways they can find facts reliably. For example:

- Talk to someone whom they can trust who is knowledgeable, such as their teacher, a doctor or a scientist
- Use trusted website resources – give them help in finding these but some good examples include government, university, international organisations such as the United Nations, and scientifically referenced websites
- Use scholarly resources, like peer-reviewed journal articles and encyclopedias

(Also see page 16 for suggestions.)

Talk about why it is important not to just get the facts but to also learn to think critically: Explain how doing this can help them to question information when they find it. To help get the children started with this, check out the article by Tanya Notley and Michael Dezuanni, '3 ways to help children think critically about the news' (2020), available online: <https://theconversation.com/3-ways-to-help-children-think-critically-about-the-news-131454>

Peter and Grace Do Research

Peter and Grace Do Research



The next three weeks were very interesting as Peter and Grace and their class looked at all of these ideas and thought about what was true and what was false.

Grace loved looking through the Encyclopedia and learning about how other people see the world. No matter how far she looked, however, she could not find anyone else in the whole world who believed that evil spirits went into women like Aunty Lilian and made them do bad things.



She went to ask the teacher. "Excuse me, Miss, why do the men in my father's village believe in sanguma when there is no evidence?"

The teacher replied, "Maybe someone has told them lies. What do you think?"

Grace felt her eyes open wide. "The Glasman!" she whispered.

Guidance suggestions

Questions:



Q. Why did the people in the village think that Aunty Lilian was a sanguma?

Q. What is the similarity between the glasman and the man yelling in the street?

Possible answers: Both of them want to get money. Both of them pretend they know more than highly trained pastors and doctors and teachers and missionaries and policemen. Both of them are therefore great liars.

Q. Why did Grace say there was 'no evidence'?

A possible answer: Because people were basing their accusations on superstitions about evil spirits and did not understand that the cause of the bad things happening was not Aunty Lilian but the effect of real things like germs, lack of hygiene and bad weather.

Discuss what 'evidence' means with the students and what students should look for by way of evidence, such as independent experts doing tests and proof of cause and effect. Also, discuss 'false evidence', which is when someone makes up a story, such as saying they saw someone doing a weird dance on a grave at midnight when all the person was doing was walking home alongside the cemetery after working late.

Help younger students to grasp **cause and effect language**. Encourage them to use the word 'because' to help reinforce the relationship between cause and effect. For example, 'The crops died because there was no rain' or 'The lady was sick because she had cancer'.



Teacher facts:

- One reason that people keep believing in lies or misinformation is that it takes more effort to reject the misinformation than it does to accept the wrong message as still being true (Ecker et al 2014). Discuss with the students what they think might help to make it less difficult for people to let go of wrong beliefs. The same study offered these suggestions:
 - **Give a new account** of what is real, so that the gap left by removing the wrong belief is filled with a truthful account
 - **Highlight the facts** you want remembered in place of the falsehoods, myths or superstitions
 - **Keep the message simple and brief** – don't overwhelm people with new facts
 - **Understand the audience's** existing beliefs – have compassion and care for them without agreeing with their beliefs
 - **Repeat** your message often – you cannot expect change to be instant but repeating the facts, the right story, can eventually bring about change

Peter and Grace Talk to Mother and Father

Peter and Grace Talk to Mother and Father



After dinner, Peter and Grace asked their mother and father if they could talk with them. They all sat down together. Peter asked his parents when Uncle John and Aunty Lilian would come to visit them in the city.

Father replied, "I don't think they will be coming. Remember what happened? The village men accused Aunty Lilian of being a sanguma. She is afraid to leave the house. They might attack her again!"

Grace was sad. She said, "That's not fair! They have no evidence!"

"Who started that false rumour?" Peter asked. He was very angry.

Mother and Father looked surprised. "Well, now that you mention it, it was Cousin Lika who told everyone he saw Aunty Lilian being a sanguma in a dream. We thought it must be true!"

Guidance suggestions

Questions:



Q. What evidence did Cousin Lika use to say that Auntie Lilian was a sanguma?

Discuss with the students why some people think dreams are prophecies (an idea about what might happen in the future) or revelations (a suggestion or insight about something not known before). What do the students think about their own dreams? Scientists are still researching why human beings dream but some theories include improving our memory, enhancing our creativity and problem-solving abilities and helping us to stay in a good mood (Kang, 2021) – but they certainly do **not** give us the power to single out someone as a sorcerer.

Q. Why did everyone in the village agree with Cousin Lika and frighten Auntie Lilian?

Possible answers: They wanted to eat the 12 pigs. They are not sure what is true and what is false. They do not want to follow the law of PNG.

Talk about what some reasons might be that people don't want to follow the law of PNG. These might include: Not understanding or knowing what the law on sorcery is; misinterpreting what the law means; ignoring the law because it doesn't suit their beliefs; refusing to accept the law applies to them personally or to the situation they are in, etc.

What are some ways to improve knowledge of the law in Papua New Guinea? (You can refer back to the chapter 'Peter and Grace Meet a Policeman' for some background on the PNG law.) Have the students come up with ideas for raising awareness about the law. You may find the Activity suggested below helpful for guiding the learning about the importance of rules, why we make them and why it's important to follow them.

Class activity:

Why do we have rules?



Check out this lesson plan and worksheets for teaching children about why rules help us live together: Parliament of Victoria, 'How and why people make rules lesson plan', at: <https://www.parliament.vic.gov.au/images/Education/Level 3 4 How and Why People Make Rules.pdf>. This plan will provide you with activities and discussion prompts.



Teacher facts:



- Similar to believing false stories, some people can believe in dreams and this can affect their behaviour in waking life when the dream accords with their pre-existing beliefs and wishes (Morewedge and Norton, 2009). This can cause them to make false connections from the dream to real life. It may feel real, but it is not, as it is born of our own feelings and desires.
- The well-being of children depends on the well-being of all their family. Children can play a role in boosting family well-being by sharing reliable information they learn at school. Teachers play an important bridging role here too, by communicating directly with families about their child's learning and activities to promote parent engagement in learning (Australian Government, 2021). This, in turn, can help parent's own understanding of issues.
- Children can be effective change agents with their family and community and transmit 'the message of prevention' from their own learnings of school-based prevention strategies to their familial environment (Basdevant, Boute and Borys, 1999, p. S10). A current example that may resonate with students is the climate change movement, which has a strong youth presence. A study by social scientists and ecologists revealed that children can change the minds of parents who are sceptical about climate change because the parents care what their children think, children lack political or social agendas, the level of trust in the parent-child relationship is high and children tend to not be afraid of the facts (Denworth, 2019). This 'intergenerational learning' is sparked by what the children learn and talk about at school, allowing students to become effective advocates to their parents (Denworth 2019).

