

Creating a Culture of Peace



This educational resource is the result of an initiative of *Project Peacemakers*, a non-profit community organisation that has been in existence since 1983. *Project Peacemakers*, the local group of *Project Ploughshares Canada*, is dedicated to social action and public education to promote peace, non-violence and social justice.

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*Links to all websites cited in this document are available on
the Project Peacemakers website:*

www.projectpeacemakers.org

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Before you begin...

Suggestions and tips for teachers

- Modification of lessons and activities may be necessary to meet classroom needs.
- Magazines used for cutting and displaying should be age appropriate, rich in photos and include many peoples of the world (eg. National Geographic, Canadian Geographic, Nature Magazine).
- Over time, develop an understanding of vocabulary used throughout the resource (eg. Display words visually on a peace word wall).
- At all times, try to be sensitive students' home situations.
- Check your library for more books about peace studies.

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Why peace education?

Since war begins in the minds of men [sic], it is in the minds of men that the defences of peace must be constructed.

- UNESCO Founding Constitution

Violence and war have deep and longstanding roots in the belief systems and cultures of many societies in this world. The 20th century has demonstrated that war, rather than diminishing in the light of the possibility of worldwide nuclear destruction, has changed in nature and in scope. Four significant factors in particular point toward the need for peace education in our schools today:

1. **The increasing role of intercultural strife as a source of conflict:** Current conflicts tend to divide people along ethnic, cultural and religious lines. This indicates the need for education to eliminate prejudice and to promote understanding and dialogue between diverse cultures, ethnic groups and religions.
2. **Increasing numbers of intra-state conflicts, particularly in developing countries:** Since the end of the Cold War, the majority of armed conflicts have been regional or intra-state conflicts. These conflicts often destroy limited resources and infrastructure, and undermine fragile social cohesion. This indicates the need for education in all countries of the world regarding the relationship between poverty, militarism, and the persistent residual effects of war.
3. **More intense involvement of civilians, including children, as victims and participants in acts of violence:** Modern warfare and weaponry have increased the scope and impact of war zones, involving greater numbers of civilians and children in armed conflict. Children have been recruited as soldiers through the use of propaganda and intimidation. Episodes of civilian violence and terrorism have become more varied and intense. Acts of violence are less restricted to the military and have become a more widespread phenomenon. These trends clearly point out the need for peace education as a means of overcoming learned violent behaviour, and of counteracting hatred, fear and propaganda.
4. **Increased global circulation of images of violence and war through mass media:** The repeated dissemination of images of violence and war has a desensitizing effect, to the extent that many people experience a sense of unreality or disconnection, rather than empathy, when faced with these images. This disconnection, along with a sense of helplessness in the face of constant violence, has contributed to a youth culture that often lacks the competencies to deal with conflict in peaceful ways. Very young children are exposed, through increasingly aggressive marketing and promotion practices, to video games, television and movies that depict violence as entertainment. Through peace education, young people can learn to critically consider what is presented in the media, to develop empathy and social consciousness, and to acquire a realistic sense of their own capacity to become agents for change.

(Adapted from information in UNICEF *Education for Peace and Conflict Resolution*, Preface, p. xii and UNESCO *Culture of Peace* website)

These changes point out that it is critical that all citizens of the world come to understand the dynamics of violence, war and peace, both in their own lives and on the larger scale. A great deal of the responsibility, as well as the power, to create peace rests increasingly in the hands of individuals. Education has a primary role to play in the eradication of hatred and violence in the minds of individuals. Although history has shown that education is not a guarantee against war, it is clearly an essential part of learning to live together peacefully in the global village. Education can help break down unreasoned fear or hatred of the “other”, replacing it with understanding and willingness to resolve conflicts peacefully.

For these reasons, education for peace and conflict resolution has emerged as an *essential* discipline, and can no longer be seen as peripheral or a luxury.* If we as educators are to bring about true and lasting social change, helping students become peace builders is a crucial step in this process. Education is an important means of transforming individual lives, group relationships, and societies.

Many organizations in Canada and in world have acknowledged the central role of education in building a global culture of peace and non-violence. Developing resources to help educators and school administrators implement peace education in our schools is an important step in the process of creating an expanding culture of peace.

Education is at the heart of any strategy for peace-building. It is through education that the broadest possible introduction can be provided to the values, skills and knowledge which form the basis of respect for human rights and democratic principles, the rejection of violence, and a spirit of tolerance, understanding and mutual appreciation among individuals, groups and nations.

- Education for a Culture of Peace: A Comprehensive Approach, Canadian Commission for UNESCO (United Nations Educational Scientific and Cultural Organization)

* UNICEF, *Education for Peace and Conflict Resolution*, p. xiii

What is peace education?

Peace Education is a process that empowers people to:

- become agents for peace and non-violence in all levels of human interaction;
- deal positively with personal, intergroup, community and international conflict;
- develop and maintain safe environments that nurture the physical and psychological well-being of all human beings;
- create a world that affirms human dignity and equality, based on principles of justice and universal human rights;
- support a sustainable environment and protect it from exploitation and war.

Peace education is based on empathy, the acceptance of human diversity, social responsibility, and respect for all members of the human community. It provides opportunities for students to practise skills of cooperation, communication, critical thinking, and peaceful conflict resolution.

International studies describe a number of specific approaches that have proven to be most effective in peace education programs. They have concluded that peace education should:

- involve both the school and the community;
- be integrated in the curriculum rather than self-contained short-term programs;
- focus on respect for cultural differences;
- address structural or systemic violence (oppression, exclusion, poverty, racism) as well as war;
- explore collective and not only individual conflicts, including the international scope of conflict;
- incorporate interpersonal and intergroup conflict resolution;
- include affective as well as cognitive and skills-based elements;
- promote positive peace – not just the absence of violence.
- (Source: UNICEF, *Education for Peace and Conflict Resolution*, p. xvi)

Education for peace can become a part of the regular curriculum, and constitutes a very real part of the day-to-day “incidental” learning that takes place in classrooms. But peace education should also be evident in the overall culture of our schools, through administrative policies and practices, discipline codes, programs for safe and caring schools, community involvement, and student participation in school governance. Peace education involves creating a “zone of peace” in classrooms, schools and the surrounding environment - a physical, psychological and educational space that is caring, safe, and secure. This idea is based on the concept of “children as zones of peace”, pioneered by UNICEF, whereby nations agree to negotiate cease-fires in war zones to allow for the delivery of critical services and supplies to children on both sides of conflicts. Ultimately, peace education aims for the continuous expansion of the zone of peace in the world by involving people in social change.

Essential understandings in peace education

Positive Peace

Education for peace does not stress a negative definition of peace (i.e., peace as the absence of war) but is rather based on the concept of *positive peace* - the process of striving toward equity, justice, and harmonious dialogue among individuals, groups and countries. Positive peace recognizes that a peaceful world must be more than a world in which there is no war. This means that an important part of peace education must be the process of helping students develop their personal vision of what peace means. This process of envisioning positive peace makes the most of children's idealism while enabling them to consider practical ways of working toward peace.

It is extremely important, especially with younger students, to be realistic about violence and war without fostering terror, fear or defeatism. Children, especially when they live in an open society of instant mass communication, are in fact exposed to a great deal of complex information and many images of violence. If they are not allowed to discuss and question these images, children can be subject to developing misconceptions, stereotypes or excessive fear, either under the surface or openly. They should be encouraged to ask questions about the images and ideas they are exposed to in the media. These questions can direct teachers as to what topics are important to discuss.

Building a Culture of Peace

Many international organizations, government and non-government alike, have recognized the need for a fundamental shift in values among the cultures and institutions around the world in order to move toward a *culture of peace*, rather than a culture that sees violence as an inevitable means of dealing with conflict.

The change from a culture of war and violence to a culture of peace is a process of individual, collective and institutional transformation. It takes place within particular historical, socio-cultural and economic contexts. Ultimately, the building of a culture of peace aims at dealing with the root causes of violence in all of its forms and on a global basis.

From the time of its founding, the fundamental aim of the United Nations has been "to save future generations from the scourge of war". Part of this mission involves intervention during violent conflicts, and post-conflict peace building. An implicit part of this mission also involves preventing the emergence of violent conflict through the building of a culture of peace. It is with this end in mind that UNESCO began in its *Culture of Peace* programme in 1994.

Following a proposal made by UNESCO, the United Nations General Assembly in 1998 (resolution A/52/13) defined the Culture of Peace as consisting of *values, attitudes and behaviours that reject violence and endeavour to prevent conflicts by addressing their root causes with a view to solving problems through dialogue and negotiation among individuals, groups and nations*. UNESCO has defined eight fields of action in its international programme for mainstreaming a culture of peace:



- fostering education that promotes the values, attitudes and behaviour inherent in a culture of peace, including conflict prevention and resolution, dialogue, consensus-building and active non-violence;
- promoting sustainable economic and social development by targeting the eradication of poverty and social inequalities;
- promoting respect for the Universal Declaration of Human Rights at all levels;
- promoting gender equality in economic, social and political decision-making;
- fostering democratic participation and citizenship and supporting processes that promote and sustain democracy;
- advancing understanding, respect for cultural diversity, and human solidarity by promoting a dialogue among societies;
- supporting participatory communication and the free flow and sharing of information and knowledge in the promotion of a culture of peace;
- promoting international peace and security through action such as the promotion of general and complete disarmament.

Source: UNESCO document on-line: *Mainstreaming a Culture of Peace*:
http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

The UN General Assembly has called for the promotion of a culture of peace as an integral approach to preventing violence and armed conflict and has designated 2001 - 2010 as the *International Decade for a Culture of Peace and Non-Violence for Children of the World*.

Action for Peace and Social Justice

A culture of peace is peace in action. Establishing such a culture is a long-term process requiring a transformation of individual behaviour, group relationships, and entrenched social and institutional practices. A culture of peace demands the development of values that support human solidarity, and a commitment to realistic social action.

The idea of peace as consensus is sometimes mistaken for an absence of conflict or the homogenization of society. However, in order to achieve mutual understanding, there must first be acknowledgement of differences with regard to sex, race, language, religion, culture, and a multitude of other human factors. The quest for mutual understanding begins with the recognition of these differences and proceeds on the basis of a willingness to go beyond these differences to pursue a common objective. Mutual understanding protects a society from destructive tendencies by designing a new way to live together.

Finding authentic ways to participate in the design of new ways of living together is participating in a culture of peace. Looking at the world in a way that affirms the possibility of creating harmonious, but diverse, societies, is participating in a culture of peace.

- Adapted from *Culture of Peace*, UNESCO: http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

Goals for Peace Education in Canada

In Canada, as an industrialized nation that has known relatively peaceful conditions for most of its history, peace education is a vital part of building communities that accept diversity and learning to become responsible citizens of a global community. Peace education in Canada should support the development of the following competencies in young people:

- a sense of self-worth based on the awareness that they can influence the conditions under which they live;
- a feeling of community with others from various regions of the globe who live under very different conditions from them;
- esteem for the cultures and beliefs of other societies;
- depth of knowledge and insight into how others live;
- skills of sifting the truth from propaganda or bias that surrounds them in every culture;
- respect for the wise use of resources and appreciation for more than just the materialistic aspects of quality of life;
- respect for different points of view and the ability to see the world through the eyes of others;
- skills to resolve conflict in non-violent ways;
- the desire and ability to participate in shaping society, in their own community, their nation and the world.

Source: Brouwer, Wytze (1986). *A Survey of Peace Education in Canada*. Ottawa (ON): Canadian Institute for International Peace and Security.)

Canadian educational institutions have made some progress toward the integration of these goals into the curricula, particularly in the discipline of social studies, but there still remains a great deal of work to do in order to transform our schools into learning communities that are founded on a culture of peace.

Guiding principles for peace education

- Peace education envisions the transformation of society toward a culture of peace and social justice as a realistic and attainable goal. It is based on the premise that change toward a more peaceful and equitable society begins with education.
- Peace education questions the assumption that violence is inevitable in human society. While recognizing that conflict is a reality of life, peace education seeks to find and practice alternative means of dealing with conflict.

Disputes may be inevitable, but violence is not. To prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion.

- UNICEF Anti-War Agenda, State of the World's Children 1996

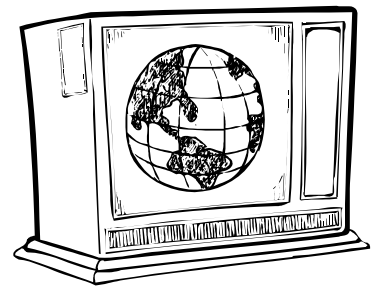
- Peace education sees violence as a *learned response* to conflict. Although teachers may be wary of dealing with concept of violence because they feel the world is already saturated with it, peace education provides a means of dealing positively with the reality of violence by focussing on the fact that violence can be unlearned, just as the means to building peace can be learned.
- Peace education, because it aims to develop empathy for others, must be based on respect for human diversity. It is essential that peace education focus on the universal conditions, hopes, and aspirations of the human community, focussing on solidarity rather than difference. Through this approach, students can learn to accept “otherness” while recognizing the shared aspects of human life and societies.
- Peace education is not simply about having an attitude of internal peace, or developing healthy interpersonal relationships, although this is part of it. Peace education must involve global thinking – making connections with people outside one’s immediate environment. Global thinking or world-mindedness can be developed in young people starting from a very early age, and can help children become more realistic and understanding when faced with media images of people or countries that are “different” or “far away”.
- At the heart of peace education is the principle of universal human rights, and the affirmation of the inherent dignity of all human beings.
- Peace education does not only deal with issues of war and overt violence. It also helps students become aware of systemic or structural violence within societies, such as oppression, exclusion, marginalization, racism, inequalities, and environmental destruction. Peace education invites students to be critical about all forms of violence, and to take a stand for peace, social justice, and life in harmony with others and with the environment.

- A central principle in peace education is the focus on developing a sense of one’s own personal ability to contribute to the betterment of society. Peace education is focused not solely on identifying social problems, but on helping students find ways in which they can contribute to solutions to these problems.
- Peace education is a process, and is not simply a matter of “learning *about*” peace and war. Part of the process is indeed acquiring knowledge about peace and war, but peace education also involves learning in order to live peacefully as active citizens in democratic society. Above all, peace education seeks to engage students in a process that is as significant in and of itself as are the content and skills to be developed. For this reason peace education emphasizes activity-based learning with a high level of interaction among students. It encourages self-reflection as well as student involvement in selecting and planning their learning activities. Student participation in making decisions and carrying out negotiations with others in order to reach agreement are important parts of the peace education process. Peace education should not be simply a matter of telling students what to believe and how to act. (adapted from *Cultivating Peace in the 21st Century*, Classroom Connections, 2002)
- Peace education deals with many ethical and existential questions, and this must be done with great care and sensitivity. Although students need to be aware of the presence and the implications of war and violence, the intention is not to traumatize them with excessive detail about what may be very difficult to understand, nor to oblige them to agree with a particular point of view. At the same time, it is not the intention of peace education to “whitewash” the persistent problem of the human proclivity toward violence throughout history. Students need to be given opportunities to look into the *reasons why* human beings often revert to violence as a means of dealing with problems, through literature, personal reflection, and learning personal habits of impulse control and positive interaction with others.
- The goal of peace education is not to transmit to students “the right answer”, but to encourage them to examine a variety of perspectives on peace-related issues, and to find a way to deepen their understanding of complex issues. Peace education strives to avoid simplifying issues into polarized attitudes of “we-they” or “good-evil”.

The importance of media literacy in peace education

It is not a surprise that the most common reaction of people to the images of the world trade centre on Sept. 11, 2001 and to the invasion of Iraq in March 2003 – despite the vivid, direct, live character of the frequent transmissions – was that these events seemed “unreal”. This pervasive sense of unreality has been created by the constant bombardment of images of violence and war through not only the news, but also in fiction, movies and video games. Images are very powerful media tools. However, the persistence of images of violence gradually decreases their impact, particularly in a society where entertainment has mastered the use of special effects. People young and old lose touch with the fact that somewhere in the world there are real people being affected by the violent events filmed in the news. The intention is above all not to expose them to very difficult images and facts about the realities of war and violence but to heighten their consciousness that these events are real and that actions can be taken by all citizens to counteract them.

Media literacy is an increasingly important part of education in the 21st century, particularly in a country such as Canada where access to mass communication is such a large part of the lives of many young people. It is very difficult to think critically about a facet of daily life that is so much taken for granted as natural in an industrialized consumer society. We live in a constantly “mediated” environment, an environment in which the media do our thinking for us. In young people, there is a tendency to simply accept what they see. In particular, they find the strongest and most dramatic images to be the most convincing. It is extremely important to combat this kind of passive acceptance, and to help students remain alert to the realities that these images may represent so that they do not lose their capacity to empathize with others. It is equally important to help them find their way through the massive confusion that can ensue when there are multiple sources of contradictory information, often sources that deliberately confuse information and entertainment, and sources that depict violence as the primary reality of everyday life.



The issue of media violence is really one of storytelling. We all learn who we are, how to behave, and what to believe through the stories of our culture. Who is telling the stories to our children today?
- *Beyond Blame: Challenging Violence in the Media*, from *Responding to Media Violence*, 1997.

Teachers may be reluctant to talk about violence and war in the classroom, but the reality is that most children, even young children are familiar with war. Some students may have emigrated from countries where there is armed conflict, or may have relatives living in these countries, or may have family members in the armed forces. Most of them learn about war through the mass media – television news and entertainment. Both of these sources can create false or simplistic ideas of what armed conflict is, why it happens, and who are its victims. The media can convey to children an image of reality that is distorted, by virtue of what it chooses to include and what it chooses to leave out, and by providing a ready-made and encapsulated interpretation of events. The most significant aspect of media literacy is helping students develop critical thinking so that they can become discriminating and thoughtful consumers of media information and entertainment.

A media literacy program in the schools, in order to be effective, should include parental involvement. Teachers and school administrators may wish to plan media awareness evenings, with student participation, that encourage family dialogue about the quantity and quality of media consumed in the home. This resource includes background information on media literacy and media violence, suggested strategies for involving parents in media awareness, and sources for further information on questions of media literacy.

Why Teach Media Literacy?

Media literate people understand that media are constructed to convey ideas, information and news from someone else's perspective. They understand that specific techniques are used to create emotional effects. They can identify those techniques and their intended and actual effects. They are aware that the media benefit some people, but leave others out. They can (pose and sometimes answer) questions about who benefits, who is left out, and why. Media literate people seek alternative sources of information and entertainment. Media literate people use the media for their own advantage and enjoyment. Media literate people know how to act, rather than being acted upon. In this way, media literate people are better citizens.

Source: Pat Kipping, "Media Literacy? An Important Strategy for Building Peace," *Peace Magazine*. Toronto, ON, Canada.

Reprinted on *Media Awareness* website (English and French): <http://www.media-awareness.ca/>

The purpose of this resource

The aim of this classroom ready resource is to make it easier for teachers to organize their teaching around concepts related to peace and social justice. As such it is hoped that this resource will complement existing school curricula, by supporting the development of citizenship competencies in a diverse, complex, and rapidly changing world.

In keeping with current directions in international education for peace, the purpose of this resource is not solely to develop personal character or to improve interpersonal relations. Its intention is to engage students in a questioning process through which they acquire new ways of looking at violence and conflict in the immediate and larger environment, so as to develop competencies as agents for peace in the world. The focus is on social responsibility and societal change.

Suggested materials and activities focus on skills and values for creating a culture of peace, rather than the acquisition of more information in an already filled curriculum. The lessons are designed to help students think in terms of long-term solutions to urgent social problems related to violence. In order to do so, they are encouraged to question the violence that seems to be an accepted element of society, including systemic forms of violence such as oppression, exclusion, racism, and inequity. The intention is to engage students in thinking critically about the myriad bits of information and images they deal with every day, and to develop a global consciousness that gives them a sense of empowerment – rather than helplessness – in the face of the world’s problems. The overall goal is to support the idea that young people are personally able to contribute to change for the better on a local and global basis.

There are a number of excellent programs in the schools that focus on conflict resolution, safe schools, anti-bullying and anti-harassment, anger management, and mediation. These programs address fundamental aspects developing positive interpersonal relationships, and are essential to creating peace in one’s own school and community. The goals of peace education are certainly supported by these types of programs, as they are vital to teaching students skills that enable them to participate in creating a culture of peace in their immediate environment. But peace education also has a broader social goal, one which enables students to distinguish violence in the media, in social institutions and practices. Through peace education students enhance their awareness that, despite living in a relatively peaceful country, they are affected by many events that happen elsewhere in the world. They also enhance their awareness that conflict has an international context and global implications.