Peter and Grace Discover the Glasman

Peter and Grace Discover the Glasman



“Cousin Lika?!” Peter shouted, “He’s a drug body who dropped out of grade one and has no money! Why should anyone listen to him? He’s not a glasman. There’s no such thing as a glasman. It’s a silly belief and I won’t believe it anymore.”

Grace was very proud of her brother. And, she agreed with him.

Grace said, “Mother, Father, in school we have learned about sanguma and how it is a false belief that is being spread by false pastors, drug bodies and liars like Cousin Lika. They pretend to know something, but actually they are just trying to get people to break the law and do what God says is wrong.”

Mother and Father looked concerned. Father said, “Everyone has been saying sanguma is real... that’s why I assumed it must be true as well. I will go now to ask your teacher and find out more.”

Father and Mother went out into the darkness to find the teacher.

Guidance suggestions

Questions:



Q. Father and Mother are not sure what is right and wrong. What do they do?

Talk with the students about how they might encourage their parents to find information if they wanted to learn more. Help the students to see that it is important to recognise a willingness in family members to listen and learn, as this provides an opportunity to share facts and new stories that are based on the truth.

Q. Why is Peter angry with Cousin Lika?

Possible answers: *Because he is telling lies. He is hurting Auntie Lilian. He is acting like he knows more than he actually does.*

How can you spot a person who is acting like they know things but they don't really? Some signs can include: boastfulness; refusing to listen; interrupting and talking over other people; using insults to stop being asked more questions or to give actual facts; laughing at you or refusing to take things seriously; not being open to discussing other possibilities but insisting they are right.

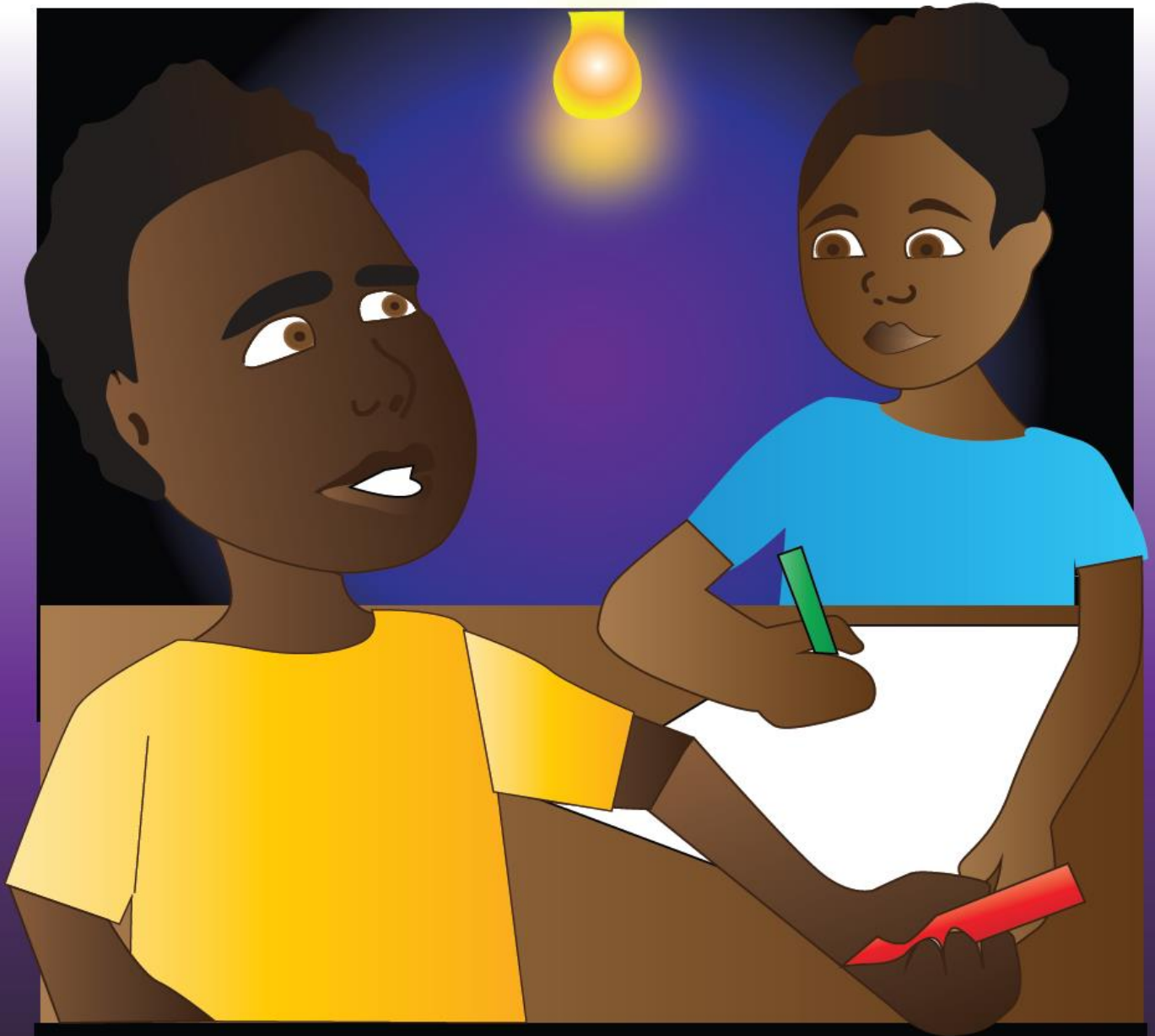


Teacher facts:

- 'Cognitive flexibility', or open-mindedness, is the term used for people who are able to change their mind when presented with new facts and not only to adapt to change but to see the changes as a positive outcome (Snow, 2018).
- Snow (2018) refers to 4 things that can help us to stay open-minded and be willing to change our mind when we realise we have been wrong about something:
 1. **We respect other people's viewpoints** – we can help build this ability through storytelling that helps us to see other people's perspectives, which strengthens our empathy
 2. **We do not have over-confidence in our own views** – always remember we might not be right or we might only have some pieces of the story; be intellectually humble
 3. **We separate our ego from our intelligence** – we are not defined by the mistakes we make; we are always free to correct errors in our thinking
 4. **We are willing to change our view** – have the students make a list of how many times they've changed their minds after learning they weren't right about something – this can be a revealing exercise to help the students realise it is good to change your mind when the real facts are understood.

Peter and Grace Make a Decision

Peter and Grace Make a Decision



That night, Peter and Grace stayed up late so that they could talk. Mother and Father had not yet returned from Teacher's house.

Peter said, "Grace, I don't want anything bad to happen to you or Mother or Aunty Lilian. I want everyone to see that Cousin Lika is a great liar and that his stories about sanguma are totally false. Then people in the village won't listen to him anymore and maybe he will stop spreading lies.

Grace said, "Thank you for being a good brother, Peter. I know you will always defend our rights and try to help us. I want to help you. We should make a plan."

It was very late when Father and Mother returned home. Peter and Grace could hear them quietly discussing everything their teacher had said.

Eventually, the whole family fell asleep.

Guidance suggestions

Questions:



Q. Why do Peter and Grace want to make a plan?

This question brings up the opportunity to talk to the class about the virtue of caring for others and how this can help to make community and society more peaceful and harmonious. Peter and Grace’s idea of forming a plan is a good way to be proactive about preventing harm. It will help them to think through the possible options for making a difference and choose the ones that are safe, sensible and helpful, for children of their age. Then they can take their plan to the adults they trust in their lives, to talk it through and get advice. Children and youth can be empowered by seeing an issue, wanting to do something about it and then planning some form of action.

Q. Why does Grace say thank you to Peter?

Possible answers: *Because he is a good brother. She knows he will defend her rights and always try to help her.*

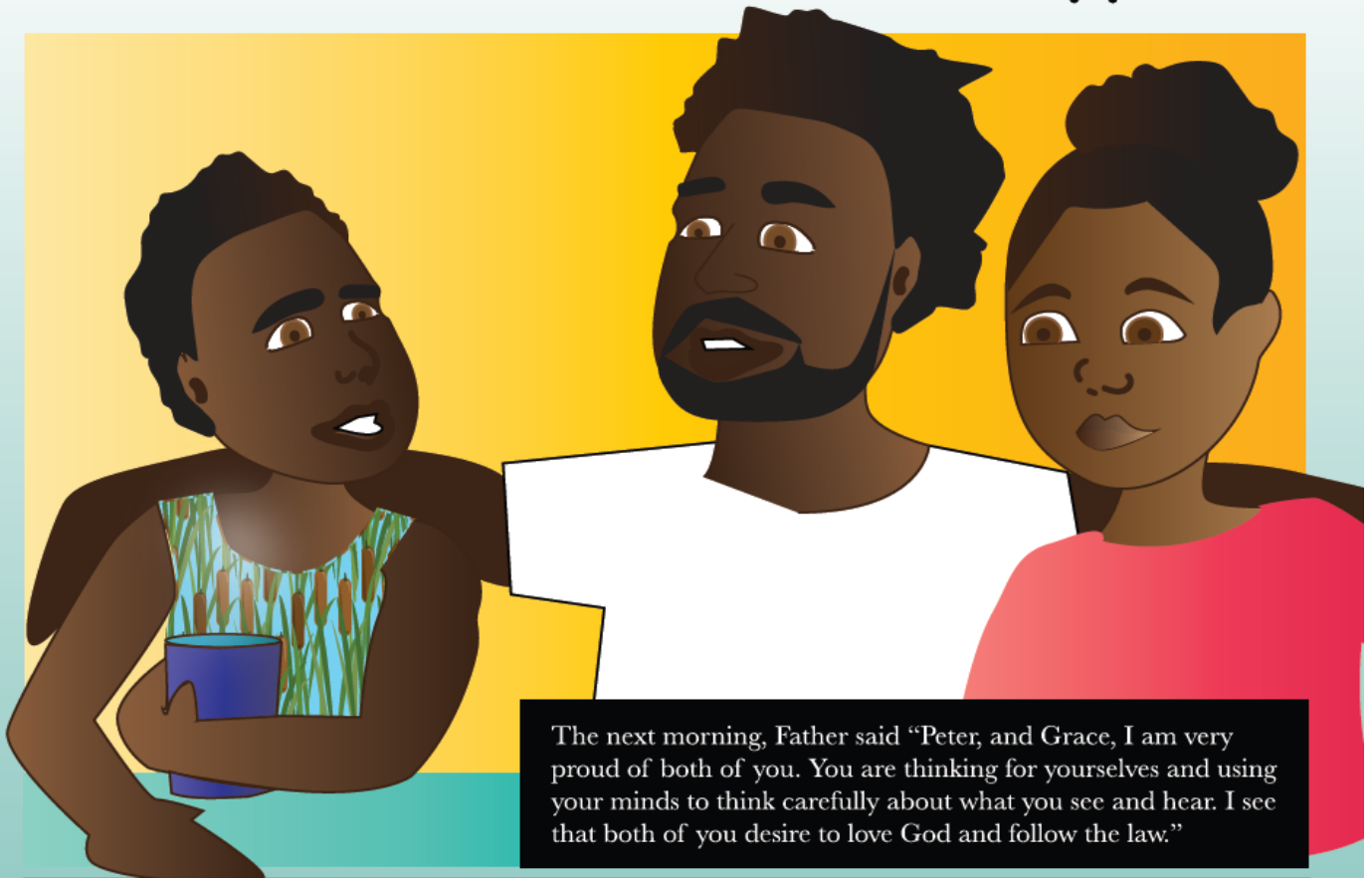
We all hold human rights. Recognising this and being able to advocate for and defend these rights is an important part of empowerment for all human beings, including children and youth.



Teacher facts:

- Caring for others (prosocial behaviour) and developing the virtue of kindness as a long-lasting skill are important ways for children and youth to be happy and have healthy, positive relationships with others (Layous et al 2012). Layous et al’s (2012) study, and similar ones, show that being kind individually and being willing to join forces with others to achieve a social goal can help young people to gain friends and peer acceptance; increase self-esteem and well-being; and do well at school. Prosocial behaviour and kindness also reduce bullying in the school environment (Layous et al 2012).
- Young people are quite capable of taking on challenging issues in the world and becoming an important part of the solution. For example, The World Economic Forum formed the *Global Shapers Community*, a movement to place young people at the centre of ‘solution building, policymaking and lasting change’ (Global Shapers Community, 2021). Amongst other things, they aim to ‘create space for intergenerational dialogue’, ‘ask big questions to advance bold solutions’, ‘pursue systems change and collective action’, ‘make space for diverse lived experiences’, ‘embrace uncomfortable conversations’ and ‘care for ourselves, others and our ecosystem’ (Hamza, 2021). If you are teaching older students, you may like to check out the website for Global Shapers and discuss it with the students to gain their thoughts and ideas: <https://www.globalshapers.org/story>.