How to use this resource

A number of peace education themes appropriate to early, middle and senior years have been identified by a Teacher Advisory Group consisting of Manitoba educators at various grade levels. The lessons in this resource are grouped around these themes as follows:

Early Years:

- Theme 1: *Peace and Conflict*
- Theme 2: *Peaceful Play*
- Theme 3: *Children around the World*

Middle Years:

- Theme 1: *Peace and Conflict Resolution*
- Theme 2: *Violence in the Media*
- Theme 3: *Human Rights and the United Nations*

Senior Years:

- *Inquire at Project Peacemaker office.*

A short series of lessons, with supporting materials as needed, have been included for each theme. The term “lesson” is used roughly to identify a classroom activity or sequence of activities related to a key concept or topic. Many of the lessons may be used as independent activities; others follow a recommended sequence of development. Each lesson or activity is structured as a three-phase plan, in keeping with suggested instructional practices in Manitoba.

For early years this three-phase sequence is as follows:

1. *Observe*
2. *Explore*
3. *Respond*

For middle and senior years, the sequence is more definitely oriented toward action for social change as follows:

1. *Engage*
2. *Reflect*
3. *Act*

Appendices include background information and an annotated list of resources, including selected web sites for current information on relevant topics.

However teachers may choose to adapt or use this resource, it is hoped that they will find it useful in the creation of a culture of peace in Manitoba classrooms and schools. It is our firm belief that teachers *can* change lives, and that young people *can* change the world for the better.

Examples of conflict resolution programs for schools

Educational research states that programs for peaceful conflict resolution are most effective when approached as school-wide initiatives, supported by administration, parent councils, student councils and school policies. The promotion of a culture of peace may begin with small individual steps, but it requires an ongoing commitment to systemic change in the school culture.

The transformation of a school culture is a proactive means of addressing many social issues, such as marginalization, bullying and violent responses to conflict. The implementation of positive strategies that nurture safe and caring school environments is far more helpful in the long run than “one-size-fits-all” policies such as zero tolerance or discipline plans focused on punishment.

The following are some examples of conflict resolution programs to support the creation of a culture of peace in schools.

Peer Mediation Programs

The implementation of a peer mediation program is based on the premise that peace cannot be imposed or mandated in schools, but that it depends upon the creation of an environment in which aggressive behaviours are considered to be unacceptable by administrators, students, teachers and auxiliary staff, and parents. It involves teaching students from age nine and up the principles and practices of mediation to help peers resolve conflict in a creative and peaceful manner.

As a school-wide proactive approach to improving school environment and student strategies for dealing with conflict, this type of program can be a very effective step in creating a culture of peace.

The following book is a comprehensive and practical handbook for the implementation of a school-wide Peer Mediation Program:

Van Gorp, Hetty (2002). *Peer Mediation: The Complete Guide to Resolving Conflict in Our Schools*. Winnipeg: Portage and Main Press.

The following book is a study of some Canadian schools that have successfully transformed their school environment into one of a culture of peace:

Van Gorp, Hetty (2002). *The Peaceful School: Models That Work*. Winnipeg: Portage and Main Press.

Second Step Program

The goal of this K - 8 program is to teach social and emotional skills for anger management and violence prevention. Through the program, teachers recognize how to deal with disruptions and behaviour issues, and children learn how to develop empathy for others, control impulsive behaviour, and solve problems. Family support guidelines and teacher training are also available with this program.

Further information is available on the *Second Step* program web-site:

http://www.cfchildren.org/program_ss.shtml

Lion's Quest Program

This is a comprehensive resource for Kindergarten through the Grade 12 for implementing a classroom-based conflict resolution program.

The Kindergarten to Grade 6 package is called *Working it Out*, and includes a variety of experiential activities that build on social skills for dealing with expressing differences of opinion, controlling anger, and predicting consequences.

The Grade 6 to 8 package is called *Working Toward Peace*, and it focuses on anger and conflict management as well as helping students find ways to resolve conflicts peacefully.

The Grade 7 to 12 package is called *Promoting Peace and Preventing Violence for Teens and Young Adults*, and it includes a series of 19 sessions designed to help students understand the attitudes and behaviours that can lead them from conflict to anger to violence. The program increases their awareness of how they usually respond to conflict and teaches students how to work toward more peaceful resolutions.

Further details on the program and materials are available on the Lion's Quest website:
www.lions-quest.ca/conflictmanagement.html

Lion's Quest Canada materials may be ordered by telephone by calling the following toll-free number:

1-800-265-2680

Natural Helpers Program

Natural Helpers is an innovative, research-based peer-helping program for students in grades 6-12. The program provides training and support to help guidance counselors or other school staff set up a peer helping network in the school.

Natural Helpers is designed to teach participants:

- positive ways of taking good care of themselves
- ways effective ways to help their friends
- to contribute to a safe and supportive school environment

For further information on *Natural Helpers*, contact United Learning at 1-800-323-9084 or info@unitedlearning.com.

A peace place/corner in our class

1.1

Topic: Peace and Conflict

Purpose: To have students state in their own words what they understand by the word *peace*. To build a team atmosphere as students help create a culture of peace in the classroom.

Key Concepts: positive peace, war, violence, cooperation

Peace starts within each one of us. When we have inner peace, we can be at peace with those around us. When our community is at peace, it can share that peace with neighbouring communities, and so on.

The Dalai Lama, 1989

Background information: This is an excellent activity for beginning the year, helping to set the tone or theme for the year and to establish a team atmosphere for a cohesive classroom. It can be combined with, beginning of the year activities such as the development of class rules or a class charter of rights and responsibilities. It is important to place the emphasis on the positive, and on what students can do to promote peace, and to make connections between children's immediate surroundings and experiences to the larger world.

Materials: Finger paints, large bulletin board covered with paper, images of people co-operating and working together, images of people fighting and disagreeing

DESCRIPTION OF ACTIVITY

Observe:

- Play peaceful music and ask the children to close their eyes and think of the world they want. What do they see? What is it like to live there? How do the people act in this world?
- Discuss what the children have envisioned and put some of the key words on the board to help them.
- Following the discussion, brainstorm what peace looks like, what war looks like. Ask students to collect and cut out pictures of people helping one another. Continue with pictures of people disagreeing. (The UN children's web site has images and drawings of peace by children around the world.)



Explore:

- Invite students to think of examples of people at peace, and what happens when there is no peace, i.e., when people fight. Invite them to think of reasons why peace is better than fighting. Encourage them to observe that peace means different things to different people.
- Explain to the students that they will be involved in creating a Peace Place/Corner in the classroom, and they will all be able to contribute something to making the Peace Place/Corner their own. What would they like to bring? Encourage students to bring items, drawings or creations that symbolize or represent peace to them, and to be ready to explain their meaning. Bring some items to begin the Peace Place, such as a drawing of the United Nations flag, or the declaration of the rights of children, or images of harmony and peace from various parts of the world. It would be useful to have a world map as a backdrop for this display. Encourage the students to make connections to countries they know around the world.

- Ask the students to help you decide which corner of the classroom will be the *Peace Place*. To decorate the Peace Place, tell them that we are going to make a large Peace Graffiti Wall. They need to think carefully about what they want to add to the Peace Graffiti Wall, and then paint their picture or word on the large paper. Each student will have a designated space on the paper, but space out the drawings so that they look somewhat randomly placed (like graffiti) and encourage the students to play off one another's ideas. Show them pictures of the United Nations in New York, and some of the gifts that represent peace in the U.N.
- Students could visit the UN Children's website for some ideas:
<http://www.un.org/cyberschoolbus/gallery/peace/index.asp>
- Begin the creation of a Peace Gallery or Peace Hall of Fame, where students could place pictures of people who have taken action for peace, and quotations about peace and war. (Refer to Appendix: List of Peacebuilders and Appendix: Quotation Bank).

Respond:

- Develop a Peace Time in the class, and ask them to be involved in choosing a regular time for celebrating peace in the classroom. This may be a once-a-week story time in which the teacher reads a story related to peace, or a cooperative game in which students develop skills for working and playing together harmoniously. Explain to the students that part of their responsibility as class members is to learn to become an agent for peace: to expand this peace time and Peace Place/Corner so that they carry it with them to make the world a better place. Encourage them to understand that they have the power to change the world in which they live, and to think of examples of times where they have been able to change a situation or make it better by their own actions. Create an *I Can* or a *We Can* list and post this in the Peace Place/Corner – a list of things they can do, or have done, to help make the world they live in a better place. Try to include family, local, community, and some global examples: (UNICEF, Project Love).
- Ask students to think about why it is a good idea to have a Peace Place/Corner in the classroom. Talk about what the Place would look like.
- Students cull and add materials and artefacts to the Peace Place/Corner so it develops and changes regularly and becomes a special place in the classroom.
- Students could create a Peace Journal in which they collect pictures of things that represent peace to them; important words and sentences about peace and illustrations of stories that make them feel peaceful.
- “What is Peace” worksheet – Grade 1 could do this activity as a class on chart paper and surround it with their drawings of peace.

Teacher hint: Students who need to use the Peace Place/Corner could excuse themselves and retreat to this special place.

Suggestion: Encourage students throughout the year to take actions to expand their Peace Place to encompass a larger and larger space through their words, actions etc., and to expand their Peace Time to encompass more and more of each day (the idea of building a forever larger zone of peace through expanding circles of friendship and peaceful gestures –connects with the UNICEF idea of children as a zone of peace.) They could draw/write actions on the Peace Graffiti wall or in journals.

WHAT IS PEACE?

Peace looks like.... _____

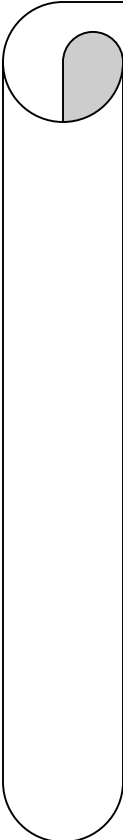
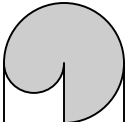
Peace sounds like.... _____

Peace feels like.... _____

Peace makes me think of.... _____

How is peace different from war? _____

A drawing of peace:



Topic: Peacemaking

Purpose: Students will recognize their power in using their hands, feet and voices to make peace

Concepts: personal power; peacemaking as positive actions and as avoiding destructive actions

Background information: Young children develop complex social skills in classrooms, from families and through play. How children make choices to address conflict and violence often based on their experiences. Peacemaking includes taking positive steps.

Materials: art supplies

Observe:

Open by singing a physical song like *Head and Shoulders, Knees and Toes* or *Hokey Pokey*.



If you think you're too small to make a difference, you haven't shared a sleeping bag with a mosquito.
-A Cree saying

Alternatively offer each student a handshake or a high five. Ask *how do you greet family members (and whether there are any differences for parents and grandparents), friends, others*. Offer examples, like

- *a secret club handshake*
- *the European French custom of kissing on both cheeks*
- *young East Indian men who greet their male elders by bowing low and touching their elder's knees*
- *Korean women who are expected to greet their parent-in-law by bowing with their foreheads touching the ground. Note that these are ways people offer respect and affection*
- *Thailand – bring hands together, raise to just below eyes*

Suggestion: As a class, invite students to make suggestions and mime how they can create peaceful feelings with their gestures, voices, expressions and how they can make others feel good.

Explore:

Tell students *they are strong peacemakers. They have strong hands, strong feet and strong voices. Sometimes they are strong by using their hands (to give a hug, or comfort someone), feet (by walking over to greet a new student) and voices (by saying I'm sorry).*

The following examples can be used to expand the teaching, possibly in a question & discussion fashion.

- *Shareem's fingers were stepped on by Kyle when they were on the climbing gym. He told Kyle about it, and Kyle said he was sorry.*
- *Jasmine heard Aggie call Sharmaine mean names. She told "Aggie, that's mean. Why do you do that?" Then she took Sharmaine's hand and walked away.*
- *Kayla got hit hard by a soccer ball. She walked off the pain and didn't yell at or try to hurt the player who hurt her.*
- *Thomas walked away from his friends who wanted him to go steal candy at the corner store.*

Extension Activities

Students may continue this theme with the following activities:

Collages

- Using magazine photos, students contribute to one of three collages, depicting people using their hands, feet and voices to make peace.

Creating

- In groups, students create a song, dance, poem or story of someone making peace by using or not using their hands, feet or voice.
- A student could print up the above chant for the Peace Place/Corner.

Reading

- Students read poems and stories regarding peacemaking (refer to literature section in Bibliography for some examples).
- Teacher chooses four or five peace books and reads one or two a week. When the reading of the books is completed, children vote for their favourite one. The teacher then groups the children according to their favourite choice. A variety of art materials are put out. Each group cooperatively chooses and creates a large picture of their favourite part.
- Another activity could involve a drama of their favourite part using the same process as above.

Peace is like a tree

1.3

Topic: Envisioning Peace

Purpose: Students will develop global mindedness by becoming aware of the stories of other cultures, recognizing similarities across cultures and countries in the quest for peace in the world

Background information: This activity uses the image of a tree as an analogy for the process of peace. Peace is a process that changes, grows and can be killed. The teacher may draw upon student knowledge of science, and also incorporate creative writing in this lesson. Students who cannot yet write words could dictate words to a scribe or the teacher, or they could draw a representation of the words.

Begin with the book *We Are All Alike We Are All Different* (Scholastic Books), or *No Two Snowflakes* (UNICEF). Move on to the activity below.

This activity, originally from Rwanda, is adapted from the UNICEF binder *Education for Peace and Conflict Resolution* (pages 320-321).

Additional resources may be found at the UN Cyberschoolbus Children's Gallery at <http://www.un.org/cyberschoolbus/gallery/index.asp> and visions of a perfect world from children around the world, offered by United Nations Association in Canada at <http://www.unac.org/learn/wrld/kidsnow.htm>

Concepts:

- What do different people mean by peace?
- What does a plant need in order to grow?
- What would kill a plant?
- What makes peace grow?
- What can kill peace?

*We shall find peace,
We shall hear the angels,
We shall see the sky sparkling with diamonds.*
Anton Chekhov, 1897

Materials: world map permanently placed in the Peace Place/Corner; story book or video of stories of peace from other cultures; drawing paper for large tree and coloured paper to trace and cut out leave and roots for the tree; optional recycled old magazines to cut out patterns of leaves, green colours and trees to use as a collage or background for the tree

Observe:

On the world map, mark with a pin where the country of Rwanda is, and explain that in this country there has been a war between two neighbouring peoples that has affected many children. Tell them that this story is a story of peace that was told in families to help people have hope in the country of Rwanda. Encourage them to point out and name other countries of the world they may know. Be sure to encourage students to identify their countries of origin or their parents' birthplaces. Explain that every country has its own stories of peace (see UNICEF book) and its own ideas of what peace would be like, but that most ideas of peace are the same for children around the world.

Explore:

Tell the following story.

In the country of Rwanda, there was a village with families living in huts, women and children, men and babies, grandmas and grandpas. One grandmother had a big old tree in front of her house. It provided shade from the hot sun and a cool place where people gathered to hear the grandmother's stories. This grandma had named her tree. She called it *Orohama*. That might sound funny to us, but Grandma had a reason for this unusual name. It was an unusual tree. Most trees grow bananas or mangoes or passion fruit or apples or nuts. This tree didn't grow any of those things.

This tree grew words! Certain kinds of words. Words that mean peace in languages all around the world. This tree grew names! Names of people from all around the world who have worked to bring peace.

Most trees need water to grow. This tree didn't need water. This tree needed peace to grow. Peace means ... Children with food and water and love. Adults who put down their swords and their guns and work together to make the village safe and strong. Grandmas and grandpas who tell their stories to make people wise and happy.

So this tree with the funny name *Orohama* is a peace tree. And *Orohama* is *amahoro* spelled backwards. And guess what *amahoro* means? *Amahoro* is the word for peace in the grandma's village in Rwanda.

After telling the story, encourage each student to write or draw each of the following:

- a word that means peace in either English or another language (see words for peace sheet)
- the name or drawing of a person they know who has worked for peace

Respond:***Art Activity***

Ask a student to draw a large tree on a bulletin board.

- (1) Ask each student to draw and cut out two different leaf shapes on coloured paper. Encourage a variety of types and colours of leaves. Ask the students to listen carefully to the story and to think about what peace means and what they know about peace.
- (2) Have the students bring in leaves from outside to look at and touch. Make rubbings of the leaves. Label each leaf for the tree in the classroom.

Each student explains their leaf and then attaches it to the tree.

WORDS FOR PEACE

Amahoro (Kinyarwanda)

Amani (Swahili)

Paix (French)

Pax (Latin)

Paz (Italian)

Frieden (German)

Vrede (Dutch)

Eirene (Greek)

Halom (Hebrew)

Salaam (Arabic)

Mir (Russian)

Heciva (Japanese)

Hoa-binh (Vietnamese)

Pokij (Polish)

Siochain (Gaelic)

Note: Students with familiarity with languages other than these (or may have family members who do so) could be invited to teach the class to say and spell additional words for peace.

What causes conflict?

1.4

Topic: Peace and Conflict

Purpose: To help students understand some of the sources of conflict and to assess their own reactions to conflict

To engage in conflict, one does not bring a knife that cuts -- but a needle that sews.

- Adapted from a Bahumbu proverb of Zambia, East Africa.

Key Concepts: What causes conflict? What are some of the most common reactions to conflict?

Background information: Most conflicts are the results of wants in collision: these wants could deal with material goods (territory, possessions); with psychological needs (power, independence, respect); or with deeply held beliefs (cultural, moral or religious value and practices). In many cases, conflicts are the result of mistaken beliefs or perceptions about others, and can be cleared up through open communication or dialogue.

Some of the most frequent reactions to conflict are: avoidance, anger, denial, giving in, aggression, compromise or problem-solving. In this activity, try to have students give concrete examples of these types of reactions using their own words. In order to learn to deal effectively with conflict, students need to become aware of their own ways of dealing with conflict, and they need to learn that there are many ways to respond to conflict.

Materials and resources: “Wants” sheet, “Constructive Ways to Handle Conflict” sheet, “Conflict Role Plays” sheet.

Observe:

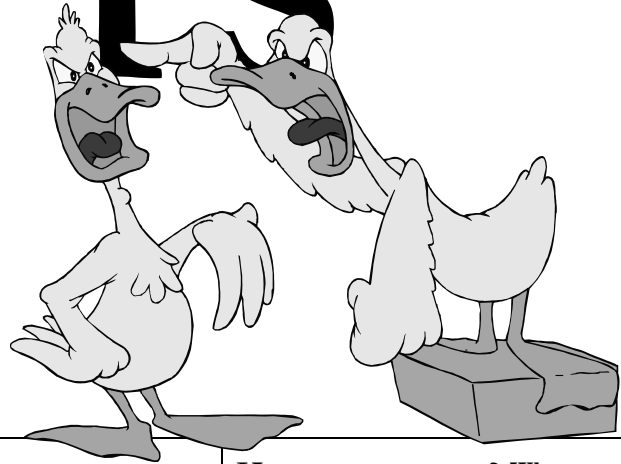
Ask students to think of five things they *want*, and to discuss this list with the class. Then ask them to consider whether everyone always wants the same things. Ask them to think of situations in which there is a conflict (a disagreement, or a fight, or an argument) because two people want things that contradict one another.

Have the students list five things they *need*. Discuss if people around the world share the same needs. Consider that not all children in the world have their basic needs met. This offers students the opportunity to distinguish between a *want* and a *need* by using concrete examples. This relates to the social studies outcomes for early grades.

Respond

- (1) Group Activity: Using scenarios from “Wants” sheet, have students role-play in groups of two or three. Do as many as you wish. Follow each with a discussion. It may be necessary to coach one small group and have them provide the first role play as a model – invite the observers (rest of class) to state what was the cause of the conflict and to suggest how it could be resolved (refer to “Constructive Ways to Handle Conflict” sheet for some ideas). Asking students to FREEZE in the midst of a role play to discuss options is also sometimes a useful strategy: “What could Jenny do now to help solve the conflict? What could she do that would make it worse?”
- (2) Conflict Role play activity sheet (See attached). Ask students to find pictures or to draw an examples of each of these strategies and to sort them in order from the BEST SOLUTION (which option they would try first) to the WORST SOLUTION (which option they would try last). Invite them to explain their reasoning.

WANTS



WHAT YOU WANT	WHAT SOMEONE ELSE WANTS	HOW DO YOU FEEL? WHAT DO YOU DO?
To stay up and watch TV	Your dad wants you to go to bed.	
To talk to your friend	Your teacher wants you to be quiet and listen.	
To go to the park to play football.	Your friend wants to play a video game in the house.	

Constructive Ways to Handle Conflict:

- **Walk Away:** Sometimes the best way to avoid conflict is just to walk away and not get drawn into an argument.
- **Distract:** Is used when someone needs to get their mind on to something else because they're upset or worried, and therefore cannot make good choices. For example, if a friend is upset about a problem at home, you might be able to stop them from exploding by getting them interested in another game or outing.
- **Use Chance:** Sometimes flipping a coin, or picking a number, is a good way to make sure that everyone gets a fair chance.
- **Share:** That way everyone is happy!
- **Get Help:** Some problems are difficult to handle on your own. If you can't solve your problem, ask a person whom you trust and who may be counted on for a fair decision.
- **Postpone:** If a friend or parent is in a "bad" mood, it might be a good idea for you to wait until tomorrow to talk to them about your problem, because they will not be able to think clearly right now.
- **Apologize:** This is helpful to show the person you're sorry about the situation – not necessarily that you're wrong. Giving an explanation can really help and set a peaceful tone.
- **Take Turns:** Like sharing, this solution lets both parties win.
- **Talk It Out:** Instead of reacting, talk about the problem and see if you both can solve it.

CONFLICT ROLE PLAYS

Someone you know invites all your friends to a party except you.	A classmate makes fun of your new haircut.
Someone in the class tells you a boy has been talking about you behind your back.	Someone cuts in front of you in the line to receive a piece of pizza at the pizza lunch at school.
A classmate takes your pen and says that it belongs to her.	You are alone at recess and no one invites you to play with them.
A few classmates are laughing at your best friend.	Your friend goes off with another group and doesn't invite you.
Someone in the class tells the teacher you are cheating on a test, and it's not true.	Your big brother accuses you of taking something from his room and you don't know what he is talking about.
As you are walking by some students in the hall, they start to laugh and whisper.	Your friend has borrowed a library book from you and lost it.
You make a mistake in a class presentation and someone bursts out laughing.	Your dad yells at you because you miss the school bus again.
A friend copies your answers in a test.	You see a bigger student bullying one of your friends.

Peace, not war

1.5

Topic: War, Children and Peace

Purpose: Students will state in their own words what they understand by the words *conflict* and *war*, gain awareness that war can interfere with children's well-being needs, and gain awareness that there are things they can do to help children affected by war

Key Concepts: What causes war? What are the consequences of war? What are positive things that help us overcome fear, and work to end wars?

Background information: Students may have questions about some of the realities of war, as they have been exposed to many images of violence. It is important to respond to their questions honestly without overburdening them with complex and difficult information.

This is a difficult and sensitive subject for small children, and it may best be dealt with in the context of using stories or narratives. Use examples from the lives of children to discuss the nature of conflict. You can:

1. Help students to give language to the conflicts they experience.
2. Help students to see that conflict is a part of living with others, but violence is not.
3. Reinforce that there are choices that all people have at their disposal to avoid violence.

Emphasize that there are organizations such as UNICEF (make reference to the Halloween boxes), Red Cross, Amnesty International, OXFAM, War Child, Free the Children, etc. who work to protect children around the world and that they are able to contribute to these groups in some way.

Materials and resources: world map or globe, magazines with pictures of people cooperating or disagreeing, pictures of children in different regions of the world; art supplies for Respond (art teachers often have excellent ideas for ways to help children manage sensitive material through art)

Observe

Present a film about conflict to the students, such as the National Film Board Film *Balablok*. After the film, have a discussion with the students about why people fight, starting from the example in the film itself (sometimes people fight because they can't accept that other people are different from them).

Some examples of why people fight:

- not liking someone who is different from you
- believing that someone will harm you
- fighting over the same thing that you both want to have (land, lakes, territory)
- not enough to go around

Explore

Discuss with the students that we live in a country where there is mostly peace, but that there are children in the world who are born into and live in war zones. Make a list or a drawing of the reasons why the children think wars may happen. Help them to draw the parallels between conflicts that happen between individuals, i.e., Johnny and Jane want the same toy to call their own; and countries, Country A and Country B want the same land to call their own, etc.

Ask them to think of stories in which there is a war, and to tell these stories. Ask them if they know what happens to the lives of children when there is a war:

- *young people may lose their parents, sisters, brothers, etc.*
- *they may not be able to go to school*
- *they may not have enough food to eat or water to drink*
- *they may be always afraid*
- *their homes may be destroyed*
- *they may have to move away to another land*
- *they may have to serve the soldiers or become one themselves*
- *they may be injured or killed*
- *they may be hated by other people simply because of who they are*
- *they may be trained to hate certain people because of who they are*

(Refer to Appendix about guidelines for discussing war and violence with children.)

The class could create a diorama of a scene in which children are happy and secure. Items that war would destroy are taken away from the diorama. Discuss how students would feel. Discuss how the work of NGOs and peace organizations help to rebuild peace and security during and after a war.

As a follow-up activity, use art supplies that children don't use daily (eg. clay, pastels); have students create something, either representing the effect of war on children or representing their hopes for all the children of the world. Children choose which one they wish to do. Play reflective music as they work and circulate among them, discussing their art and their feelings. Allow opportunities for students to share their work with the class.

Respond

Find Northern Ireland on the Peace Place/Corner Map and mark it with a pin. Read the Children's Peace Treaty written by children in Northern Ireland. Explain that this is one country in the world where many children have been affected by war because of groups of people not understanding or accepting differences between them. Explain that a treaty is an understanding, usually written between two groups who agree to end a conflict. Before students write the peace treaty, ask them to identify all the words of peace and the words of war in the Northern Ireland Treaty. Brainstorm with them to expand on these lists – record on large sheets. Provide each student with a copy of the uncompleted Children's Peace Treaty. Have them complete the treaty working in small groups or as a whole class. End with a round of handshakes, high fives or a song that encourages students to be peacemakers in their own setting, as well as in the whole world.

Suggestion: invite the students to plan a small signing ceremony/celebration at which the Peace Treaties are officially signed before posting. Post the Children's Peace Treaty in the Peace Place/Corner. Read Peace Place/Corner charts, poems, etc. on a regular basis.

CHILDREN'S PEACE TREATY

*We the children of the world
declare peace on the future.*

We want a planet free of war and weapons.

*We want an end to disease,
death and destruction.*

*Hatred and hunger and homelessness
make no sense to us,
we want them done away with.*

*Our earth gives food enough for all -
we will share it.*

*Our skies give us rainbows everywhere -
we will keep them clear.*

*We want to laugh together,
play together, work together,
learn from each other,
explore and improve life for everyone.*

We are for peace, now and forever, for all.

- Written by school children in Northern Ireland

CHILDREN'S PEACE TREATY

We the children of the world declare that

We want a planet _____

We want an end to _____

and _____

_____ *and* _____

*make no sense to us,
we want them done away with.*

Our earth gives us _____ -

we will _____.

Our skies give us _____

we will _____.

We want to _____,

_____ , _____

learn from each other,

_____ *for everyone.*

We are for peace, now and forever, for all.

Written by _____

What is a peacemaker?

1.6

Topic: War and Peace

Purpose: Students will develop a clear picture of what a peacemaker is and of how they can become peacemakers themselves.

*If we are going to bring about
peace in the world, we have to
begin with the children*
- Mahatma Gandhi

Key Concepts: peacemaker, concern, cooperation

Background information: Young students often feel powerless in the face of large problems, and believe that only the “heroes” of this world can make the world a better place. Often they see heroes as being very powerful, and very different from themselves. In this activity, they will try to shape a clear picture of the qualities of a particular kind of hero – a peacemaker, and to develop a sense that they too can become peacemakers.

Materials and resources: short biographies of peacemakers (refer to Appendix); large roll of paper for a wall collage, old magazines or picture books, drawing materials and glue

Teacher hint: Go to thrift stores and buy old issues of National Geographic and other magazines. Try to assure that there are pictures of children from different parts of the world and different cultures.

Description of activity:

Observe

Read a story of the life of a peacemaker (refer to Appendix) or a fiction story in which a person is a peacemaker (refer to literature selections in Bibliography). Discuss with students what makes this person special – do they consider this person to be a hero? Explain that we are looking at a particular kind of hero - a peacemaker.

Explore

Brainstorm five or six qualities of a peacemaker and write them up. Try to have them think of examples of peacemaking in their own lives – their own actions or the actions of someone around them. Have students collect action pictures or make drawings to show some of the qualities they described. As a class, try to come up with a title for how we can be peacemakers and write this title on the bulletin board or collage of student pictures. (For example, “*Taking care of ourselves, each other, our communities, our earth*”.) Refer to the reproducible sheet that follows for some ideas.

Respond

Students now think of ways in which each of them can be a peacemaker in their own lives. They can develop a list of guidelines for peacemaking in the classroom for times when there will be disagreements or conflicts. This could be made into an illustrated poster. The class could also develop a *Peacemaker of the Week* bulletin Board, in which a student is named for his or her actions for peace.

BEING A PEACEMAKER: AN IDEA SHEET

Ask students to draw or write their ideas in a Peacemaker's Scrapbook.

What are some things a peacemaker does?

Actions

Treats people with kindness.
Helps when someone needs help.
Tries to solve problems without fighting.
Sticks up for people who are being bullied.
Welcomes new people into his or her life.
Accepts people for who they are.
Tries to see things in the same way as someone else.

Words

Says what he or she thinks in a calm, quiet voice.
Listens well without interrupting.
Asks questions to understand others.
Says positive things about other people.

A PEACEMAKER'S GUIDE TO SOLVING A PROBLEM:

1. If people are upset, wait until they calm down.
2. Come back and state your case. Use "I" statements. Do not call the other person names, attack them or accuse them.
3. Now listen to the other person's side. Don't interrupt or contradict.
4. Explain out loud what you heard the other person say.
5. Look for a solution together. Ask for help from a third party if you are having trouble.
6. Say something positive to the other person to wrap up: thank you, or, it will be okay, or I'm sorry, or I feel better, or...

Teacher hints: Students can use the Peace Place/Corner in the class to work our problems, and can call upon a peer who is not involved to help them out (a mediator) if they are having problems. In this case, you should develop guidelines for being peer mediators.

It would be useful to role play conflict resolution scenarios with the children. Often this is easier in early grades if the students use puppets.

Extension activities:

Students could create a *Building a Better World* mural, or a *Peacemakers Hall of Fame* (historical figures), Peacemaker of the Week (class members)

Circles of peace

1.7

Topic: Peace and Conflict

Purpose: To help students listen to others and communicate clearly in Peace Circles

Concepts: What are the things that can help us to understand one another better? How can I communicate clearly what I mean so that others can understand me?

Background information: Talking Circles or Peace Circles may be used to provide a forum for students to regularly exchange ideas and express feelings in a structured setting. They are useful in promoting a classroom culture of peace as students get to know one another better as they each have the chance to express themselves.

*Do not wait for
leaders; do it alone,
person to person.
- Mother Teresa*

Materials for creating a Talking Stick: A dowel or styrofoam rod (large enough to decorate – about 2 feet long), covered in plain brown paper; glue and scissors, drawing materials. Ask students to bring to school some small items, pictures, stickers that represent themselves; also provide a variety of old magazines, wrapping paper, alphabet stickers, stars or decorations.

Note: an alternative to a Talking Stick is a stone that is kept in a special place and held by the one who is talking.

Observe:

(Adapt level of difficulty as necessary:) Have students notice the importance of listening carefully through a communication exercise. Ask a student volunteer to give clear instructions to the class as to how to reproduce a simple picture such as the one provided in the activity sheet following this lesson plan. Ask each student to draw the picture without seeing it, simply following the student's directions. Ask students to compare their pictures and to notice where they went wrong. What do they think caused some of the mistakes? Was a direction unclear? Was a direction misunderstood?

Explore:

Ask students to think of times where they became involved in a conflict because they misunderstood someone, or they thought that person had said something they really hadn't. Encourage students to think of what is required in order for people to really understand one another: listen carefully, don't jump to conclusions, check to make sure the person understood what you said, always try to say what you mean, etc.

Explain to students that they will be starting and ending each week with a Peace Circle so that they all have a chance to learn from one another and to listen to one another. At times, the teacher or a student may suggest a particular topic for a peace circle. At other times, the topic may be open, depending on what students would like to talk about.

Explain the basic structure of a Peace Circle:

- Everyone sits in a circle quietly.
- Each person talks in turn when the Talking Stick is passed to them.
- They then pass the stick or stone to the next person in the circle.



- There are no interruptions allowed when someone is speaking.
- A person can pass if they have nothing to add.
- When everyone has had the chance to talk, the discussion may be opened by the teacher or by a student.

Respond:

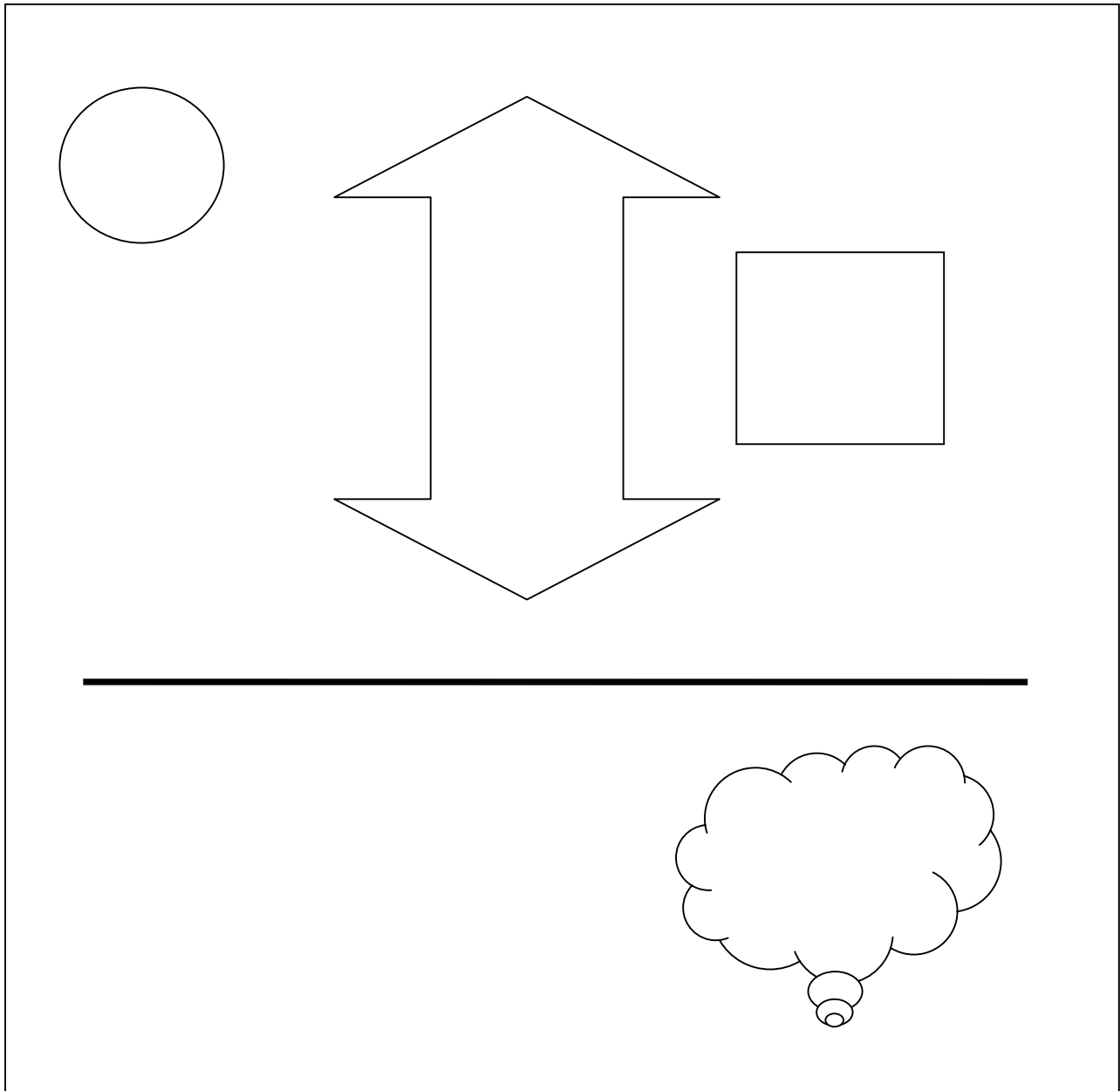
Students will use the materials they brought to create a collective Talking Stick that represents the whole class. They will initiate the Talking Stick by having their first peace circle on a topic such as: What do you think is the biggest reason why people fight or argue? Quiet music may be played at the beginning of the Peace Circle to encourage the students to calmly take their places in the circle and to await the start of the sharing process.

Extension Activities or Projects:

Ask students to see the Peace Circle as something that has no borders, so that it can keep on expanding to include others people. In that sense, they can carry peace outside the circle to the lives of others. In subsequent Peace Circles, ask students to share examples of how they expanded the Peace Circle.

A COMMUNICATION EXERCISE

Look at the picture in the box and do not let anyone else see it.
Explain step by step very clearly to the other students in the class
how to draw the same picture.



EXPANDING CIRCLES OF PEACE

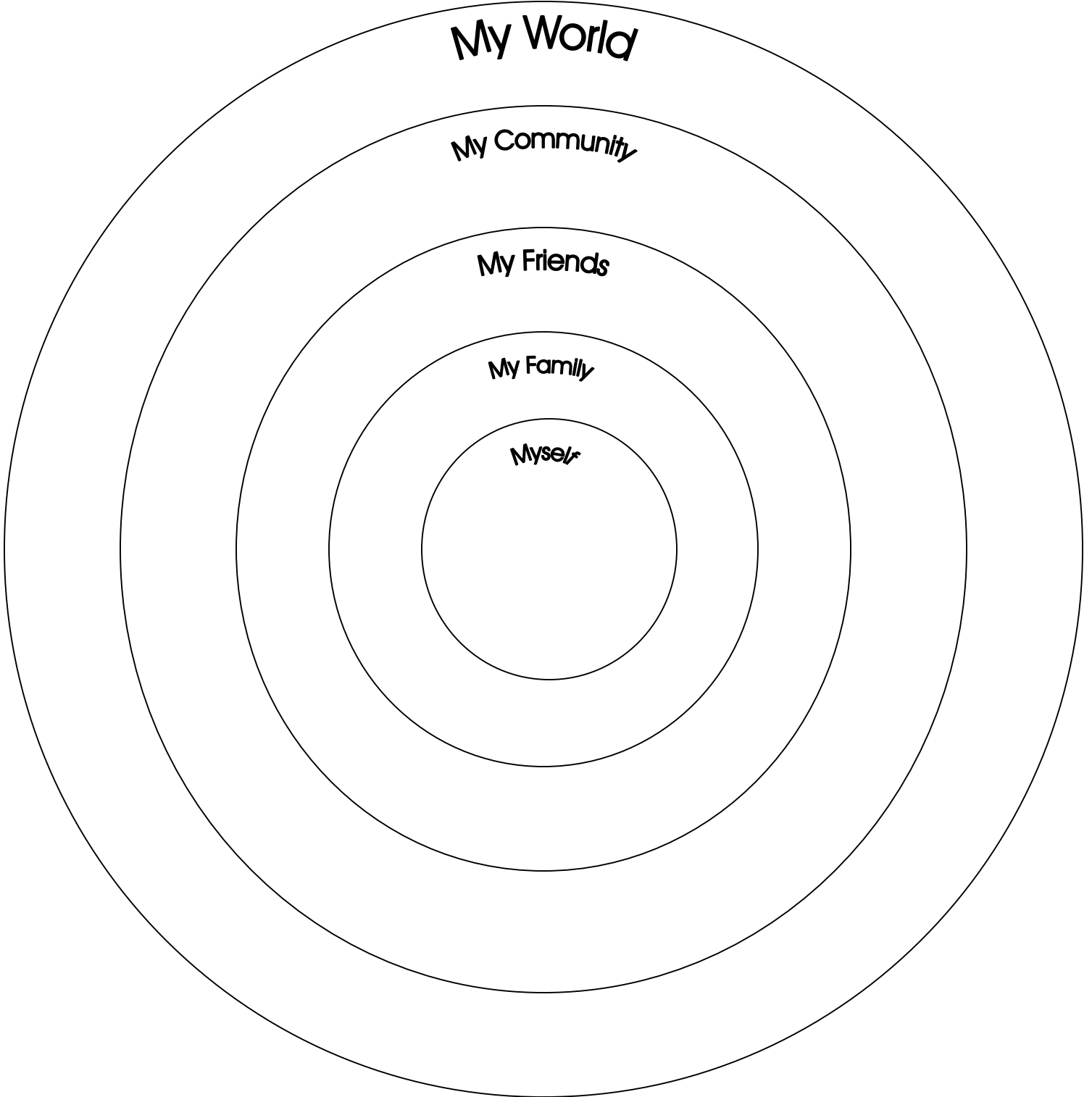
My World

My Community

My Friends

My Family

Myself



Bring on the games

2.1

Topic: Dimensions of Play

Purpose: Students will gain awareness of what makes peaceful play

Concepts: diversity in play; social skills; competition; exclusion and inclusion

Background information: Games enable young people to gain inter- and intrapersonal skills while developing physical and mental abilities. Hopefully it's fun too! People approach games differently, shaped by factors like personality, past experiences and abilities. Many games are based on competition, a value promoted by dominant Canadian culture. Some people enjoy rising to the challenge, others find competition to be unpleasant. Playing and reflecting on different kinds of games helps students understand themselves and others better.