Peter and Grace Have Support



The next morning, Father said “Peter, and Grace, I am very proud of both of you. You are thinking for yourselves and using your minds to think carefully about what you see and hear. I see that both of you desire to love God and follow the law.”



Mother added, “Yes, I learned many new things last night, and I still have many questions. But I want you both to know that I support you and that I love you. Your Father and I are very proud of you and support you 100 percent.”

Peter and Grace looked at each other and smiled. They were so happy that Mother and Father wanted to help them fight against the false beliefs in the village.



Guidance suggestions

Questions:



Q. Why are Mother and Father proud of Peter and Grace?

Possible answers: *Because they are thinking for themselves and using their minds, because they desire to love God and to follow the laws of PNG. Also, they have shown courage in speaking out about something they see as wrong and helped their parents to think about it more clearly too.*

Discuss with the class what it means to think for yourself and still be a responsible, connected community member and citizen. There is always a need to balance between individual and group needs in life but this not incompatible with thinking for yourself. Indeed, thinking for yourself is an important part of learning how to live in harmony with others because you are more likely to have empathy and understanding for the perspectives of other people than if you simply react to things that upset or anger you without thinking things through. Empathy is an important skill that helps give you the courage to stand up for what is right.



Teacher facts:



- Critical thinking is an important avenue to being able to understand and evaluate multiple perspectives related to complex issues (Margolin, 2015). Margolin (2015) considers that **critical thinking coupled with empathy leads to compassionate action** and says that '[t]he empathy gained from perspective taking is a precursor to nuanced thinking, communicating effectively, and taking positive action in the real world'. It is worth checking out her article for the suggestions she makes to help teachers engage students with both critical thinking and empathy that can help the students to take effective action on social challenges.
- There are two types of empathy – **emotional (affective) and cognitive**. The type of empathy we engage when we try to understand other people's perspectives has an impact on our level of understanding of other people's perspectives and can affect our willingness to let go of our own long-held opinions that might prolong conflict. Although caring in intent, emotional empathy can blind us to different perspectives if we stay focused on or overwhelmed by our *own* emotional reaction to a moral challenge (Lombard et al, 2020). On the other hand, cognitive empathy (also called perspective-taking) 'allows for a more distant and balanced appraisal of situations and can result in positive feelings of care and prosocial motivation' (Lombard et al, 2020, p. 1165). The authors consider that cognitive empathy is an important skill that should be taught in schools, as it helps students to become 'decentred' from their own emotions and to truly understand that other people have diverse emotional reactions about moral dilemmas too and moreover, that it is important to balance emotion and reason (Lombard et al, 2020).

Some methods that can be used in the classroom to **teach cognitive empathy as a skill** include: The teacher serves as a role model through caring for class members and using positivity when teaching; discussing different points of view; using literature/stories to elicit the multiple perspectives of varied characters; active/deep/reflective listening; and teaching self-awareness about our own emotional state and not confusing it for someone else's feelings too (Wilson and Conyers, 2017).

Peter and Grace Return to the Village

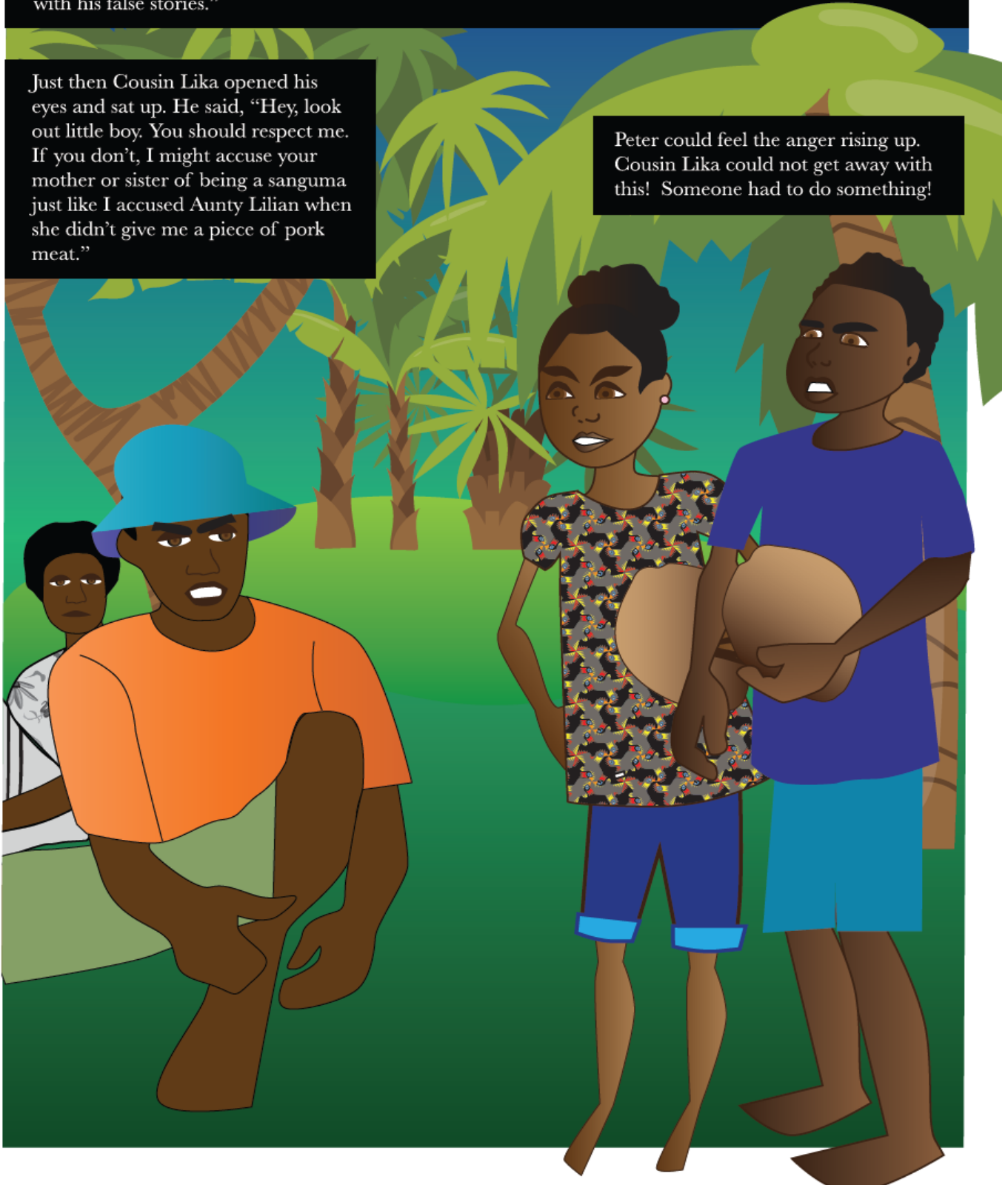
Peter and Grace Return to the Village

At last, the school term was over and it was time for the holidays. Peter and Grace were excited to go back to the village with Mother and Father. When they arrived, they saw Cousin Lika sleeping under the pandanus tree.