Because children are attracted to adventure and action, it is difficult to lead them to understand the difference between gratuitous violence and simple action or adventure, except by using a simplified standard: *Is someone deliberately trying to harm or exclude someone else? Is it frightening to someone? Is it mean or unfair?*

Materials: music

Observe

Open with two games, one based on exclusion and one based on inclusion.

1. For example, for an exclusion game, students in pairs play rock, paper, scissors; best out of three. The loser sits down; the winners pair, play, and continue the pattern until one person is left standing. Cheer.
2. For an inclusion game, play the Connecting Game, similar to musical chairs. Instruct children to move around the classroom as the music is playing. When the music stops they form groups, connecting with each other. Examples of connecting are: holding hands, touching shoulders, touching heads.

Discuss the two games:

- *What was fun about each game?*
- *What was not fun?*
- *How do you feel when you win?*
- *How do you feel when you are eliminated?*
- *How do you feel when everyone is included?*
- *How many people prefer game 1, game 2? For what reason?*
- *I like competition when it is ...*
- *I don't like competition when it is ..*

Note the differences.

Explore

Ask for examples where competition is positive.

Ask for examples where competition is hurtful/negative.

In groups of four, students should establish class rules for healthy competitive play, like the following:

- *No cheating.*
- *Nobody gets hurt.*
- *The rules are clear before the game begins.*
- *No name calling or insults.*
- *Everyone plays their best.*
- *When people disagree ...*

Discuss as a large group, achieve consensus, and post the rules.

Respond

Conclude with a variety of games used in the classroom (refer to next lesson)

Let's play

2.2

Topic: Cooperative Play

Purpose: Students will gain enjoyment from cooperative play

Concepts: analysis of play; cooperation

Background information: Much of children's play is cooperative. Many structured games highlight competition. Playing and reflecting on cooperative games assists in the development of skills.

Materials: supplies for games, Venn diagram (included), sticky notes

If we understand each other, that's communication. If we argue, scream, and fight, that's an altercation.

-Shel Silverstein
The Light in the Attic

Observe

Discuss how we play hockey, swimming, dress-up, colouring, video games, etc. Create a class chart of favourite games/kinds of play.

- Do we play hockey in a violent way or do we cooperate?
- Do we play hopscotch in a cooperative way?

Go through other games and *how* we play them.

Explore

Play 2-3 cooperative games, like *Number Groupies* or *Frozen Bean Bag Tag*. (Instructions are provided at end of this lesson.)

Respond

Provide each small group with one popular game typically played competitively such as Match 4. Include other games that the students play in the classroom. Instruct the group to find ways to eliminate competition/ to make it cooperative and fun. Group identifies their modification to the class.

Use a Venn diagram to name games that can be competitive and/or cooperative. Ask students to write the name of a game on their sticky note. Students cooperatively place their sticky notes on the proper category of the Venn diagram.

Extension Activity

Encourage students to play their modified games during 'games time.'

GAME INSTRUCTIONS

Number Groupies

Create an open space in the middle of the classroom, or use the gym. Place a hula-hoop in the middle of the room. Players mill around until the teacher calls out a number, like three. All players find two partners, forming a group of three, then sit down, and be silent. Those who are having trouble finding partners, go stand in the hula hoop until others in a similar situation come and form the correct number; they then step out of the hoop, sit down and be silent. Repeat using different numbers.

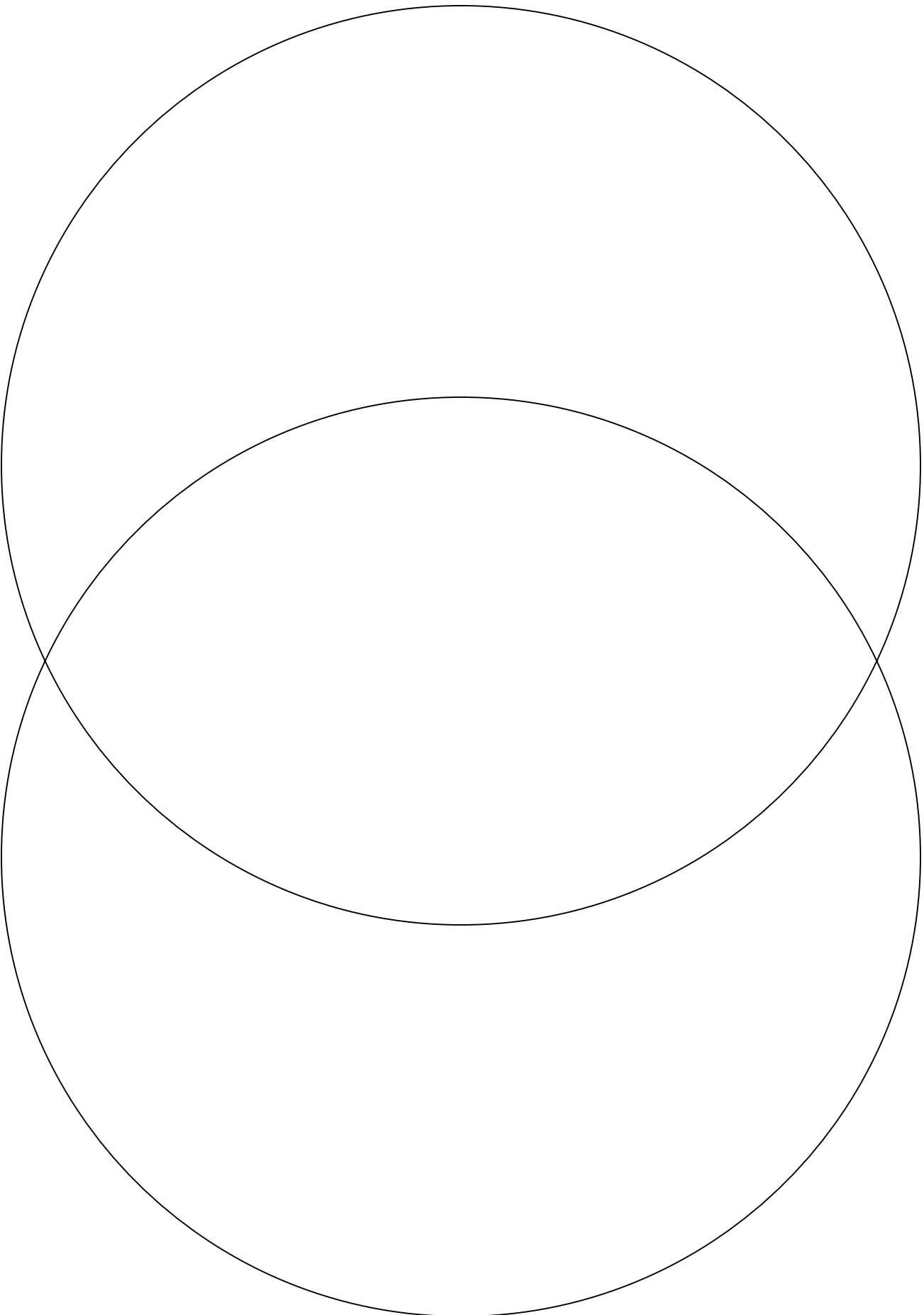
- What happens if they don't divide into threes?
- Do they always have to go with friends?

Frozen Beanbag Tag

Leave the furniture as is in the classroom. Give players each a beanbag to place on their heads; they walk around endeavouring to keep the beanbag in place without using their hands. When it falls off, the player freezes, and stays frozen until someone else with a beanbag on their head replaces the frozen player's bean bag. Encourage kids to keep track of how many times they helped someone.

Other Games

Other ideas for cooperative games may be found in Spencer Kagan's *Cooperative Learning*. Students may finish up this lesson with a cooperative games session in which they invite another class of younger students to come play the cooperative games they have invented.



VENN DIAGRAM

Let's make peace

2.3

Topic: Conflict Resolution in Play

Purpose: Students will gain awareness of what escalates and defuses conflict in play

Concepts: empathy; escalating and defusing conflict

Background information: Conflicts appear in play, as in other aspects of life. Conflict is a natural part of living with others; in itself it is not destructive. It is how people choose to respond to conflict that can lead to harm or violence. Understanding what increases and decreases conflict gives people skills in peaceful resolution of conflicts. The use of a thermometer is helpful. What they are learning is how to consider others' feelings, and how to be aware of the aspects of conflict.

Materials: a visual of a thermometer (included); possibly art supplies for Explore with younger students

Observe

Activity 1

This warm-up helps loosen up students to express emotions in Activity 2. The group forms one large circle. One person begins by making a funny face and turns to the person on their right, who then mirrors it with their facial expression. She or he then turns to the centre, makes a different face and turns to their right to show this new expression to the next person. Repeat until everyone has mirrored.



Activity 2

While in the circle, students number off 1-2, 1-2, etc. so that there are two alternating groups of students (1's and 2's) in the large circle. Instruct students to express with their whole bodies the emotion that goes with the phrase that you read out. The sub-groups will be expressing opposite experiences as follows:

Number 1s	Number 2s
You hit the winning home run.	You pitched the ball that was hit for the winning home run.
You were invited to go to the beach for your classmate's birthday.	You overheard your friend being invited to go to the beach for your classmate's birthday; you were not invited.
You let in the puck that pushed the game into overtime; your team lost.	You scored the goal that pushed the game into overtime; your team won.
You were invited to join the popular kids who play soccer at lunch.	You were told no when you asked to join the popular kids playing soccer at lunch.
You lost the checker game because your opponent cheated; you didn't realize it till the end.	You removed three of your opponent's checkers and weren't caught; you won the game.

Explore

Note that sometimes people get upset or angry while playing games; sometimes that happens because of losing, or because someone isn't playing fair, or because someone isn't being friendly.

Explain the thermometer using a visual. In small groups, or working as the entire class, students name what increases (arrow up) and decreases (arrow down) conflict in games. Create a large list. Include concepts such as fairness, following the rules and mediators.

Create a class plan for managing conflicts in play. (Younger students may use art to illustrate their way to resolve conflict.) The plan may include:

- *talk it out*
- *no hitting or kicking*
- *follow the rules*
- *include people in games*
- *have fun*
- *ask someone to help if two people can't resolve it*
- *take 10 - to cool down*
- *find a quiet space*

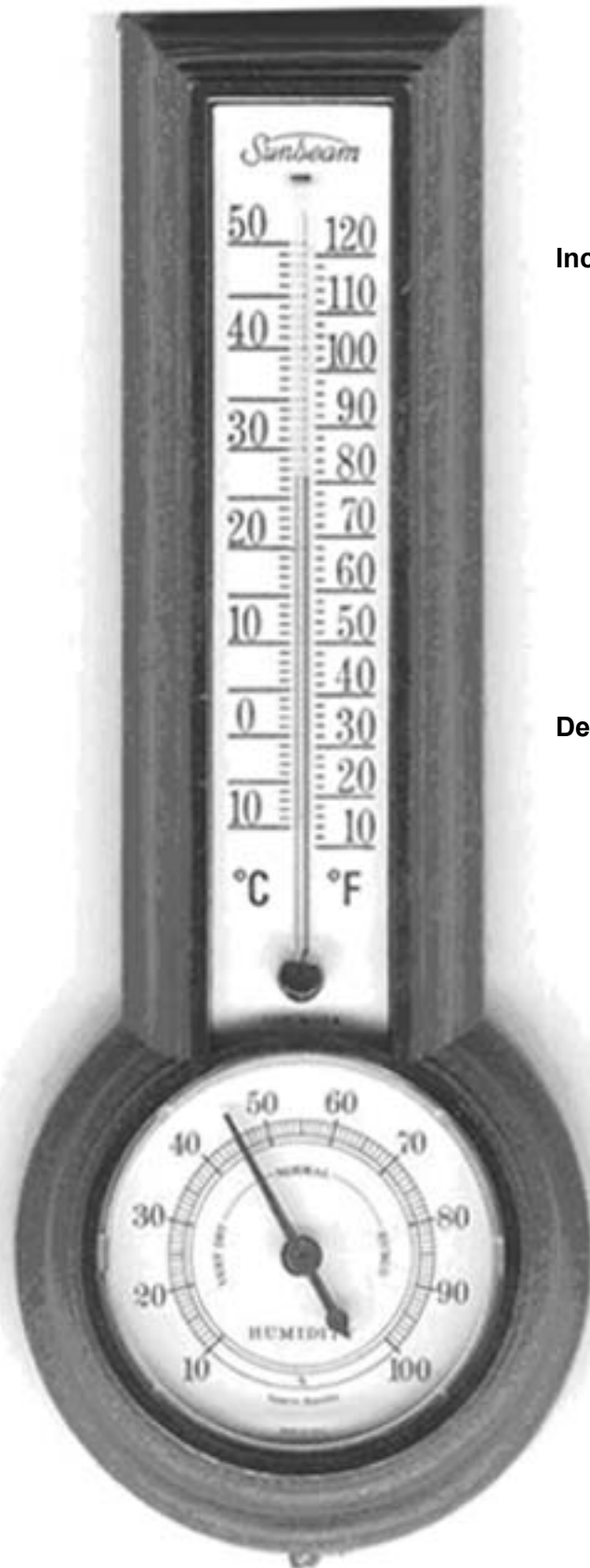
Display the class plan.

Help students to recognize that different people have different "comfort levels" in the thermometer and to identify the things that cause them to suddenly "heat up" or "cool down."

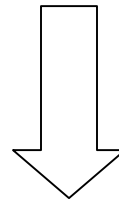
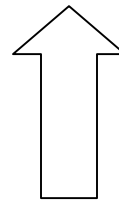
Respond

Implement the class plan, one step per week, if useful, to build it gradually. Debrief weekly. How's it going? What modifications are necessary? Encourage students in their capacity to resolve their conflicts peacefully. Remind students of what they discussed (2.1 & 2.2 lessons) to make a game less competitive and more fun.

THE THERMOMETER OF CONFLICT



Increasing levels of conflict



Decreasing levels of conflict

How do I play? How do I fight?

2.4

Topic: Conflict Styles

Purpose: Students will learn that people respond to conflict in a variety of ways and gain insight into their own conflict responses.

Concepts: conflict styles of giving in, avoiding, problem solving, forcing/fighting and compromising and may be represented as animals (see included sheet: “Conflict Styles”)

Background information: Conflicts occur when the interests of two or more people collide. Typically people consider how much importance they give to the other people’s interests, and how committed they are to fulfilling their own interests or achieving their own goals.

Materials: overhead (or enlarged version which could be posted) of “Conflict Styles” sheet; art supplies for pictures or murals

Observe

Ask students to think of or jot down on paper their answers to the following scenarios:

- *When someone pushes ahead of me in the line, I ...*
- *When someone breaks a rule during a game, I ...*
- *When I am not invited to a party, I ...*
- *When someone trips or punches me, I ...*
- *When my friend grabs the video controls away from me, I ...*

Have five dots on the board, corresponding to the five positions on the chart. Ask students to provide responses to the tag lines above. Assure them that your purpose is not to judge responses but to create a varied list. Note each response by putting a tick beside the appropriate dot, for example if a student says, *I change the subject*, put a tick beside the dot representing *avoidance*; if a student says, *I punch him out*, put a tick beside the dot for *forcing*. You may want to discuss the meaning of words such as *avoidance* and *compromise*.

After all students have contributed, you may ask them to guess what each dot represents, and to give each category a title. Or you may move directly into explaining the five conflict styles using the overhead or enlarged copy.

Discuss their answers, noting that people respond differently to conflicts. Emphasize that most responses are valuable/useful at one time or another; that different responses work better or worse depending on the situation; some responses increase conflict and some decrease it.

Explore

Explore the five conflict styles of giving in, avoiding, problem solving, forcing/fighting and compromising using the animal model. Continue the discussion, adding the animal names. Students could suggest their own animal names.

- *When someone pushes ahead of me in line, I push back and punch 'em in the arm hard. I am ... (a shark).*
- *When someone breaks a rule during a game, I ignore it. I don't want to make a fuss. I am ... (a turtle).*
- *When I am not invited to a party, I smile and keep on talking in a friendly way to the party girl/ boy, even though I feel sad. I am ... (a teddy bear).*
- *When someone trips or punches me, I say, "Hey what was that about?" I listen to their response, even though I feel like hurting them back. Sometimes I learn I bugged them before, and that's why they did what they did. We talk it through and agree no hitting and no tripping. I am ... (an owl).*
- *When my friend grabs the video controls away from me, I say, "What's going on?" My friend says, "I want to play this one more time because I just got it." We talk a little more and agree that on the first day of the game my friend takes two turns for every one turn I take. I give a little and my friend gives a little. I am ... (a fox).*

Invite students to think of other conflicts they might have or know about between friends, classmates, parents and their children, students and teachers. Provide supplies for them to draw a five-phase picture including the tags offered below.

- *I feel like a turtle when...*
- *I feel like a shark when...*
- *I feel like a fox when...*
- *I feel like an owl when...*
- *I feel like a teddy bear when...*

Alternatively a large sheet of paper could be divided into five sections with an animal name or picture pasted in each section. Students could draw their pictures in the appropriate section

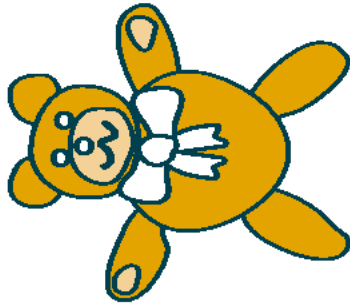
Respond

In groups of two, have students observe which conflict styles they witness on the playground and report these results to the whole class.

THE CONFLICT STYLES



Ways to Approach
CONFLICT



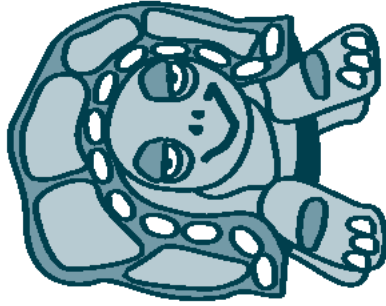
Giving in

I give in

“I don’t care that much; have it your way.”



Ways to Approach
CONFLICT



Avoiding

I leave

“I’d rather not deal with it now.”



Ways to Approach
CONFLICT



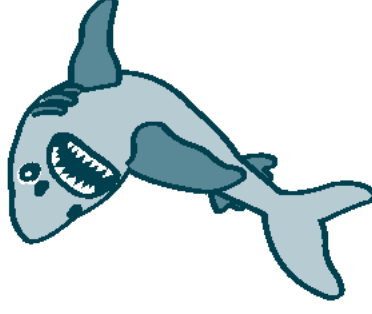
Problem solving

We both win

“Two heads are better than one.”



Ways to Approach
CONFLICT



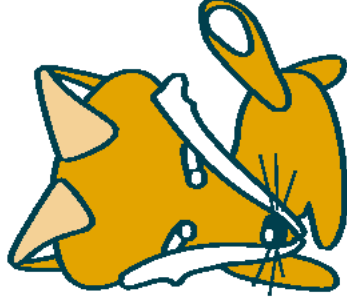
Forcing

I take charge

“Might makes right.”



Ways to Approach
CONFLICT



Compromising

We meet half-way

“Let’s split the difference.”



Family journey

3.1

Topic: Cultural Awareness

Purpose: Students will explore culture(s) present in Canada, and be encouraged to develop positive self-esteem regarding their cultures.

Concepts: Families may identify themselves as having more than one cultural identity

Background information: Culture is imprinted on people at deep levels from early years on. Art and culture include customs and social forms, key beliefs and ideas. Some may be transmitted through family living, lullabies, storytelling, food, music, etc.

People from minority cultures find aspects of their culture ignored or ridiculed by many people of the dominant Canadian culture. Peacemaking includes awareness of and acceptance of other cultures. Peacemaking also includes knowledge of and liking oneself. Individual self-esteem, including self-knowledge and the capacity to identify and appreciate one's cultural heritage, gives one strength to take in divergent viewpoints.

Materials: a map and coloured pins

Observe

Ask students to identify one thing they enjoy doing with their families (or wish they did more with their families). Ask students to divide into two circles, one circle inside the other. The inner circle faces out, and the outer circle faces in so that a pair is formed from one inner and one outer person facing each other. Pairs discuss the thing they enjoy doing with the family members. After 1-2 minutes, the inner circle shifts one person to the right. Repeat the exercise three more times.

Discuss these activities as a whole group, noting them on the board and check-marking those that are identified more than once. Note these are favourite activities of families represented in the class.

Explore

Display a world map and allow students to select coloured pins (as many as necessary) to mark where their family came prior to living in Canada.

Respond

Invite students to share family stories or traditions, for example the Muslim celebration of Ramadan, or the blessing of the Easter baskets in the Ukrainian Orthodox church. (Use sensitivity here in respecting students' comfort level in sharing.)

Suggestion

In small groups, discuss how to celebrate Canada Day, given the culture(s) represented in the group. Each group offers at least one idea to the list. If workable, the group then plans and implements the party, possibly inviting parents to contribute/participate.

The equal rights of all members of the human family is the foundation of freedom, justice and peace in the world.
-Universal Declaration of Human Rights

Differences

3.2

Topic: Diversity

Purpose: Students will gain awareness of differences, the normalcy of differences and the potential for differences to be handled positively or negatively

*You've got to be taught
before it's too late ...
You've got to be carefully taught.*
-Rodgers and Hammerstein

Concepts: differences and similarities

Background information: A rich diversity exists among the world's peoples - differences that can intrigue and stimulate stronger ties or, sadly, can lead to prejudice and violence. At the root of prejudice is a suspicion and fear of differences. Even with vastly different cultures, roles and values, the human family shares many commonalities - DNA, blood and bones; social bonds of family and community; emotions of love, hope, fear and anger; art and music.

Materials: counters for each student; appropriate magazines, calendars, etc.

Observe

Give each student two counters (beans, bingo chips, etc.). Form groups of four, with the groups each creating a small circle. Instruct students to take turns sharing one unique personal characteristic. (For example, *I have six cousins; I have the same first name as my father; I was born in a country other than Canada, etc.*) As they share they place one counter in the middle of the circle. If someone else also has that characteristic, they say, *I have six cousins too!* And add their counter to the middle. Proceed until all counters have been placed. Repeat the exercise 2-3 times until students have identified/learned many characteristics that they do or do not share.

Discuss this exercise.

- *How do you feel when no one shares a characteristic you have named?*
- *How do you feel when someone shares a common characteristic with you?*

Explore

Provide a stack of magazines or calendars with photos of people with a variety of ages and ethnic groups. Provide paper, scissors and glue so student groups can make a collage of many different kinds of people. Younger students may work in pairs or small groups to complete their collage more quickly.

When finished, ask them to look at all of the collages. Discuss the differences they see, and list them (*clothing, age, skin colour, hair style, etc.*). Ask students to name the similarities and list them (*people, two eyes, a part of a family, express emotions, etc.*).

Respond

Ask students to think about a friend. How are they like their friend? (You may have them discuss this in pairs or jot their thoughts down on a piece of paper.) Discuss what is good about similarities, and list the ideas. Discuss what is good about differences, and list the ideas.

Discuss the problems or conflicts that arise from similarities and differences. Include information that differences can lead to fear and prejudice (defined as *dislike of someone or something for no obvious reason*), and conflict and violence.

Suggestion: This could be done with buddies, eg. Grade 1 and grade 3.

Close with a chant like the following (which could be put up in the Peace Place/Corner and read frequently as a class):

We are different.
My eyes are ... (each calls out colour simultaneously)
My family name is ... (each calls out name simultaneously)
My shoes are size ... (each calls out number simultaneously)
We are different.

We are the same.
My blood is red.
My heart is a drum.
I have one voice.
We are the same.

Yeah!

Extension Activity

Provide materials for student groups to create a poster with half of it being devoted to *Being the Same ...* and half devoted to *Being Different ...* Encourage students to use photos, drawings, and words from the previously discussed lists, and other materials (string, construction paper, shapes, etc.) in their creation.

Display collages and posters.

You can't judge a book

3.3

Topic: Prejudice

Purpose: Students will be able to define stereotype, prejudice and discrimination and gain awareness of their negative effects

Things are seldom what they seem.
-Rodgers and Hammerstein

Concepts: stereotype, prejudice and discrimination

Background information: Racism is a challenging topic to tackle, both because of the dominant culture's denial (which may affect us deeply and personally) and because of racism's complexity. As with other challenges, breaking it into components helps us address it. Stereotypes lead to prejudice and discrimination -all components of racism.

Materials: an assortment of greeting cards which have illustrations of people; descriptions and pictures of four characters: Daniel, Mary, Sam and Tara (see below); a copy of *Green Eggs and Ham* by Dr. Seuss (New York: Random, 1960) for younger students

Observe

Hold up a greeting card. Ask students to look very carefully at the people on the card and be able to describe them as clearly as possible. Ask for descriptions from each student and create a list of characteristics on the board. Prompt for such characteristics as *gender, race/skin colour, eye and hair colour, age, and possibly the presence or absence of physical disabilities like wheelchairs, braces or canes.* Keep a numerical count for each characteristic that is noted, and summarize at the end.



Explore

Tell students that they have the job of giving a gift to four different people, and that you will describe the people and the gifts. Display pictures of characters and gifts:

Daniel Fontaine - a tall, muscular Aboriginal man, about 30 years old

Mary Henderson - a Caucasian senior woman

Sam Lee - an Asian man who is skinny and wears thick glasses

Tara Molychuk - a young Caucasian girl with long, curly blond hair

The gifts are: *a rocking chair, a doll, a book on computer programming, basketball, a pair of plaid pants, ballet tickets.* Display pictures as you list the gifts.

After students have had a chance to mentally select a gift for each person, read each character's name and all the gift possibilities. Have the students raise their hands to indicate which gift they chose for each of the characters. Discuss why so many chose the same gift for each person. Read aloud these expanded descriptions of the characters.

- **Daniel Fontaine** is a very athletic member of the city dance company. He likes going to the ballet.
- **Mary Henderson** is a senior citizen, with an active life. She enjoys new experiences, travels a lot, and recently purchased a new computer. A book on computer programming would be appreciated by her.
- **Sam Lee's** hobby is woodworking and restoring antiques. The rocking chair, especially if it were an old one, would be something he'd love to receive.
- **Tara Molychuk** is active and athletic. She can regularly be found playing with any kind of ball, and has developed a recent interest in joining the basketball team. She would love to have a basketball to add to her sports equipment.

Discuss *stereotyping*. Use a definition like *when we label all members of a group in a certain way*. Explore the stereotypes beyond the gifts chosen in the previous exercise, for example, *All girls like ballet*, *All boys like hockey*, *All old people like rocking chairs*, or *All Asians are good with computers*

Explain that stereotypes can cause us to have an idea about a person before we get to know who they are. This is what we call *prejudice*. Prejudice is an idea or a thought, and can affect how we treat people. In some cases we may stop people from joining a group, or stop them from doing something they want to do because of prejudiced beliefs. This is called *discrimination*.

Discuss the following: *What are some forms of prejudice you have heard about?*

Respond

Return to the information re: characteristics of people in greeting cards. Note who is represented frequently in cards and who is not represented adequately (*typically this means a high percentage of Caucasians, with low numbers of people of colour; low numbers of people with disabilities, etc*). Compare this to the demographics of your school community or Canada.

Ask students if they have ever been in a situation where they felt invisible or misunderstood – discuss this. This may be expanded to a discussion about friendship and learning to welcome people into circles of friends: i.e., yes, people tend to become friends with those with whom they have something in common, but if this excludes anyone who is different, it is a form of discrimination. How would they feel if everyone in the class were absolutely identical?

Extension

Read *Green Eggs and Ham* (Dr. Seuss) as a class for a humorous take on someone's prejudice.

Festival of cultures

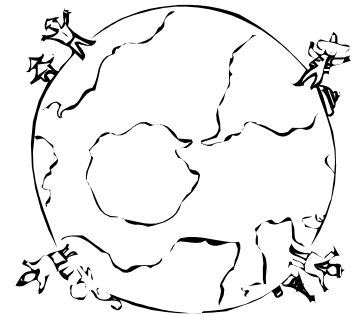
3.4

Topic: Cross-cultural Awareness

Purpose: Students will continue to gain awareness of different cultures and have an opportunity to celebrate diversity

Concepts: celebrating cultures

Background information: Multi-cultural festivals are springing up across Canada, opportunities for a diverse group of people to identify and celebrate their own and others' cultural backgrounds. Such events teach tolerance and respect for differences in a festive, playful manner. Consider inviting parent volunteers for a community event.



It's a small world after all.
-Sherman

Materials: library and/or computer resources for research; possibly materials to create a book

Observe

Designate each of the four corners of the room as one season - spring, summer, winter, fall. Younger children may need the corners designated by the months, ie., corner # 1 is January, February, March, etc. Direct students to go to the corner that corresponds with their birthday. Each of the corner groups discusses what they like about their birthday season. A representative or two reports this information back to the larger group.

Explore

Note that birthdays are one way to celebrate is a person's life. Ask for examples of other kinds of celebrations, festivals or holidays. List them.

Introduce the Festival of Culture concept, and explain they will be planning an event (or creating a book) to celebrate a variety of cultures. Students may work in groups or individually. Students may research a culture or their own cultural background. Aim for a variety of cultures.

Students determine the following information of the culture:

- favourite foods
- traditional clothing
- a few words in the cultural language
- a game children play
- music
- work

If necessary, modify this activity for younger students by focusing the activity on one or two aspects of Canadian culture. For example, *How is New Year's celebrated in your community and in another, different part of Canada? Or summer or winter celebrated? Or what are favourite foods?*

Respond

Students record their knowledge by creating posters or books or by organizing a celebration for invited guests. At the celebration, students show what they have learned about the various cultures: offer samples of food and music, demonstrate clothing and games, etc.

List of Teacher Resources

* indicates that the resource is available at:
Instructional Resources Unit, *Manitoba Education and Youth*
Main Floor, 1181 Portage Avenue
Winnipeg, Manitoba, R3G 0T3
Phone: 204-945-7830 (Reference and information services)
Fax: 204-945-8756
Toll Free: 1-800-282-8069- 7830 (reference and information services)
1-800-592-7330 Media Booking Only
Online catalogue: <http://library.edu.gov.mb.ca:4100/>

Abrams, Irwin, editor (1990). *The Words of Peace: Selections from the Speeches of the Winners of the Nobel Peace Prize*. New York: Newmarket Press. *

Includes a foreword by Jimmy Carter, and quotations from Nobel Peace Prize winners, organized thematically, with biographical notes.

Ackerman, Peter and Duvall, Jack (2000). *A Force More Powerful: A Century of Nonviolent Conflict*. New York: Palgrave.

A history of non-violent movements to secure human rights and democratic freedoms in the twentieth century: provides an alternative perspective of modern history, rather than focusing primarily on military events and armed conflicts. This resource is appropriate primarily as background information for teachers, or as a research resource for high school students. There is an accompanying set of videos and a study guide which would be appropriate for use in senior years, particularly S3 and S4 social studies.

Adams, Hetty (1994). *Peace in the Classroom*. Winnipeg: Peguis Publishers.

Practical classroom activities on friendship, belonging, communication and resolving problems for the early years classroom. *

Agenda for War-Affected Children, statement produced by the International Conference on War-affected Children, held in Winnipeg in September 2000. Available on-line at :
http://www.waraffectedchildren.gc.ca/Final_Agenda-en.asp

Arendt, Hannah (1970). *On Violence*. Orlando, Florida: Harcourt Brace and Company.

A concise philosophical and historical analysis of the violence prevalent in the twentieth century, and of the relationship between war and politics, violence and power. Arendt maintains that violence can never create power, but it is capable of destroying it; useful quotations and reflections on history and politics in the nuclear age.

Barnaby, Frank, editor (1988). *The Gaia Peace Atlas: Survival into the Third Millennium*. New York: Doubleday/Gaia Books Ltd. Bellamy, Carol (2002). *

Extensive historical information on war, peace and security; discussion of a sustainable future; many United Nations contributors and international perspectives presented.

"Building a Culture of Peace", a special edition of *Peace Movement*, Volume 1, No. 2, Summer 2000. London (UK): National Peace Council and the United Nations Association.

Commemorative journal for the UN International Year for a Culture of Peace, articles from around the world regarding perspectives on global peace education and activities in support of peace and UN peacekeeping.

Brouwer, Wytze (1986). *A Survey of Peace Education in Canada*. Ottawa (ON): Canadian Institute for International Peace and Security. *

Information on the status of peace education in the mid-80s, and survey results from Canadian teachers regarding peace education and the school curricula.

Canadian Institute for International Peace and Security. (1990). *Teachers' Handbook on Peace and Security*. Ottawa: Canadian Institute for International Peace and Security. *

Extensive background information, fact sheets, and activities for senior years teachers to use in the classroom to explore global issues related to war, peace, and international relations from a Canadian perspective.

Carlsson-Page, Nancy and D. Levin (1998). *Before Push Comes to Shove: Building Conflict Resolution Skills with Children*. St. Paul, MN: Redleaf Press. *

Teacher guidebook for developing conflict resolution strategies in children, ideas for curriculum integration and the use of literature.

Celebrating the Decade for a Culture of Peace and Nonviolence 2001 – 2010, A Resource Manual (Second Revised Edition, Fall 2000). Nyack, New York.

Fellowship of Reconciliation: www.forusa.org

A manual based on the UNESCO philosophy of creating a culture of peace, with practical suggestions for activities. Section One, "Exploring Our Culture of Non-violence?" describes what a culture of non-violence means, its historical basis, and includes practical activities for the promotion of non-violence. Section Two, "Understanding Our Culture of Violence" focuses on understanding conflict, hate and militarism, and developing leadership to overcome these elements of society. Includes articles, resources, reproducible materials.

Colorosso, Barbara (2002). *The Bully, the Bullied and the Bystander*. Toronto: Harper Collins Publishers.

A guidebook for teachers and parents regarding breaking the cycle of bullying and violence in homes, schools and communities; strategies for dealing with aggressive behaviour and promoting peaceful behaviour in groups.

Coulon, Jocelyn. *Soldiers of Diplomacy: The United Nations, Peacekeeping, and the New World Order*. Toronto: University of Toronto.

Also available in French (*Les casques bleus*) - a book about the United Nations Peacekeeping Forces and their role in the world

Diamond, Louise (2001). *The Peace Book: 108 Simple Ways to Create a More Peaceful World*. Berkeley, CA: Conari Press.

A book of suggestions for peace building beginning from inner peace and moving outward to social action initiatives. Intended as a catalyst to action as a part of developing a network of peace activism. Web-site: www.peacebook.com

Drew, Naomi (1999) *The Peaceful Classroom in Action*. Torrance, CA: Jalmar Press. *

Communication and cooperation activities for early years, practical suggestions to teachers.

Eleftheria, Ireni K. (1987). *The Peace Book*. New York: Black Rose Publications. *

A compilation of information on war, arms, and peace, with biographical information and quotations from peace activists and social activists

Educators for Social Responsibility (1983). *Perspectives: A Teaching Guide to Concepts of Peace*. Cambridge, Massachusetts. *

Activities for teaching concepts of peace to middle and senior years students.

Elementary Teachers' Federation of Ontario (2001). *Take a Closer Look*. Toronto (Ontario). Elementary Teachers' Federation of Ontario.

A practical guide to exploring issues on media violence, lesson plans and reproducible activities for Grades 7 and 8, correlated to media literacy outcomes in the Ontario curriculum.

Fletcher, Ruth (1986). *Teaching Peace: Skills for Living in a Global Society*. Toronto: Fitzhenry and Whiteside.

Lessons and reproducible activities appropriate to Middle Years students on the themes of conflict resolution, discrimination and prejudice, peace building, cooperation, global interdependence, media awareness and responsible consumerism.

Grossman, D. and DeGaetano, G. (1999). *Stop Teaching Our Kids to Kill*. New York: Crown Publishers.

A collection of position statements, articles and resources regarding the effects of media violence on young people, includes a list of educational resources.

Haverluck, Bob (1990). *Perspectives on Peace/Conflict*. Winnipeg (MB): Peguis Publishers Ltd. *

Guidelines and approaches for teachers K to 12 regarding peace and conflict studies, suggested interdisciplinary teaching strategies and learning activities for teaching peace in the classroom (all grade levels).

Institute of Peace and Conflict Studies (2002). *Armed Conflict Report 2002*. Waterloo (ON): Project Ploughshares.

This publication is produced each year by Project Ploughshares, and includes a world map poster indicating the areas of armed conflict over the course of the year in question, and summaries of the conflict areas and history of the conflicts.

Copies, and educational support materials, are available from Project Ploughshares at www.projectploughshares.ca

Jasmine, Julia (1997). *Conflict Resolution Grades 5 – 8*. Huntington Beach, CA: Teacher Created Materials Inc. *

Josephson, Wendy L. (February 1995). *Television Violence: A Review of the Effects on Children of Different Ages*. Ottawa: Department of Canadian Heritage.

Extensive Canadian study of television and particular age groups, from infants to adolescents, with parental suggestions and suggestions to the television industry.

Machel, Graça (1996). *The Impact of Armed Conflict on Children*. United Nations.

Report by a high-level commission established by the UN General Assembly and chaired by Graça Machel, former First Lady of Mozambique.

Full text of the report is available on the UNICEF web-site at: <http://www.unicef.org/graca/>.

Machel, Graça (September 2000). *The Impact of Armed Conflict on Children : Four Years Later*. Printed in the Background Papers: The International Conference on War-Affected Children, Winnipeg, Canada, 10 – 17 September, 2000.

New Internationalist (NI) Magazine, published monthly by New Internationalist Publications Ltd., www.newint.org

Canadian Office: P.O. Box 706, Markham, Ontario L6B 1A7
(800) 661-8700

An alternative and critically-minded news source reporting on issues of world poverty and inequality, and focussing on people, ideas and action for social justice. Every month features a particular theme. Of particular recent interest are the following issues:

Twin Terrors, November 2001

Another World is Possible January/February 2002

Nuclear Education Project (1984). *Watermelons not War*. Philadelphia: New Society Publishers.

Guidelines and discussions for parents and teachers of elementary school children regarding war and peace in the nuclear age.

O'Donnell, Kevin. *Biting the Moral Bullet: Issues of Peace and Justice*. Abingdon, U.K.: Bookpoint Ltd. *

Practical activities, background information on social issues, war, alternatives to war: for middle years and senior years classrooms.

Our Schools/ Our Selves: Teaching about War and Peace. Volume 11, Number 2, Issue #66, Winter 2002. Ottawa, Ontario: Canadian Centre of Policy Alternatives.

Peace Corps (2002). *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*. National Geographic Education Foundation, Coverdell Worldwide Schools. Available on-line at www.peacecorps.gov.wws

Lesson plans and workbook activities for developing global cross-cultural awareness, and eliminating stereotypes.

Peace Magazine: A magazine favouring multilateral disarmament published four times a year by the Canadian Disarmament Information Service (CAN-DIS). Mailing address: Box 248, Station P, Toronto, Ontario M5S 2S7. www.peacemagazine.org

Porro, Barbara. *Talk it Out: Conflict Resolution in the Elementary Classroom*. *

A guidebook for early to middle years teachers: classroom strategies for dealing with conflict and promoting dialogue among students.

Rosenberg, Marshall (1999). *Nonviolent Communication: A Language of Compassion*. Puddledancer Press.

A collection of stories, examples, and sample dialogues to help build positive nonviolent communication and to overcome common communication problems.

Scholes, Katherine (1989). *Peace Begins with You*. San Francisco: Little, Brown and Company / Sierra Club. *

A beautifully illustrated book about peace for early years students.

Simpson, Carolyn (1998). *Coping through Conflict Resolution and Peer Mediation*. New York: Rosen Publishing Group. *

Explores the nature of conflict and sets guidelines for peer mediation of conflict.