Peter pointed to him. "Look at that trouble-maker," he said. "He's so lazy and causes so many problems with his false stories."

Just then Cousin Lika opened his eyes and sat up. He said, "Hey, look out little boy. You should respect me. If you don't, I might accuse your mother or sister of being a sanguma just like I accused Auntie Lilian when she didn't give me a piece of pork meat."

Peter could feel the anger rising up. Cousin Lika could not get away with this! Someone had to do something!



Guidance suggestions

Questions:



Q. What does Peter say about Cousin Lika?

Possible answers: *He's a troublemaker, he's lazy, he causes problems with his false stories.*

Ask the students why they think that some people cause trouble for others. Whilst some people are mean or even deliberately hurtful, most people are not purposefully setting out to hurt others. Try to inject some nuance into the conversation by reminding children that sometimes people are mean and angry because they feel hurt, a sense of loss confused or left out of things. Ask the students what sorts of things they could do for someone they know who feels badly because of such reasons.

When Peter and Grace say Cousin Lika is lazy, could they mean more than that he just sits around all day gossiping and that maybe he is also intellectually lazy because he isn't willing to think harder about the silly things he is saying?

Q. Why is Cousin Lika angry? What does he say?

Possible answers: *He thinks Peter should respect him. He says that if Peter does not respect him, he will accuse Peter's mother and sister, just like he accused Aunty Lilian.*

Talk with the students about what Cousin Lika really means when he says, 'You should respect me'. Saying this often means the person actually feels that how they see the world is not being respected and that they feel threatened by being asked to change their way of thinking and the harmful, old-fashioned things they think. We now have access to more information and education than at any other time in history, so it is not right for anyone to hide behind demanding respect in an attempt to avoid having to update their own thinking.

Activity:

Peter and Grace are trying to be peacemakers. Cousin Lika is trying to be a peacebreaker. (Later in the manual, we discuss how to engage peacefully with people like Cousin Lika.) Have the class divide into groups to discuss what makes people peacemakers and what makes people peacebreakers. Ask the students to draw up a list of words to describe peacemakers (for example: share, care, listen closely, etc.) and peacebreakers (grab things without asking, lie, kick, act unkindly, etc.). Ask the students to pick the best examples from every group to make 2 charts with these examples, then pin up the final examples in the classroom to remind everyone.



This could be part of a bigger exercise to make your classroom 'a peaceful classroom'. Things that can help create a peaceful classroom include pinning up kindness guidelines, role modelling calm, coaching good habits, valuing fairness and respect, using laughter to diffuse challenging moments, talking about worries, making a positive self-calming space, fostering ways for students to repair relationships in class, etc. For more information, see if your library has or can get a copy of Naomi Drew, *The Peaceful Classroom*, 1999 or check out the New Zealand Peace Education's many free resources here: <https://podcasts.otago.ac.nz/nzpeace-ed/> (collated by Elspeth MacDonald's Education4peace blog and Otago University).

Peter and Grace Speak Out

Peter and Grace Speak Out



When they got to the house, Peter and Grace got out their volleyball and went to play with their village friends. As they played, they began to share everything they had learned from the last four weeks at school.

The other children were very curious and wanted to learn more. Most of them had never met a real Doctor, or a real Missionary. Most of them could not read or write either. Peter and Grace were glad to be able to teach them what they had learned from the Doctor, the Pastor, the Policeman, the Missionary, the Graveyard and especially from their Teacher.

Grace said, "I wish all of you could be in our class at school. Our Teacher is so wise and teaches us so that we will become good men and women in the future."

Guidance suggestions



Questions:

Q. Peter and Grace wanted to share what they had learned at school with their friends in the village. How did they do this? Why?

Possible answers: How? By playing volleyball and then talking. Why? Because they wanted their friends to be good men and women in the future.

Students can be peacemakers amongst their friends, peers and community. The scene in this chapter shows that this can be done whilst playing together, keeping the conversation casual and relaxed. Sharing what has been learned from a student's own research efforts, along with talking to people who have accurate knowledge such as teachers, doctors, police officers, etc., is a good way to counteract rumours, gossip and false stories.

Discussion:



Ask the students what ways they think would be most interesting, effective and achievable for sharing their learnings about sorcery accusation related violence with students and other people outside of their classroom. Some ideas could include: A conversation over dinner; a skit they've written themselves; showing the movie 'Peter and Grace Make a Difference' and then talking over the issues and challenges afterwards, etc.



Teacher facts:

- 'Most children are innately social, creative and motivated to exchange ideas, thoughts, questions and feelings' (Victoria State Government, 2021, citing Victorian Early Years and Development Framework, 2016). Providing a safe forum for children to explain and discuss ideas is an important skills-building exercise that helps them to make connections between class learning and real-world experiences (Victoria State Government, 2021).
- Teenage students (12+) are 'able to understand abstract concepts and express their views more clearly' than younger students (UNICEF, 2020). This can include thinking they know more about something than you and having strong emotions (UNICEF, 2020). You can harness this energy positively by asking them what they know already and listening actively; asking questions about what they think and then helping them to see other perspectives (refer back to the cognitive empathy building skills discussed earlier); and encouraging them to take action or do awareness (UNICEF, 2020). This might include using social media as an awareness raising platform, if they are allowed to use it and are alert to and know how to manage the challenges that social media can present (such as not replying to unkind or non-constructive criticism and questioning false information instead of sharing it on).

Peter and Grace Take a Stand



Once again, early in the morning Cousin Lika came to the house with four other local ‘trouble-makers’. They yelled at Uncle John and Father. They said, “Aunty Lilian has been using her sanguma to make our heads hurt. We want to torture her. If not, give us ten pigs.”

The whole village gathered around. It looked like they were going to agree with Cousin Lika! Would anyone stand up for what was right? Aunty Lilian began crying softly. She felt helpless.