The State of the World's Children 2003. New York: UNICEF Publications.

A report that focuses on the United Nations General Assembly Special Session on Children held in May 2002, in which children from around the world were invited to voice their ideas and opinions regarding the future of children in the world.

Thich Nhat Hahn (1992). *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. Bantam Books (reissued)

A book of meditations moving toward a paradigm shift and living a life mindful of others. May be used as a philosophical reading to prompt journal writing for senior years students.

UNICEF Education for Development Committee Canada (1997). *Education for Peace and Conflict Resolution : A Training and Curriculum Support Manual*. UNICEF Canada Publications.

A comprehensive guide for training peace education trainers, speakers and teachers; includes theoretical background to peace and conflict resolution studies; learning activities at all grade levels as well as for adults, includes strategies for enhancing intercultural understanding and developing global education programs.

Van Gorp, Hetty (2002). *Peer Mediation: The Complete Guide to Resolving Conflict in Our Schools*. Winnipeg: Portage and Main Press.

A comprehensive guide to setting up a peer mediation program in an early years or middle years school. Includes activities, administrative suggestions, guidelines for conflict resolution and mediation, and a reproducible handbook for student mediators.

Van Gorp, Hetty (2002). *The Peaceful School: Models That Work*. Winnipeg: Portage and Main Press.

A study of a number of examples of Canadian schools that have implemented programs for a culture of peace in their schools.

Vanier, Jean (2003). *Finding Peace*. Toronto: Anansi Press.

A short reflection relating to personal peace, social responsibility and spirituality. Some quotes that may be useful as journal prompts or discussion starters for senior years students.

Walter, Virginia A. (1993) .*War and Peace: Literature for Children and Young Adults: A Resource Guide to Significant Issues*. Phoenix, Arizona: Oryx Press. *

A complete bibliography of literature to support peace education in early, middle and senior years.

World Vision Canada (1997). *War and Peace: Through Innocent Eyes: Teacher's Guide*. World Vision Canada Development Education Department.

This handbook was created to accompany the World Vision video *Through Innocent Eyes*, and provides lesson plans, activities and reproducible worksheets for Grades 8 through 12 regarding the short and long-term impact of armed conflict on children in the world, concluding with participatory lessons on global peacebuilding.

Suggested websites

Adbusters Media Foundation:

<http://adbusters.org/information/foundation/>

Based in Vancouver, *Adbusters* is a not-for-profit magazine concerned about the erosion of physical and cultural environments by commercial forces and consumerism. Alternative information source on media, marketing, TV and video games; promotes social action programs encouraging critical media literacy.

Amnesty International:

<http://www.amnesty.ca/>

Amnesty International website includes news updates regarding human rights issues and concerns around the globe, student social action projects in support of human rights.

BBC (A World for Children):

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/worldnewsround/index.shtml>

A World for Children – a special broadcasting initiative of BBC International and UNICEF; the site presents information about children's rights in the words of children.

BBC (Children of Conflict):

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/>

Children of Conflict is an initiative of BBC World Service, and disseminates up-to-date international information on child soldiers, children affected by conflict, and related children's rights issues.

Canadian Centre for Foreign Policy Development:

<http://www.swil.ocdsb.edu.on.ca/warandchildren/>

A High School Teacher's Guide to Teaching about War-Affected Children.

This web-site is a part of the National Forum on Canada's International Relations, organized annually by Canadian Centre for Foreign Policy Development. It contains an on-line module for teaching high school students about the effects of war on children in the world, and includes student research projects, links to a variety of related web-sites, and research support documents in printable version.

Canadian Centres for Teaching Peace:

<http://www.peace.ca/index.htm>

www.peace.ca

Canadian Centres for Teaching Peace is an NGO centred in Alberta. Information and links to materials on peace education in Canada, extensive articles and links to peace education resources for educators, and an annotated resource list by topic.

Ph: (403) 938-5335

1-800-574-7126

Fax: (403) 938-4117

Canadian Council for International Co-operation:

<http://www.ccic.ca/>

The Canadian Council for International Co-operation (CCIC) is an NGO involving about 100 Canadian organizations who seek to promote social and economic equity, democratic participation, environmental integrity and respect for human rights. Site includes research information on world development, articles on policies that serve the global public interest; initiatives to support global citizenship in Canada. (English and French)

Center for Defense Information:

www.cdi.org

The Center for Defense Information is a non-profit organization that researches the social, economic, environmental, political and military components of global security. The site includes a large body of research topics with information on children and armed conflict, peacekeeping, landmines, small arms and light weapons, trade, foreign policy, terrorism and more. CDI also has a library of publications including *The Defense Monitor*.

Center for Media Literacy:

www.medialit.org

Resources and links on subjects related to media literacy, extensive articles and information on media issues and questions of violence in the media.

Cultivating Peace:

<http://www.cultivatingpeace.ca/>

Canadian web site with information in English and in French, excellent online resources related to cultivating peace, downloadable lesson plans and resources to support NFB videos on peace and conflict. Cultivating Peace is an initiative of *Classroom Connections*, www.classroomconnections.ca, a non-profit organization that produces learning resources to Canadian schools.

Development and Peace:

www.devp.org

Development and Peace web-site (also in French): information on development issues and actions, an initiative of the Catholic Church in Canada with support from the Canadian International Development Agency (CIDA). Education, advocacy and fund-raising for projects in less developed nations.

Educating for Peace:

<http://www.global-ed.org/e4p/>

Educating for Peace website includes teacher resources at all grade levels and a comprehensive annotated bibliography (text, film, web-sites) that are intended to help students learn to think critically, to respect diversity, to understand global, cultural and ecological interdependence, to analyse the media, to examine the nature of violence and to learn ways for us all to live more peacefully.

Educators for Social Responsibility:

<http://www.esrnational.org/>

Educators for Social Responsibility (ESR) helps educators create safe, caring, respectful, and productive learning environments. We also help educators work with young people to develop the social skills, emotional competencies, and qualities of character they need to succeed in school and become contributing members of their communities. background information on current issues, lesson plans; links, annotated bibliography of books on conflict resolution

Educators for Social Responsibility (New York):

<http://www.esrmetro.org>

New York chapter of the Educators for Social Responsibility web site, with teacher resources, current articles and study suggestions for students, excellent readings, articles, research activities and links particularly for senior years and for teachers

Enfants d'ici ou d'ailleurs :

www.eia.gc.ca

Enfants d'ici ou d'ailleurs is a Montreal-based organization that promotes human security among Francophone children, both in Canada and abroad. The site includes information on EIA programs and objectives. The site has details regarding an educational learning kit on human security developed by EIA. There is a list of events and a photo gallery.

E-Pals Classroom Exchange:

www.epals.com

<http://www.epals.com/waraffectedchildren/>

The Government of Canada is working with ePALS Classroom Exchange, Inc.TM to produce on-line educational resources, including activities and discussion boards, for young people to learn about children affected by armed conflict. A valuable resource is the on-line youth companion to the Machel Review, an important study about the impact of armed conflict on children. The youth companion to the Machel Review has a web-based summary of each chapter from this study and a moderated discussion board for young people and their teachers.

Free the Children:

<http://www.freethechildren.org/campaigns/war.html>

<http://freethechildren.org/peace/projects/wng.html>

Free the Children disseminates information on war-affected children and sponsors campaigns to support children's quality of life around the world. Peace projects include youth social action for children's rights; e.g., *Youth Ambassadors for Peace*; *War is not a Game*.

Global Issues (Government of Canada):

www.globalissues.gc.ca

Global Issues is a portal to Canadian foreign policy information on a range of international topics. Current information in English and in French.

Human Rights Internet:

<http://www.hri.ca/welcome.asp>

Human Rights Internet has information on programs related to children's and women's rights, racism and diplomacy, as well as general information about the UN. The site posts alerts, campaigns and news releases related to current human rights issues. The site includes human rights related documents, an education centre, profiles of human rights organizations. HRI is home to *For the Record*, an annual report covering human rights developments on a country by country basis and thematically. HRI's site also has information on internships, a world calendar of events and a Youth Centre. The Youth Centre has a quiz, a library and a forum for youth to publish and read essays, poems, stories and projects written by youth about human rights.

Human Rights Watch:

<http://www.hrw.org>

<http://www.humanrightswatch.org/campaigns/crp/index.htm>

Human Rights Watch (HRW) researchers conduct fact-finding investigations into human rights abuses worldwide. The site includes information by country/region and by topic: arms, children's rights, women's rights, refugees, international justice, prisons, free expression, child soldiers, corporations and human rights, drugs, the international campaign to ban landmines, the United Nations and economic, social and cultural rights. They also report on current events and current HRW campaigns, and provide statistics and publications lists.

Human Security (Foreign Affairs - youth web-site):

<http://www.humansecurity.gc.ca/jeunesse-en.asp>

Youth Zone Department of Foreign Affairs, bilingual site with youth information and activities (middle and senior years) regarding Canadian relations with other countries, links to program for children such as e-mail with war affected children, land mines action and information, teacher and student resources, activities using the Human Security Education Kit created by *Enfants d'ici ou d'ailleurs*, and the Youth Peacebuilders Resource Guide, created by *YouCAN!*

International Red Cross:

<http://www.icrc.org/eng>

International Red Cross – senior years online course (S3 – S4) relating to the work of the Red Cross and international humanitarian law, information on Red Cross humanitarian initiatives in the world

Landmines Campaign:

www.dangermines.ca

This site has information on the Youth Mine Action Ambassador Program and on the International Campaign to Ban Landmines. General information about landmines is provided, as well as suggestions on how youth can get involved in the campaign to ban landmines. The site includes resources, mine action activities and photos.

Lester B Pearson Peacekeeping Centre:

www.cdnpeacekeeping.ns.ca

Updates and daily peacekeeping news are provided on this site, as well as media releases and information on current exercises and seminars. There is also information on publications and upcoming events.

Manitoba Council for International Cooperation:

<http://ourworld.ca/ow2002/quiz02/security.html>

Our World - Peace and Security Issues – includes a questionnaire and information on current issues of world security; information on international cooperation and development. *Our World*, a sub-directory of the web site of the Manitoba Council for International Cooperation, contains student-friendly interactive activities and fast facts.

Media Awareness Network:

<http://www.media-awareness.ca>

Very extensive Canadian web-site with educational resources, teacher lesson plans, printable documents for classroom use at all grade levels, including background information and articles on media literacy and current media issues.

National Film Board:

www.nfb.ca/showpeace

National Film Board in conjunction with UNICEF series of three short films for conflict resolution (can be used at all grade levels, include teacher's guide) order at 1-800-267-7710 in English and in French. There is also a search engine to locate Canadian films on peace and war, with a summary description of their content. Most NFB films are also available through public libraries.

New Internationalist Magazine:

www.newint.org

Website of the publishers of *New Internationalist*, a monthly publication that focuses on issues of social justice from a global perspective.

Nobel E-Museum:

<http://www.nobel.se/peace/index.html>

Nobel e-museum has complete information on Nobel Peace Prize winners, including biographies and speeches, the history of the prize and information on peace mediation and negotiation in the 20th century.

Nonviolence.org:

<http://www.nonviolence.org/>

Nonviolence.org is a website that contains information about peace activism and the history of pacifist movements for social change in the 20th century. The site includes links, articles, discussion groups, and alternative perspectives on current events.

Physicians for Global Survival:

<http://www.pgs.ca/index.php//>

Physicians for Global Survival (Canada) is a physician-led organization which, out of concern for global health, is committed to the abolition of nuclear weapons, the prevention of war, the promotion of non-violent means of conflict resolution and social justice in a sustainable world. Articles on these topics are available in English and in French on the web-site.

Project Ploughshares:

<http://www.ploughshares.ca>

Project Ploughshares includes articles, perspectives and current information on world conflicts. Annual *Armed Conflicts Report*, links to high school lessons and activities, background information on current issues of peace and armed conflict, peacebuilding and conflict prevention initiatives, publications list.

Seeds of Peace (PBS):

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/peace_5-21.html

A PBS program called *Seeds of Peace* sponsors opportunities for young people to come together for a stay at a camp in Maine during which time they have the opportunity of meeting and getting to know other young adults from those "enemy" nations they have learned about and to test their perceptions and learning against the reality of meeting a live person. The main focus of Seeds of Peace is the Arab-Israeli conflict. The web-site contains reflective articles written by young people who have been involved in the Arab-Israeli conflict, news sites, and lesson plans.

Small Arms Survey:

www.smallarmssurvey.org

This site provides information about the Small Arms Survey project, which is concerned with the problem of small arms. It provides electronic versions of their publications and extracts from their yearbook. It offers information about the organization's activities, partners and certain resources, such as the UN Small Arms Conference database. Links to other databases and documents are available on the site.

Third World Traveller:

<http://www.thirdworldtraveler.com/index.html>

Third World Traveller puts up magazine articles and book excerpts that offer an alternative view to the corporate media about the state of democracy in America, and about the impact of the policies of the United States' government, transnational corporations, international trade and financial institutions, and the corporate media, on war and peace, democracy, civil liberties, free speech, human rights, and social and economic justice, in the Third World, and in the United States.

UNESCO (Peace Is In Our Hands):

http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

Culture of Peace website with student and teacher resources, publications list, lesson plans, information on international initiatives to promote a culture of peace, links to UNESCO educational programs.

UNICEF:

www.unicef.org

UNICEF advocates for children's rights and helps to meet the basic needs of the world's children. "Voice of Youth" page includes games, quizzes and activities. There is also a teachers' page and online discussions about a variety of child/youth related issues. The main site includes information about UNICEF's work on issues affecting children, including statistics and reports on children and war.

UNICEF Report on the State of the World's Children:

<http://www.unicef.org/pubsgen/sowc03summary/sowc03summary.pdf>

UNICEF resources and publications:

<http://www.unicef.org/infores/publications.htm>

UNICEF publications related to quality of life of children in the world, including peace and security; publications may be ordered on-line or through local UNICEF office.

United Nations Association of Canada:

<http://www.unac.org/yac/w3.html>

Youth Action Course on the United Nations and Human Rights to educate from a global perspective; web-site includes extensive information for youth and educators on the United Nations and its workings, including information on conducting youth Model U.N. sessions. Includes lesson plans and resources for teaching about refugees, human rights and other related issues.

United Nations: Children and Armed Conflict

www.un.org/special-rep/children-armed-conflict

Olara Otunnu is the Special Representative of the U.N Secretary General for Children and Armed Conflict. The site has information on Otunnu's work regionally, as well as general information on child soldiers and the Optional Protocol to the Convention on the Rights of the Child. The site includes Otunnu's report to the UN General Assembly. There are also reports, speeches, press releases, UN documents and a video.

United Nations High Commission for Refugees:

www.unhcr.ch

UNHCR is the United Nations agency responsible for refugees. The site contains publications, statistics and related research on the topic of refugees. There are resources for teachers, including several units and lesson plans for different age groups.

United Nations Global Teaching and Learning Project (*Cyberschoolbus*):

www.un.org/Pubs/CyberSchoolBus

The *Cyberschoolbus* is the teacher and student resource centre on the web for the UN and contains a wide range of information on all activities of the United Nations. User-friendly, interactive, English and French. The following are some sub-sites on particular topics.

United Nations student web-site (child soldiers):

<http://www.un.org/cyberschoolbus/childsoldiers/whatsgoingon/>

United Nations web site for children with basic facts about child soldiers, links to other web sites, current information on issues related to children in armed conflict, information by country, social actions programs to stop the use of children as soldiers.

United Nations student web-site (human rights):

<http://www0.un.org/cyberschoolbus/humanrights/index.asp>

Human Rights in Action is a sub-site of the United Nations web site for students (*Cyberschoolbus*). It includes the complete text of the Declaration of Human Rights as well as the “plain language version” of the declaration, interactive activities, teacher resources in English and in French, and lesson plans on human rights themes.

United Nations student web-site (peace gallery):

<http://www.un.org/cyberschoolbus/gallery/peace/index.asp>

Pictures of Peace, a sub-site of the UN children's site (*Cyberschoolbus*), features pictures drawn by students around the world that represent peace, and a peace poem written by children – suitable for early years students.

United Nations Peacekeeping:

<http://www.un.org/Depts/dpko/dpko/home.shtml>

UN Peacekeeping site: facts and figures on peacekeeping operations past and present, organized by geopolitical region.

United Nations Special Session on Children:

<http://www.unicef.org/specialsession/background/index.html>

UN Special Session on Children 2002 web-site, a part of the very large United Nations web-site, has complete information on the discussions and resolutions during this special session (May 2002) which involved young student participants from around the world

War-Affected Children:

<http://www.waraffectedchildren.gc.ca/conference-en.asp>

Web-site with information on the International Conference on War-affected Children, sponsored by the Department of Foreign Affairs and held in Winnipeg in September 2000. Includes official documents of the forum, information on the conference and summaries of films from around the world regarding war affected children.

War Child Canada:

<http://www.warchild.ca>

War Child Canada web-site posts current information on war affected children, as well as links, activities, lesson plans and social action projects related to children and war. There is a youth zone with information on the Generation Peace initiative, a chat room and field diaries.

Workable Peace:

<http://www.workablepeace.org/now.html>

Workable Peace is a secondary school teaching and learning project that integrates the study of conflict and the development of civic and social skills into social studies classes. The Teacher Center includes lesson plans, resources, teacher-created activities and case studies related to conflict and conflict resolution.

World Vision:

<http://www.wvi.org/home.shtml>

World Vision is an international aid and relief organization. Site includes information about the effects of war on children, programs in countries around the world, on-line catalogue of educational videos on issues related to children's rights.

YouCAN:

www.youcan.ca

YouCAN is a Canadian, non-profit, charitable organization that works with young adults to: promote the peaceful resolution of personal, community, and societal conflicts; promote the concept of nonviolence, peer mediation and conflict resolution; establish a Canadian network of peer mediators and youth peace-makers; and to highlight the work of peace-makers of all ages, especially that of young Canadians. The site includes information on YouCAN's projects and events. There is a discussion forum and a gallery.

Recommended videos for middle years

- ***Balablok***, (1972), National Film Board

8 minutes; no words, animation

This film is part of the NFB Show Peace series. It represents conflict in its most elemental form: cubes oppose spheres and violence escalates beyond reason. No dialogue or commentary is necessary. The characters' sounds and actions tell the story of socio-cultural differences forming a basis for conflict and violence.

- ***When the Dust Settles***, (1997), National Film Board

7 minutes; no words, animation

This film is part of the NFB Show Peace series, designed to provide tools for conflict resolution. In this film, two neighbouring gophers demonstrate escalating retaliation as a cause for violence and destruction. The film succinctly illustrates how much can be lost, and how little is won, by seeking revenge.

- ***Bully Dance***, (1997), National Film Board

8 minutes; no words, animation

This video tackles the question of bullying and its escalation in a lively and provocative way. It can help students examine the causes and effects of bullying and consider the role of the bystander in a pattern or “dance” of continued bullying.

- ***Dinner for Two***, (1996), National Film Board

8 minutes; no words, animation

The animal characters help us to see how everyday friction can escalate into all-out war, and help also to see how mediation by a third party can help resolve conflict and lead to reconciliation.

The above NFB films are available to teachers at the Department of Education, Instructional Resources Unit, 1181 Portage Avenue.

National Film Board films are also available through the Winnipeg Public Library a fee of \$1.00 for a one-week rental.

- ***Folktales of Peace I and II***, Mennonite Central Committee videos

Professional storytellers tell tales of peace from cultures around the world – could be used a springboard for discussion about friendship, caring for others, resolving conflict. Each story is about 10 minutes long, two videos.

Available from the MCC office at 134 Plaza Drive (Bishop Grandin and Pembina Highway) 261-8381 may be taken out one week at a time.

- ***Learning Peace: A Big School with a Big Heart***, National Film Board

Most media attention on bullying focuses on high school, but name-calling, fighting and other forms of bullying usually start earlier. ***Learning Peace*** chronicles one year at an elementary school in Nova Scotia, one school that refuses to tolerate bullying.

National Film Board films are available through the Winnipeg Public Library a fee of \$1.00 for a one-week rental.

- ***Communities – Around the World, Around the Corner***, a World Vision film, 18 minutes. A study of three different communities, one in Africa, one in Nicaragua, and one in India. Intended for Grades 2 to 4, this film promotes awareness of children around the world, how various communities meet people’s basic needs, and the relationship between environment and lifestyle.