Peter was very angry. He ran out to face Cousin Lika. The other young people in the village were coming to see what was happening as well.

“You are a great liar, Lika,” Peter shouted. “You are breaking the law. You are hurting our family because you are greedy and lazy. I will report you to the police.”

Grace could see that many of the young people in the village agreed with what Peter said.

Change was happening!

Guidance suggestions



Questions:

Q. Why did Cousin Lika accuse Aunt Lillian again?

Possible answers: *Because he wanted to make Peter and the village afraid of him again. Because he wanted to steal the family's pigs.*

Cousin Lika is making a 'last stand' here, to maintain what he sees as his ability to wield power over others. Power is an important concept to think about – ask the students to think about why do some people feel they need to get as much of it as possible and use threats and knocking down other people to get it? And talk about how sometimes when people feel they are losing their power over others or resist change, they can resort to making more threats and troublemaking in the hope they won't lose their control over the narrative or situation.

Q. How do you think Peter felt?

Possible answers: **Scared** (because it is not easy to stand up to a bully).
Strong (because he knew some people supported him).

This question is also an opportunity to ask the students how they think Cousin Lika felt. As much as this is a story about Peter and Grace learning to stop sorcery accusation related violence through critical thinking, group support and careful interactions that put a stop to violence, it is also about having cognitive empathy and seeking to understand other people's perspectives (see above). It is probable that Cousin Lika, for all his faults, is also feeling scared, especially as he is losing the support that Peter and Grace have gained. Discuss with the class why it is important to understand what might be motivating Cousin Lika, so that he can be addressed with respect to help him transition from his bad old troublemaking ways into new, good and compassionate thinking instead.

And Cousin Lika hasn't got the knowledge he needs to overcome his troublemaking ways – not yet anyway. But Peter and Grace and the other community members can help Cousin Lika to learn more about health, well-being and gaining a livelihood. In this way, his fears about things like illness and not having money will be reduced and he can understand that unknown things are not causing his problems but that instead, he has access to scientific facts, experts and knowledgeable community members to help him to make choices that can keep him, his family and friends safe.



Teacher facts:

- People who bully or try to frighten others are often afraid that nobody will like them or that they will get hurt in some way (Uche, 2013). Uche (2013) suggests that it is important to help students/people who resort to bullying by acknowledging their fears and also be honest that whilst acting right doesn't always stop bad things from happening, acting with respect towards others is what matters most. Uche (2013) recommends teaching troublemakers about 'taking initiative, through techniques like verbal judo and following through with sensible actions in spite of their intense feelings of fear'. Thus, it is important to acknowledge Cousin Lika's fears whilst insisting that he acts respectfully towards others to ensure he is reintegrated into the community and not left feeling ostracised or without coping tools for his fearful and angry feelings.



Class discussion:

Open a class discussion on how Cousin Lika, and other similar people who make false accusations, clearly have reasons or motivations behind why they make them.



Things that may drive people to make untrue accusations include fear, resentment (envy), drug abuse, illness, etc. Fear can grow out of feelings of uncertainty, feeling

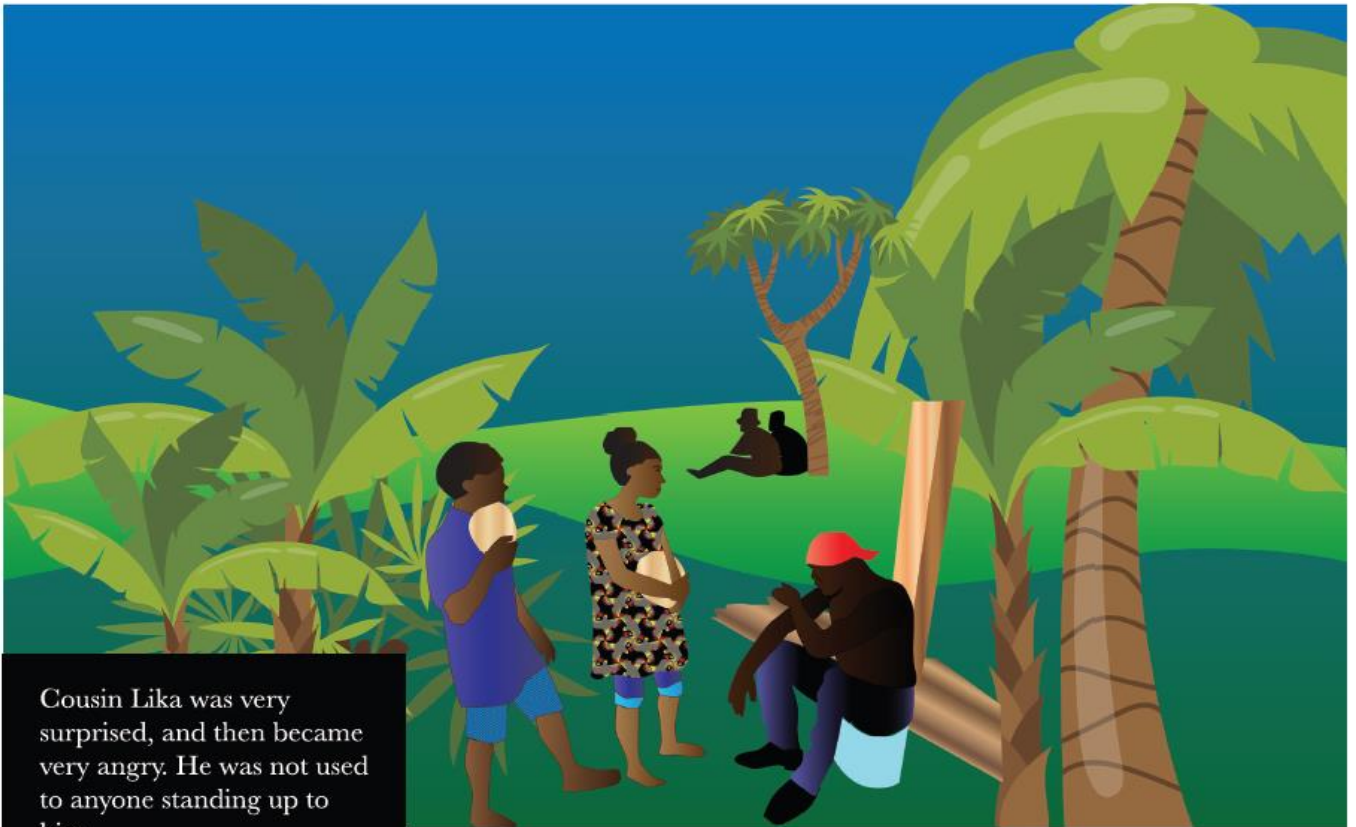
vulnerable or threatened, having anxiety about their future, etc. Resentment arises when someone feels they are missing out on something, they feel let down about things outside of their control or frustrated in some way.