This video may be ordered on the World Vision web-site at www.worldvision.ca

- ***No Freedom (2001)***

This is a short locally produced video that was an initiative of the War Child Conference in Winnipeg in 2000. It presents some questions regarding the effects of war on children and shows segments of the performance of the musical group Tequila Mockingbird in their school tour to support the War Child conference.

Available at the Manitoba Council for International Cooperation

(204) 987-6420

mcic@web.ca

or on loan from the Project Peacemakers Office

- ***Through Innocent Eyes (1997)***

Playing “war” is a child’s game the world over. But for too many children, the reality of adult warfare is part of their daily lives. This video tells about these children and about social action to build peace and justice to their lives.

World Vision Canada

Development Education Department

6630 Turner Valley Road

Mississauga, ON L5N 2S4

<http://www.worldvision.ca>

A copy of this video is also available on loan from Project Peacemakers.

- ***Children of the Earth Series***

A series of videos showing the diverse ways of life of youth in other parts of the world, including a number of developing countries. Includes countries such as Peru, Tanzania, Egypt, etc. Two countries are presented in each video in fifteen minute segments.

Maryknoll World Productions (also distributed by Canadian Video Services)

Telephone: 1-800-227-8523

P.O. Box 308

Maryknoll, New York

- ***UNICEF videos***

A number of documentary videos regarding the effects of war on children are also available through the UNICEF office as follows:

UNICEF Prairie Region; Telephone: 204-477-4600

Web: www.unicef.ca

A peace literature bibliography (early and middle years)

Literature is an excellent way to develop ideas surrounding peace and conflict resolution with younger students without resorting to simply “telling them about” peace. These are titles of books that have been used by elementary school teachers in education for peace in their classrooms.

A LIFE LIKE MINE

UNICEF: Dorling Kindersley Publishing, 2002. ISBN: 0789488590

Reflection of children’s hopes and needs around the world, global cultures, and quality of life of children in various regions.

A CHILDREN’S CHORUS

UNICEF, United Nations (1989): E.P.Dutton Publishing.

Eleven illustrators bring their own outlook to the principles of the Declaration of the Rights of the Child of the United Nations (1959), affirming the ten fundamental rights of children wherever they are born (Grades 2 – 5).

CHILDREN JUST LIKE ME

S. Kopsey and B. Kindersley, et al. (1995) Dorling Kindersley Publishing

ISBN: 0789402017

Photographs of daily life of children from every continent and more than 140 countries, organized by continent, introduced with photos of children, their names and nationalities, and photos and descriptions of their ways of life. Grades 3 – 6.

THE BIG BOOK FOR PEACE

Durrell, Anne and Marilyn Sachs, editors (various authors)

Copyright 1990 by Dutton Children's Books, New York

ISBN 0-590-45394-7

Anthology of stories, poems and illustrations all beautifully written by various famous authors. A treasure for debates, discussions, and inspiration. The focus is on the wisdom of peace and the absurdity of fighting. Grades 4 – 6, but adaptable for lower levels.

KEEPING THE PEACE

Various authors (1997). Harcourt Brace & Company, MeadowBook Press.

Student Book

Teacher's Source Book

ISBN 0-7747-0406-3

ISBN 0-7747-0405-5

Anthology of traditional stories from around the world, modern tales, poems, factual articles and informational pieces. Part of a Language Arts Theme series and is accompanied by a teacher's guide. Grades 4-6

PEACE BEGINS WITH YOU

Katherine Scholes (1990). San Fransisco: Sierra Club/Boston: Little, Brown.

Abstract ideas presented in an understandable way – beautiful imagery, nicely illustrated. Could be used as a performance piece or choral reading, Grades 1 – 4.

HEY WORLD HERE I AM!

Jean Little (1986). Kids Can Press. ISBN 1-55074-036-9

A collection of reflection pieces about growing up, friendships, relationships, the world around you...

BOSNIA: THE STRUGGLE FOR PEACE

Sherry Ricchiardi (1996). Brookfield Connecticut: Millbrook Press.

ISBN 0761300317

History of the Yugoslav War 1991 – 1995 Bosnia-Herzegovina; Grades 4 – 6.

CHILDREN AS TEACHERS OF PEACE

edited by Gerald G. Jampolsky (1982) Berkeley, California: Celestial Arts.

Collection of children's writings and drawings on peace

THE SISSY DUCKLING

Harvey Fierstein (2002), Simon & Schuster Children's Publishing. ISBN: 0689835663

A story about identity, bullying, and accepting differences, K to 3.

THE BUTTER BATTLE BOOK

Dr. Seuss, Random House, 1984. ISBN: 0394865804.

A story about how intolerance and retaliation can lead to increasing violence. Grade K to 3, but may be of interest to older students as they can analyze the historical references. Also available as a videocassette (Good Times Home Video, 1990.)

AFGHAN TALES: STORIES FROM RUSSIA'S VIETNAM

Oleg Yermakov, translated by Marc Romano (Morrow, 1993).

Provides a kaleidoscopic view of the Afghan War and its effects on both those who actually participated in it and those who remained at home. A collection of stories written by a soldier who served a two year tour of duty in Afghanistan during the early 1980's. Ages 12-up.

THE BREADWINNER

Deborah Ellis (Groundwood Books, 2001).

Based on a true story this book is about 11-year old Parvana who lives with her family in a bombed out apartment building in Kabul in Afghanistan. When her father is arrested the family is left without a "breadwinner" so Parvana disguises herself as a boy so that she can provide food for her family. Ages 8-up.

ESCAPING TO AMERICA

Rosalyn Schanzer (HarperCollins, 2000).

This realistically illustrated book introduces young readers to the author's grandparents and their children as they journey from their native Poland to the United States, facing oppression, violence, anti-Semitism, illness, and uncertainty along the way. Ages 8-up.

HABIBI

Naomi Nye (Simon & Schuster Books for Young Readers, 1997).

This novel is about a fourteen-year-old Arab-American girl's move from St. Louis to Jerusalem and her experiences with prejudice and religious intolerance that stem from her budding romance with a Jewish boy. Ages 12-up.

GANDHI

Demi (Margaret K. McElderry Books, 2001).

An inspiring picture book about the tireless crusader for peace through nonviolence. Ages 7-10.

A MAN CALLED RAVEN

Richard Van Camp (Dogrib) with pictures by George Littlechild (Plains Cree) (Children's Book Press, 1997).

Chris and Toby go after a raven with their hockey sticks, but a mysterious man enters their lives and his story changes their view. Subtly features brothers of mixed Anglo-Native descent, one with brown hair and blue eyes, the other with darker skin, brown eyes, and black hair. Ages 5-up.

THE STORYTELLER'S BEADS

Jane Kurtz (Harcourt, 1998).

Two very different Ethiopian refugee girls, Sahay of the Kemant people and Rahel who is a blind Beta-Israeli, reconcile their differences and help one another with compassion, a flute, a small bag of Ethiopian soil, and the stories connected to the beads of Rahel's grandmother's necklace. Named a New York Public Library Top 100 Book of the Year. Ages 8-up.

THE WHITE ROSE: MUNICH, 1942-1943

Inge Scholl and Arthur R. Schultz (Wesleyan University Press, 1983). ISBN: 0819560863

A documentary story about the actions of Hans and Sophie Scholl and a group of their friends in Germany during World War II. The group called themselves the White Rose, and they worked against the actions of the Nazi government by circulating leaflets about atrocities being committed. They were eventually tracked down and executed. The text includes actual photographs and examples of the leaflets. Grade 7 and up (also suitable for high school).

SEVEN BLIND MICE

Ed Young (Puffin Books, Reading Railroad, 2002).

ISBN: 0698118952. Illustrated classic Indian folk tale retold: seven blind mice try to decide what an elephant is like based on examining one part of it. Six of them draw incorrect conclusions, while the seventh mouse takes its time, and learns the truth about the elephant. Suitable for Grades K to 2.

Cultural diversity, peace and justice, human rights

a selection of fiction and non-fiction books for early and middle years

Amnesty International (2000). *Dare to Be Different*. Bloomsbury Publishing.

- A collection of stories from around the world.

Baylor, Byrd (1994). *The Table Where Rich People Sit*. Simon and Shuster.
ISBN 0-684-19653-0

- A funny story with a serious message and the idea that money is an arbitrary and usually inadequate value system.

Berkeley, Laura (1999). *The Seeds of Peace*. Barefoot Books. ISBN 184148007X.

- A fable illustrating the theme that peace begins and grows within; beautiful illustrations.

Brisson, Pat (2000). *Wanda's Roses*. Boyd's Mills Press. ISBN 156397925X .

- Upbeat urban tale of optimism, cheery watercolours, Grades 1 – 3.

Bunting, Eve (1996). *Someday a Tree*. Clarion Books ISBN 0395764785.

- Beautifully illustrated, environment and community themes.

Bunting, Eve (1992). *The Wall*. Clarion Books.

- A boy's visit to Viet Nam war memorial to seek his grandfather's name.

Coerr, Eleanor (1977). *Sadako and the Thousand Paper Cranes*. New York: Putnam.

- Peace story based on the effects of Hiroshima and Nagasaki on children.

Fitch, Sheree (2001). *No Two Snowflakes*. Orca Books.

- Theme of cultural diversity and ways of life of children around the world

Fox, Mem (2001). *Whoever You Are*. Voyager Books, reprint edition. ISBN: 0152164065.

- Poetic prose, beautiful illustrations about a peaceable kingdom in tune with nature, Gr. 1- 2.

Hamanaka, Shelia. (1996). *All the Colours of the Earth*. Mantra Publishing.

- Lyrical text, beautiful illustrations on the theme of ethnic diversity.

Henkes, Kevin (1996). *Chrysanthemum*. Harper Collins Canada.

- A realistic story on the theme of teasing and self-esteem.

Hughes, Monica (2002) *A Handful of Seeds* . Key Porter Books.

- A story about poverty and survival of Latin American children, Grades 3 – 4 .

MacDonald, Margaret Read (1994). *Celebrate the World: Twenty Tellable Folktales for Multicultural Festivals*.
H.W. Wilson, ISBN: 0824208625.

- Instructions and suggestions for using folktales, crafts, music, food, games to honour multicultural festivals around the world.

McDonough, Yona Zeldis (2002). *Peaceful Protest – The Life of Nelson Mandela*. Walker and Company.

- Biography for young readers, folk art illustrations, Grades 2 – 5.

Menzel, Peter and Mann, Charles (1995). *Material World: A Global Family Portrait*. Sierra Club Books, ISBN: 0871564300.

- Pictorial work for readers of all ages, with photographs of families from around the world with their homes and earthly possessions.

Milord, Susan (2003). *Hands Around the World: 365 Ways to Build Cultural Awareness and Global Respect*. Williamson Publishing. ISBN: 0913589659

- Collection of cultural activities and information about people around the world for young children.

Morris, Ann (2000). *Families*. Harper Collins. ISBN: 0688171982

- Simple photo-essay of families from around the world, Grades 1- 3.

Morris, Ann, (1999). *Houses and Homes*. Harper Trophy. ISBN: 0688135781

- Simple photo-essay for beginning readers about homes in relation to culture and climate around the world.

Muth, Jon (2002). *The Three Questions*. Scholastic. ISBN: 0439199964.

- Philosophical story, beautifully illustrated, based on a story by Leo Tolstoy.

Near, Holly, et al. (1993). *The Great Peace March*, Henry Holt and Company.

- Grades 4 to 6, based on song lyrics for a 1980's peace march.

Pearson, Emily (2002). *Ordinary Mary's Extraordinary Deed*. Gibbs Smith Publisher. ISBN: 0879059788

- Story about kind deeds and their multiplying effect.

Polacco, Patricia (1999). *Babushka Baba Yaga*. Paper Star; Reprint edition. ISBN: 069811633X

- Russian folk tale retold, lavish illustrations, theme: do not judge people by their looks, Grades 1- 2.

Polacco, Patricia (2002). *Mr Lincoln's Way*. Putnam.

- Realistic story dealing with racism and bullying, Grades 1 – 4.

Pow, Tom (2002). *Who is the World for?* Candlewick HC.

- Water colour illustrations of baby animals; nature theme, for young children.

Rappaport, Doreen (2001). *Martin's Big Words: The Life of Martin Luther King Jr.*

- A well-told pictorial biography for early years students.

Smith, David J (2002). *If the World Were a Village: A Book about the World's People*. Kids Can Press. ISBN: 1550747797

- Helpful and thoughtful book to teach children about our global village, by imagining that the world consists of a hundred people; includes well researched information on quality of life around the world and suggestions for educators.

Thomas, Shelley Moore (2002). *Somewhere Today: A Book of Peace*. Albert Whitman & Co; Reprint edition. ISBN: 0807575445

- Prose poem and photographs of children around the world engaged in daily activities; Gr. 1- 3.

Tremblay, Hélène (1999). *Room Enough to Share: A Family in Columbia*. ISBN: 0613123301.

- Canadian writer-photographer Tremblay has documented how families live around the world (one of a series by this author about families in different parts of the world.)

For more extensive resource lists:

War and Peace: Literature for Children and Young Adults: A Resource Guide to Significant Issues.

Walter, Virginia A. (1993). Phoenix, Arizona: Oryx Press.

- Extensive bibliography, with teacher guidelines for using literature to explore difficult or sensitive issues with children.

Global Education Network

<http://www.global-ed.org/p-j.htm>

- Complete and up-to-date annotated list of links to web sites on peace and justice education. Sites have been evaluated and chosen on the basis of educational resources provided to teachers and students in global education themes.

Educating for Peace Classroom Resources

<http://www.global-ed.org/e4p/resource.htm>

- A Canadian web site with a very complete annotated list of classroom-tested resources including details on book suppliers, organized by theme

EDUCATING FOR PEACE
PO Box 4791 Stn E
Ottawa, ON K1S 5H9
(613) 233-7133, (613) 749-8929
www.global-ed.org

Curricular connections to social studies grades 1-4

The following lists the social studies outcomes that may be addressed by the peace education activities in this resource.

Grade 1 Social Studies Learning Outcomes:

- 1-S-100 Cooperate and collaborate with others.
- 1-S-102 Interact fairly and respectfully with others.
- 1-KC-004 Identify Remembrance Day as a time to think about peace and war.
- 1-KC-006 Describe various ways in which people depend upon and help one another.
- 1-KI-011 Identify similarities between diverse communities.
- 1-KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.
- 1-KG-021 Identify relationships or connections they have with people in other places in the world.
- 1-KPO-023 Describe how other people may influence their lives and how they may influence the lives of others.
- 1-VC-001 Respect the needs and rights of others.
- 1-KP-025 Give examples of causes of interpersonal conflict and solutions to interpersonal conflict in the school and community.
- 1-KP-026 Identify ways to deal with bullying.
- 1-VP-012 Be willing to help resolve interpersonal conflicts peacefully.

Grade 2 Social Studies Learning Outcomes:

- 2-S-100 Cooperate and collaborate with others.
- 2-S-101 Resolve conflicts peacefully and fairly.
- 2-S-102 Interact fairly and respectfully with others.
- 2-S-104 Consider the rights and opinions of others during interactions.
- 2-S-301 Consider advantages and disadvantages of solutions to a problem.
- 2-KC-001 Recognize that all members of communities have responsibilities and rights.
- 2-KC-003 Describe Remembrance Day as a time to think about peace and war.
- 2-KP-034 Give examples of ways in which they may demonstrate leadership.
- 2-KP-035 Identify possible sources of conflict in groups and communities.
- 2-VP-11 Be sensitive to others when taking on leadership roles.
- 2-VP-012 Value peaceful, non-violent ways of resolving conflicts.
- 2-KE-039 Give examples of media influences on their choices and decisions.
- 2-VI-004 Be willing to consider diverse points of view.

Grade 3 Social Studies Learning Outcomes

- 3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 3-S-101 Resolve conflicts peacefully and fairly.
- 3-S-102 Interact fairly and respectfully with others.
- 3-S-104 Consider the rights and opinions of others during interactions.
- 3-S-301 Consider advantages and disadvantages of solutions to a problem.
- 3-S-400 Listen actively to others to understand their perspectives
- 3-S-401 Use language that is respectful of human diversity.
- 3-KC-004 Describe Remembrance Day as a time to think about peace and war.
- 3-KC-006 Explain the importance of fairness and sharing in groups and communities.
- 3-VC-001 Support fairness in social interactions.
- 3-VC-003 Respect the equality of all human beings.
- 3-KP-033 Identify ways of resolving conflict in groups and communities.
- 3-KP-034 Identify ways to deal with bullying.
- 3-VP-011 Respect positive leadership in their groups and communities.
- 3-KC-005 Recognize that people around the world have basic human rights.
- 3-KC-006 Explain the importance of fairness and sharing in their groups and communities.
- 3-KG-027 Give examples of concerns common to communities around the world.
- 3-KG-028 Identify organizations that support communities in all countries of the world (e.g., UNICEF, Red Cross, UN, *Médecins sans frontières*)
- 3-KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.
- 3-VC-001 Support fairness in social interactions.
- 3-VC-003 Respect the equality of all human beings.
- 3-VG-009 Be willing to accept differences among people, communities, and ways of life.
- 3-KE-038 Identify media influences on their perceptions of people and places elsewhere in the world.

Grade 4 Social Studies Learning Outcomes

- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-101 Resolve conflicts peacefully and fairly.
- 4-S-102 Interact fairly and respectfully with others.
- 4-S-104 Negotiate constructively with others to build consensus.
- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.
- 4-KC-00 Acknowledge days important to Manitobans and Canadians (e.g., Canada Day, Manitoba Day, National Aboriginal Day, Remembrance Day).
- 4-KP-045 Give examples of formal and informal power and authority in their lives (e.g., rules, laws, student councils, bullying, gangs)
- 4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.
- 4-KE-049 Describe media influences on their perceptions of people and places in Canada.
- 4-KG-040 Recognize that personal decisions and actions can affect people elsewhere in the world.
- 4-VP-011 Respect the rights of others when using personal power or authority.

Quotations about peace and war

Causes of war

What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?

- Mahatma Gandhi (1869 - 1948), "Non-Violence in Peace and War"

War is not its own end, except in some catastrophic slide into absolute damnation. It's peace that's wanted. Some better peace than the one you started with.

- Lois McMaster Bujold, "The Vor Game", 1990

The causes of war are multiple, but often they find their origin in difference and in the forging of identity through culture and religion.

- Jean Vanier, 2003

War is only a cowardly escape from the problems of peace.

- Thomas Mann

The purpose of all war is ultimately peace.

- St. Augustine

Men fear thought as they fear nothing else on earth – more than ruin, more even than death. Thought is subversive and revolutionary, destructive and terrible; thought is merciless to privilege, established institutions, and comfortable habits ... careless of the well-tried wisdom of the age.

- Bertrand Russell, from *Principles of Social Reconstruction*

Politics is war without bloodshed while war is politics with bloodshed.

- Mao Tse-Tung (1893 - 1976)

War is nothing but the continuation of politics by other means.

- Karl von Clausewitz

We make war that we may live in peace.

- Aristotle (384 BC - 322 BC), *Nicomachean Ethics*

No man can sit down and withhold his hands from the warfare against wrong and get peace from his acquiescence.

- Woodrow Wilson (1856 - 1924)

O liberté! Que de crimes on commet en ton nom!

O liberty! What crimes are committed in your name!

- Madame Roland, on mounting the scaffold, 1793

It is far easier to make war than to make peace.

- Georges Clemenceau

It is human nature to protect what is precious to us behind defensive walls. We erect borders and boundaries to protect our nation, our cultures, our families, our certitudes, and our own hearts.

- Jean Vanier, *Finding Peace*, 2003

The man who looks for security, even in the mind, is like a man who would chop off his limbs in order to have artificial ones which will give him no pain or trouble.

- Henry Miller

Profits are springing, like weeds, from the fields of the dead.

- Rosa Luxembourg

It is organized violence on top which creates individual violence at the bottom.

- Emma Goldman

That problem, why men fight who aren't necessarily fighting men, was posed for me in a new and dramatic way one Christmas eve in London during World War II. The air raid sirens had given their grim and accustomed warning. Almost before the last dismal moan had ended, the anti-aircraft guns began to crash. In between their bursts I could hear the deeper, more menacing sounds of bombs. It wasn't much of a raid, really, but on or two of the bombs seemed to fall too close to my room. I was reading in bed and, to drown out or at least to take my mind off the bombs, I reached out and turned on the radio. I was fumbling aimlessly with the dial when the room was flooded with the beauty and peace of Christmas carol music. Glorious waves of it wiped out the sound of war and conjured up visions of happier peacetime Christmases. Then the announcer spoke – in German – for it was a German station and they were Germans who were singing those carols. Nazi bombs screaming through the air with their message of war and death; German music drifting through the air with its message of peace and salvation. When we resolve the paradox of those two sounds from a single national source, we will, at last, be in a good position to understand and solve the problem of peace and war.