All of us can feel these emotions at different times in our lives, for varied reasons. Whilst not all of us respond as Cousin Lika did in the story, it is important for everyone to try to understand these drivers behind making false accusations and to be emotionally aware of what motivates our own choices and actions.

Ask the students to talk about fear and what they understand about it. What do they think results from being afraid of other people, resentful about circumstances outside of their control and anxious about unlucky events in their lives? Fear is the single biggest driver behind accusations of witchcraft in many places of the world, so understanding what causes it and what to do about fears is important.

While Peter and Grace are being peacemakers towards their community and their own family, they too still need to learn to be peacemakers towards Cousin Lika. **Discuss with the students how they would feel** about Cousin Lika's actions if they understood he was driven by fear? Discuss with the children what they think could be done to address Cousin Lika's actions and underlying problems so that he is not excluded but is given a way to be a part of the community again, by earning trust and stopping his false accusations.

Peter and Grace Make a Difference



Cousin Lika was very surprised, and then became very angry. He was not used to anyone standing up to him.

He thought everyone would just believe his lies forever. He tried to say something, “You’re just a small child...,” he began.

But, Uncle John interrupted him. “Cousin Lika,” he yelled, “You are a great troublemaker! You lie to everyone and pretend you are a glaman, you have accused my wife for no reason! You owe us 12 pigs, plus extra for compensation!”

Cousin Lika looked guilty.

Father joined in, “If it wasn’t for the teacher, we might have all continued believing your lies!



We need to build a school here and learn the difference between what is true and what is false, and you, Cousin Lika, you will be stuck in grade one until you learn something!”

Cousin Lika was shamed in front of the whole village. The children laughed at him.

He ran away from the village and went to live in the city.

Guidance suggestions



Questions:

Q. How did the village become free from Cousin Lika's lies?

When people come together to make a change, they can empower everyone in the group to feel able to take a stand against wrongdoing. Shifting power from the troublemaker to the group or 'bystanders' intervening and refusing to accept the mistreatment not only changes the power dynamics but also helps the victim to feel more powerful because they know the group has their best interests at heart and won't stand for any harmful talk or actions.

Q. Why could Uncle John stand up to defend Auntie Lilian?

When threats, fear and violence are happening, it is normal for people to feel afraid to stand up for others, even when they are their own loved ones, for fear of being punished, scorned, shamed or ridiculed too. Many times, we may not feel we have the right word or argument skills to advocate for ourselves and others. When part of a group or collective response, in which everyone agrees that the wrongdoing must cease, we can feel empowered by the strength of others to point out the wrongdoing to the perpetrator and hold them accountable for their hurtful behaviour.

Discussion:

Discuss together how a group or collective approach can make a difference when the group offers each other support, talks as a collective with the troublemakers and demonstrates a collective aim of stopping any violence by making clear it is not acceptable.



Things that may help encourage collective action include:

- Telling people what is happening, especially people you trust and whom you know will be able to share the information with others who can do something to help (it can be a big help to enlist the support of a leader the community trusts)
- Asking people to help and not just ignore what is happening
- Give them the facts – for example, that illness is caused by germs, that lost crops are caused by bad weather or insect pests, etc.
- Ask other people what they would do if it were their own family member who was being accused or hurt
- Tell people that you want to live in a community that is safe and tolerant of everyone

What else can the students think of to motivate positive group responsiveness?

Remind the students of the importance of keeping safe around people who are violent or clearly intend to do harm to others. Help them to see that their safety is paramount, and that they can always get help from trusted persons.



Teacher facts:

- Learning as a group occurs through dialogue, particularly where issues are complex and have multiple causes, effects and inputs (Isaacs n.d.). Dialogue allows people to come together to learn collectively, to inquire more deeply into an issue and reflect on it (Isaacs, n.d.). New ways of thinking and acting together can emerge as the group discovers how to work with the facts and realisations. The good thing about dialogue is that it can result in coordinated action based on what people have discussed together and agreed upon as a group.
- The role of bystanders speaking out is a vital one. A group standing by doing nothing, saying nothing or even walking away gives the troublemaker tacit acceptance of the harm being done: 'If one stands by and watches bullying [or other abuse], then they are letting it happen in their community' (Padgett and Notar, 2013, p. 34). Equally, bystander intervention has been shown as important for clarifying what behaviours are acceptable and unacceptable and withdrawal of acceptance for bad behaviour tells the troublemaker that they no longer have allies for their bad cause (Padgett and Notar, 2013). Bystander disapproval can clarify for the troublemaker that they do not have the authority to commit harm; instead, the group mirror reflects that the troublemaker's take on the situation is plain wrong and must stop.
- Many young children are hard-wired to want to help other people, but children from as young as 5 years old can be held back from doing so by the bystander effect when 'being part of a group paralyzes people from coming to the aid of someone in need' (Newman, 2015). Often this happens because the children think that someone else will act (known as 'diffusion of responsibility') (Newman, 2015).
- Children can be helped to overcome the bystander effect through talking about it with them directly and openly; modelling kind and compassionate responses to bullying situations; and using learning tools and messages that encourage children to be more responsive and stand up for people who are being bullied (Newman, 2015). Of course, this must be balanced with safety messaging—standing up to peers at school is one thing, standing up to a violent adult is not safe and children should be given information about what to do and where to go if they don't feel safe. However, learning the skill of speaking out when young is valuable for ensuring that as they become adults, they feel confident to respond respectfully and assertively to bullying behaviours in their workplace and community.

Peter and Grace Don't Give Up

Peter and Grace Don't Give Up

Soon everyone heard about Cousin Lika's lies and realised that his stories about sanguma were not true. Life in the village returned to normal. Auntie Lilian and Uncle John were free!

Peter and Grace went back to the city with Mother and Father.

Grace looked at her brother. "You were very strong, Peter," she said, "Thank you."



Peter replied, "I think that was just the beginning.

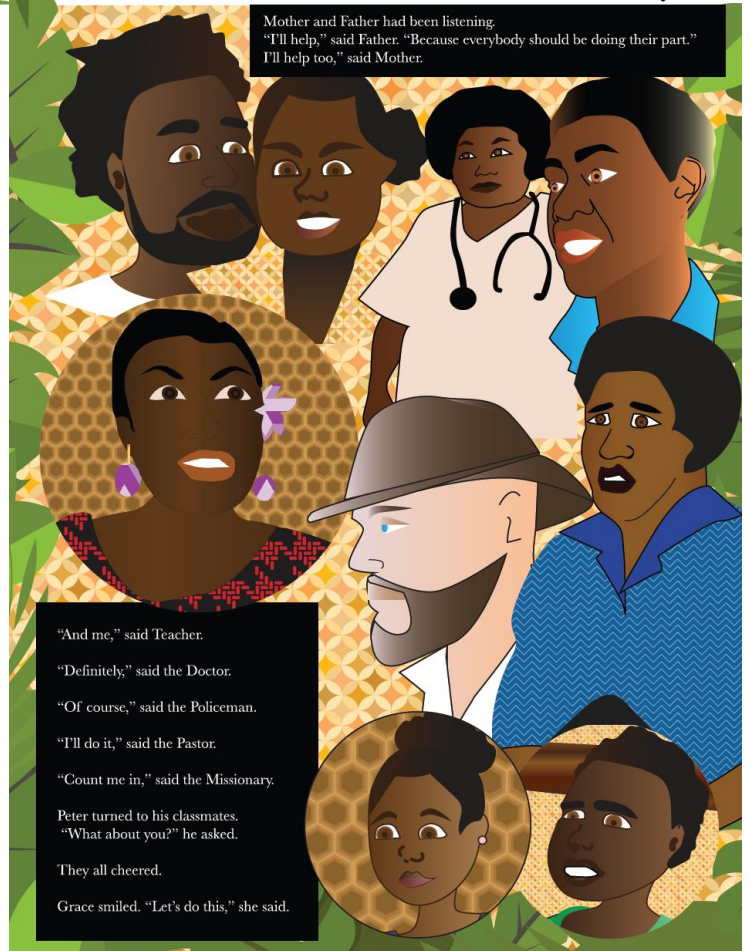
Cousin Lika and other troublemakers will continue causing problems for mothers and families all over this country.

Someone needs to do something."

Grace was very serious. "Then we're going to need more help," she said.

Peter and Grace Don't Give Up

Mother and Father had been listening.
"I'll help," said Father. "Because everybody should be doing their part."
"I'll help too," said Mother.



"And me," said Teacher.

"Definitely," said the Doctor.

"Of course," said the Policeman.

"I'll do it," said the Pastor.

"Count me in," said the Missionary.

Peter turned to his classmates.
"What about you?" he asked.

They all cheered.

Grace smiled. "Let's do this," she said.

Guidance suggestions

Questions:

Q: Why does Peter think this is ‘just the beginning’?

Possible answers: Because Peter knows that this is a longer battle as many more people across Papua New Guinea will be facing troublemakers using the excuse of calling someone *sanguma* to cause harm and disruption.

The way forward is to think and be positive about what can be achieved together. The more people get to know the truth about sorcery accusation related violence and the harms happening because of it, the more people will want to intervene and stop it. Discuss with the students what they intend to do to spread awareness that sorcery accusation related violence must stop, and communities must take responsibility for making sure that every person feels safe and looked out for.

Q. Why is the chapter headed ‘Peter and Grace don’t give up’?

Possible answers: Because Peter and Grace are determined to keep raising awareness about sorcery accusation related violence even though they know it will be challenging at times and is not an easy topic to talk to people about. However, they know it is important to talk about it and the fact that they can help stop violence should help overcome any feelings of discomfort.

Discussion:

Consider discussing ‘resilience building’ with the students. Resilience is not a personality trait but rather ‘a capacity that develops over time’ (Baltazar and Hopkins, 2021). It is an important skill that helps a person to overcome challenges they face in life and ‘not give up’. Resilience can be cultivated at the personal level, a community level and in relationships between each other (Baltazar and Hopkins, 2021). Ask the students to discuss the ways in which they think they are resilient and what they can do to build more resilience.



Teacher facts:



- Resilience is a good habit that can be cultivated through interactive and engaging teaching examples that help enhance self-control, provide healthy stress management techniques and give children and young people confidence. In particular, school can help foster resilience in children through the promotion of positive, prosocial behaviour between students and establishing and enforcing respectful class boundaries and interactions in class (Baltazar and Hopkins, 2021). Building individual and group resilience supports healthy interactions that contribute to a peaceful and respectful classroom: ‘When students experience their school as a community, it helps to improve their learning, behavior, and even health outcomes’ (Baltazar and Hopkins, 2021).

The Adventure Continues!



And then the even bigger adventure began - changing attitudes and beliefs about sanguma across all of Papua New Guinea! What do you think about that as a challenge? Can you think about ways to be part of that journey too?

What can you and the students do next?

After you've finished reading the book *Peter and Grace Make a Difference*, here are some follow-up things everyone might like to consider as ways to become more engaged and knowledgeable about stopping sorcery accusation related violence.

Class activities



- Watch Llana Munau's film, 'Peter and Grace Make a Difference'.
- Print copies of the Peter and Grace Make a Difference colouring book or pages from the book (link below). Set aside class time for colouring in the pages as a group activity.
- Suggest that the students come up with their own ideas for exercises, activities or even volunteering projects that this story has inspired in them.
- Consider creating a 'peaceful classroom' or developing a 'building resilience' classroom activity area.



Student activities

- Have the students list verbally or in written form their answer to the questions Peter and Grace state at the end of the book:
 - What do you think about that as a challenge?
 - Can you think about ways to be part of that journey too?
- Ask the students to make their own class posters or drawings to share their answers around with everyone else in the class and showcase your artwork.
- Suggest to each student: *'Take the story of Peter and Grace home to your family (you can use your phone to download the PDF). Read it to your family, talk it about it with them, and ask them what they think about the story and what they'd do if they had to stop sorcery accusation related violence in their family or community.'*

Find out more

For students: Have the students check out the special page for *Peter and Grace Make a Difference* at: <http://www.stopsorceryviolence.org/peter-and-grace-make-a-difference/> Here they'll find all the Peter and Grace materials in one place, as well as the Peter and Grace film.

For teachers, researchers and older students: See our many publications on sorcery accusation related violence at the Stopsorceryviolence.org website publications page: <http://www.stopsorceryviolence.org/articles-and-documents/>. You can learn a lot more about the challenges and suggested solutions from these resources.

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TEACHER'S MANUAL FOR PETER AND GRACE MAKE A DIFFERENCE

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