- Lester B. Pearson, 1957

Individuals and peace

If we are to reach real peace in this world ... we shall have to begin with the children.

- Mahatma Gandhi, India

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

- Margaret Mead

Peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.

- Jawaharlal Nehru (1889 - 1964)

There is no peace in the world when there is no peace within.

- Unknown

Let us be wary of mass solutions, let us be wary of statistics. ... There is perhaps no surer way to peace than the one that starts from little islands and oases of genuine kindness, islands and oases constantly growing in number and being continually joined together until eventually they ring the world.

- Father Dominique Pire (1958)

Perhaps oppression dehumanizes the oppressor as much as, if not more than, the oppressed. They need each other to become truly free to become human. We can be human only in fellowship, in koinonia, in peace.

- Desmond Mpilo Tutu (1984)

If the attainment of peace is the ultimate objective of all statesmen, it is, at the same time, something very ordinary, tied to the daily life of every individual. In familiar terms, it is the condition that allows each individual to pursue, without fear, the purpose of their lives.

- Eisaku Sato, 1974

Nothing can bring you peace but yourself.

- Ralph Waldo Emerson (1803 - 1882)

It is ... up to young people to take up the task of building and cultivating a culture of peace in the next generation. Citizens, if supported by international networking, can play a key role in peace-building.

- UNESCO Culture of Peace Programme

The only devils in this world are those running around in our hearts, and that is where all our battles should be fought.

- Mohandas (Mahatma) Gandhi

One of these days, the people are going to demand peace of the government, and the government is going to have to give it to them.

- Dwight Eisenhower

First keep the peace within yourself, then you can also bring peace to others.

- Thomas a Kempis (1380 - 1471)

True peace can rarely be imposed from the outside; it must be born within and between communities through meetings and dialogue and then carried outward.

- Jean Vanier

But peace does not rest in the charters and covenants alone. It lies in the hearts and minds of all people. So let us not rest all our hopes on parchment and on paper, let us strive to build peace, a desire for peace, a willingness to work for peace in the hearts and minds of all of our people. I believe that we can. I believe the problems of human destiny are not beyond the reach of human beings.

- John F. Kennedy (1917 - 1963)

Do not wait for leaders; do it alone, person to person.

- Mother Teresa

I feel within me a peace above all earthly dignities, a still and quiet conscience.

- William Shakespeare

Peace starts within each one of us. When we have inner peace, we can be at peace with those around us. When our community is at peace, it can share that peace with neighbouring communities, and so on.

- The Dalai Lama, 1989

Adversity causes some people to break and others to break records.

- William Ward

Some [people] succeed by what they know; some by what they do; and a few by what they are.

- Elbert Hubbard

The greatest things are accomplished by individual people, not by committees or companies.

- Alfred A. Montapert

Consequences of war

In peace children bury their parents. War violates the order of nature and causes parents to bury their children.

- Herodotus

One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one.

- Agatha Christie, *Autobiography* (1977)

"I see the world gradually being turned into a wilderness, I hear the ever-approaching thunder, which will destroy us too, I can feel the suffering of millions, and yet, if I look up into the heavens, I think that it will all come right, that this cruelty, too, will end." These are the words of a 15-year-old girl. They could have been written yesterday—by a child in Bosnia or Liberia, in Afghanistan or the Sudan. In fact, they were written more than 50 years ago in the Netherlands, by Anne Frank, who died shortly afterwards in a Nazi concentration camp.

- From the Introduction to the *Graça Machel Report*, United Nations

The quickest way of ending a war is to lose it.

- George Orwell, May 1946, "Second Thoughts on James Burnham"

War would end if the dead could return.

- Stanley Baldwin

War is a series of catastrophes that results in a victory.

- Georges Clemenceau (1841 - 1929)

You can no more win a war than you can win an earthquake.

- Jeannette Rankin (1880 - 1973)

Make no mistake about it: Operation Desert Storm truly was a victory of good over evil, of freedom over tyranny, of peace over war.

- Dan Quayle (1947 -), remarks at Arlington National Cemetery

One day President Roosevelt told me that he was asking publicly for suggestions about what the war should be called. I said at once 'The Unnecessary War'.

- Sir Winston Churchill, 1948

Never, never, never believe any war will be smooth and easy, or that anyone who embarks on the strange voyage can measure the tides and hurricanes he will encounter. The statesman who yields to war fever must realize that once the signal is given, he is no longer the master of policy but the slave of unforeseeable and uncontrollable events.

- Sir Winston Churchill (1874 - 1965)

Never think that war, no matter how justified, is not a crime.

- Ernest Hemingway

After this war two torrents will be unleashed on the world: a torrent of loving kindness and a torrent of hatred. I knew that I should struggle against hatred.

- Etty Hillesum, a Dutch Jew who died in Auschwitz

War is the greatest plague that can afflict humanity; it destroys religion, it destroys states, it destroys families. Any scourge is preferable to it.

- Martin Luther King

A just war is a contradiction in terms.

- Unknown

The problem after a war is with the victor. He thinks that he has just proven that war and violence pay. Who will now teach him a lesson?

- A.J. Muste

New walls of racism, prejudice, and fear arose, and the West began to prepare for a long war against terrorism.

- Jean Vanier, on the consequences of September 11, 2001

Impact of nuclear war

Preventing conventional war is a goal to be pursued by all of us, a splendid goal. But preventing nuclear war is a necessity, an immediate, grim, necessity, for the whole human race. ... In essence, we must act on the warning Albert Einstein gave us forty years ago, He told us then that the nuclear weapon had changed everything except the way we think, that if we failed to change our thinking to accord with nuclear reality, we moved towards disaster. We still have not changed that pre-nuclear thinking.

- John Marshall Lee, Vice Admiral, US Navy retired, 1986

I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones.

- Albert Einstein (1879 - 1955)

The way to win an atomic war is to make certain it never starts.

- Omar Bradley (1893 - 1981), Speech to Boston Chamber of Commerce, 1948

Either war is obsolete or men are.

- R. Buckminster Fuller (1895 - 1983), New Yorker, Jan. 8, 1966

War is murder. And the military preparations now being made for a potential major conflict are aimed at collective murder. In a nuclear age the victims would be numbered by the millions. The naked truth of this must be faced. The age in which we live can only be described as one of barbarism. Our civilization is in the process not only of being militarized but also of being brutalized ... Dare we believe that the leaders of the world's great nations will wake up, will see the precipice towards which they are moving, and change direction?

- Alva Reimer Myrdal, 1982

You can't say civilisations don't advance, however, for in every war they kill you a new way.

- Will Rogers

Mankind must put an end to war or war will put an end to mankind.

- John F. Kennedy (1917-63)

In the age where the atom has been split, the moon encircled, diseases conquered, is disarmament so difficult a matter that it must remain a distant dream? To answer "yes" is to despair of the future of mankind."

- Philip Noel-Baker, 1959

The bell of Hiroshima rings in our hearts not as a funeral knell but as an alarm bell calling out to actions to protect life on our planet.

- Dr. Evgeny Chazov, representing International Physicians for the Prevention of Nuclear War (1985)

We come back to the alternatives in the Russell-Einstein Manifesto: the end of the human race or the renunciation of war. Since the first is unacceptable, war must cease to be an admissible social institution. The abolition of war must be our ultimate goal.

- Professor Joseph Rotblat, Nobel Peace Prize 1996

The stark and inescapable fact is that today we cannot defend our society by war since total war is total destruction, and if war is used as an instrument of policy, eventually we will have total war. Therefore, the best defence of peace is not power, but the removal of the causes of war, and international agreements which will put peace on a stronger foundation than the terror of destruction.

- Lester B. Pearson, 1957

Strength of non-violence

I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant... I believe that what self-centred men have torn down, men other-centred can build up."

- Martin Luther King, on the acceptance of the Nobel Peace Prize

I like to believe that people in the long run are going to do more to promote peace than our governments. Indeed, I think that people want peace so much that one of these days governments had better get out of the way and let them have it.

- Dwight D. Eisenhower (1890 - 1969)

Though force can protect in emergency, only justice, fairness, consideration and co-operation can finally lead men to the dawn of eternal peace.

- Dwight D. Eisenhower (1890 - 1969)

The world will never have lasting peace so long as men reserve for war the finest human qualities. Peace, no less than war, requires idealism and self-sacrifice and a righteous and dynamic faith.

- John Foster Dulles

When I recall the path of my own life I cannot but speak of the violence, hatred and lies. A lesson drawn from such experiences, however, was that we can effectively oppose violence only if we ourselves do not resort to it.

- Lech Walesa, 1983

We must indeed resolutely refuse to be tempted to violence: that is the short cut which invariably turns out to be the blind alley.

- A.J. Muste

An invasion of armies can be resisted, but not an idea whose time has come.

- Victor Hugo

There never was a good war, or a bad peace.

- Benjamin Franklin, Letter to Josiah Quincy (1783)

I prefer the most unjust peace to the justest war that was ever waged.

- Cicero, Letter to Atticus

Non-violence is the weapon of the strong.

- Mahatma Gandhi

Whatever you do, you need courage. Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising that tempt you to believe your critics are right. To map out a course of action and follow it to an end requires some of the same courage that a soldier needs. Peace has its victories, but it takes brave men and women to win them.

- Ralph Waldo Emerson (1803 - 1882)

If you can't feed a hundred people, then feed just one.

- Mother Teresa

People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.

- George Bernard Shaw, 1893

It is by acts and not by ideas that people live.

- Anatole France

Human tendency to violence

If man does find the solution for world peace it will be the most revolutionary reversal of his record we have ever known.
- George C. Marshall

Wars begin in the minds of men [sic].
- United Nations Charter

In any case ... complete suppression of man's aggressive tendencies is not at issue; what we may try is to divert it into a channel other than that of warfare.
- Sigmund Freud

Wars are poor chisels for carving out peaceful tomorrows.
- Martin Luther King, Jr.

We always prefer war on our terms to peace on someone else's.
- Author Unknown

My dynamite will sooner lead to peace than a thousand world conventions. As soon as men will find that in one instant whole armies can be utterly destroyed, they surely will abide by golden peace.
- Alfred Bernhard Nobel (1833-1896)

War is to a man what maternity is to a woman; I do not believe in perpetual peace.
- Benito Mussolini

We must find non-violent means to achieve desired social adjustments or we are reduced to futility and despair.
- A.J. Muste

Sometime they'll give a war and nobody will come.
- Carl Sandburg (1878 - 1967), "The People, Yes" (1936)

Those who make peaceful revolution impossible will make violent revolution inevitable.
- John F. Kennedy (1917 - 1963), speech at the White House, 1962

To be feared is to fear: no one has been able to strike terror into others and at the same time enjoy peace of mind.
- Seneca (5 BC - 65 AD)

We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth as brothers.
- Martin Luther King, Jr.

What a beautiful fix we are in now; peace has been declared.
-Napoleon Bonaparte, 1802

Peace, n.: In international affairs, a period of cheating between two periods of fighting.
- Ambrose Bierce

Loud peace propaganda makes war seem imminent.

- D. H. Lawrence

My argument is that War makes rattling good history, but Peace is poor reading.

- Thomas Hardy

It is well that war is so terrible – we would grow too fond of it.

- Robert E. Lee

Let him who desires peace prepare for war.

- Flavius Vegetius Renatus (~375 AD), *De Rei Militari*

You cannot simultaneously prevent and prepare for war.

- Albert Einstein (1879 - 1955) (attributed)

Peace and social justice

For how can there be peace if people who are in terrible need are living near people who are living in great luxury, with no contact?

- Jean Vanier

The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood.

- Martin Luther King Jr. (1929 - 1968), "Strength to Love"

Peace won by the compromise of principles is a short-lived achievement.

- Author Unknown

Peace is more than just the absence of war. It is rather a state in which no people of any country, in fact no group of any kind live in fear or need... Whenever we solve one single problem we have contributed to peace for the individual. Whenever we bring peace to the individual we are making our world a slightly better place in which to live.

- Poul Hartling, representing the United Nations High Commissioner for Refugees, 1981

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.

- Woodrow Wilson, Speech to Congress, Apr. 2, 1917

During the cold war, peace and security tended to be defined simply in terms of military might or the balance of terror. Today, we have a greater appreciation for the non-military sources of conflict. We know that lasting peace requires a broader vision, encompassing education and literacy, health and nutrition, human rights and fundamental freedoms. We know that we cannot be secure amidst starvation. We cannot build peace without alleviating poverty. We cannot build freedom on foundations of injustice.

- Kofi Annan, General Secretary, United Nations

You can't separate peace from freedom because no one can be at peace unless he has his freedom.

- Malcolm X (1925 - 1965), *Malcolm X Speaks*, 1965

Peace, to have meaning for many who have known only suffering in both peace and war, must be translated into bread or rice, shelter, health, and education as well as freedom and human dignity – a steadily better life.

- Ralph J. Bunche, 1950

Most people want security in this world, not liberty.

- H.L. Mencken

Reconciliation should be accompanied by justice, otherwise it will not last. While we all hope for peace it shouldn't be peace at any cost but peace based on principle, on justice.

- Corazon Aquino

UNICEF's experience suggests that the preparation for war is as wasteful and tragic as the war itself. The diversion of the Earth's treasure on armaments in some of the poorest countries takes national attention and scarce resources away from social programmes of health education, and development, causing needless suffering and deaths among millions of children, the most vulnerable of the national population.

- James P. Grant, Director, UNICEF, 1985.

Security depends not so much upon how much you have as upon how much you can do without.

- Joseph Wood Krutch

Peace, in the sense of the absence of war, is of little value to someone who is dying of hunger and cold. It will not remove the pain of torture inflicted on a prisoner of conscience. It does not comfort those who have lost their loved ones in floods caused by senseless deforestations in a neighbouring country. Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free.

-The Dalai Lama (1989)

Surely a world that spends US \$800 billion a year on weapons can find the \$5 – 6 billion needed annually to give every child an education.

- Carol Bellamy, UNICEF Executive Director

When people decide they want to be free, there is nothing that can stop them.

- Desmond Tutu

Individuals have international duties which transcend the national obligations of obedience ... Therefore [individual citizens] have the duty to violate domestic laws to prevent crimes against peace and humanity from occurring."

- Nuremberg War Crimes Tribunal, 1950

When the power of love overcomes the love of power world will know peace.

- Jimi Hendrix

The real and lasting victories are those of peace, and not of war

- Ralph Waldo Emerson

Envisioning peace

We shall find peace. We shall hear the angels, we shall see the sky sparkling with diamonds.

- Anton Chekhov (1860 - 1904), 1897

Peace is not an absence of war, it is a virtue, a state of mind, a disposition for benevolence, confidence, justice.

- Baruch Spinoza, (1632 - 1677)

The name of peace is sweet, and the thing itself is beneficial, but there is a great difference between peace and servitude.

Peace is freedom in tranquility, servitude is the worst of all evils, to be resisted not only by war, but even by death.

- Cicero, (106 BC - 43 BC)

Has not peace honours and glories of her own unattended by the dangers of war?

- Hermocrates of Syracuse

Peace is not simply the absence of war. It is the presence of justice and the absence of fear.

- Dr. Ursula Franklin

The peace we all yearn for is not just the work of governments but the task of each one of us... Peace is not a question just of stopping this or that catastrophe, but of rediscovering a vision, a path of hope for all humanity.

- Jean Vanier, *Finding Peace*, 2003

Living apart and at peace with myself, I came to realize more vividly the meaning of the doctrine of acceptance. To refrain from giving advice, to refrain from meddling in the affairs of others, to refrain, even though the motives be the highest, from tampering with another's way of life - so simple, yet so difficult for an active spirit. Hands off!

- Henry Miller (1891 - 1980)

I dream of giving birth to a child who will ask, "Mother, what was war?"

- Eva Merriam

Of one thing I am certain, the body is not the measure of healing - peace is the measure.

- George Melton

Imagine all the people living life in peace. You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us, and the world will live as one.

- John Lennon

A crust eaten in peace is better than a banquet partaken in anxiety.

- Aesop (620 BC - 560 BC), *The Town Mouse and the Country Mouse*

Since wars begin in the minds of men [sic], it is in the minds of men that the defense of peace must be constructed.

- Unknown, UNESCO Constitution

One path alone leads to a life of peace: The path of virtue.

- Juvenal (55 AD - 127 AD)

Peace has to be created, in order to be maintained. It is the product of Faith, Strength, Energy, Will, Sympathy, Justice, Imagination, and the triumph of principle. It will never be achieved by passivity and quietism.

- Dorothy Thompson (1894 - 1961)

Not a gift of a cow, nor a gift of land, nor yet a gift of food, is so important as the gift of safety, which is declared to be the great gift among all gifts in the world.

- Panchatantra 5th Century

Until he extends his circle of compassion to include all living things, man will not himself find peace.

- Albert Schweitzer (1875 - 1965)

We can gain no lasting peace if we approach it with suspicion and mistrust or with fear. We can gain it only if we proceed with the understanding, the confidence, and the courage which flow from conviction.

- Franklin D. Roosevelt (1882 - 1945), Fourth Inaugural Address, Jan. 20, 1945

With malice toward none, with charity for all, ...let us strive on to finish the work we are in, ...to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

- Abraham Lincoln (1809 - 1865), Second Inaugural Address, Mar. 4, 1865

Peace is the happy, natural state of man; war corruption, his disgrace.

- Thomason

From the bottom up, today more than ever before, civil society is experiencing a proliferation of non-governmental organizations (NGOs) in which individuals can engage in non-violent action for peace and justice. Moreover, with the emerging world communication network, they are increasingly able to link their struggles on a global scale. These are perhaps the most important developments in the movement for a culture of peace, because the transition must take place primarily in the minds of individual men and women through a process of action and growth.

- UNESCO Culture of Peace Programme

Peace is the beauty of life. It is sunshine. It is the smile of a child, the love of a mother, the joy of a father, the togetherness of a family. It is the advancement of man, the victory of a just cause, the triumph of truth. Peace is all of these and more and more.

- Menachem Begin 1978

Working for peace

There is no way to peace. Peace is the way.

- Mahatma Gandhi, India

If you want to make peace, you don't talk to your friends. You talk to your enemies.

- Moshe Dayan (1915 - 1981)

The United Nations is our one great hope for a peaceful and free world.

- Ralph Bunche

One of the most basic principles for making and keeping peace within and between nations. . . is that in political, military, moral, and spiritual confrontations, there should be an honest attempt at the reconciliation of differences before resorting to combat.

- Jimmy Carter (1924 -)

Establishing lasting peace is the work of education.

- Maria Montessori

If nations could overcome the mutual fear and distrust whose somber shadow is now thrown over the world, and could meet with confidence and good will to settle their possible differences, they would easily be able to establish a lasting peace.

- Fridtjof Nansen

“program - a set of instructions, given to the computer, describing the sequence of steps the computer performs in order to accomplish a specific task.” The task must be specific, such as balancing your checkbook or editing your text. A general task, such as working for world peace, is something we can all do, but not something we can currently write programs to do.

- From Unix User's Manual Manual, Supplementary Documents, p. 14-3:

Peace is a never-ending process, the work of many decisions by many people in many countries. It is an attitude, a way of life, a way of solving problems and resolving conflicts. It cannot be forced on the smallest nations or enforced by the largest. It cannot ignore our differences or overlook our common interests. It requires us to live and work together.

- Oscar Arias Sánchez 1987

There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest... None of us is in a position to eliminate war, but it is our obligation to denounce it and expose all its hideousness... Mankind must remember that peace is not God's gift to his creatures, it is our gift to each other.

- Elie Wiesel

The technique which has come to be called peace-keeping uses soldiers as the servants of peace rather than as instruments of war. It introduces to the military sphere the principle of non-violence. Never before in history have military forces been employed internationally not to wage war, not to establish domination, and not to serve the interests of any power or group of powers, but rather to prevent conflict between peoples.

- Javier Pérez de Cuéllar , representing the United Nations Peace-Keeping Forces (1988)

Only in growth, reform, and change, paradoxically enough, is true security to be found.

- Anne Morrow Lindbergh, Sunday After the War 1944

A permanent peace cannot be prepared by threats but only by the honest attempt to create a mutual trust. However strong national armaments may be, they do not create military security for any nation nor do they guarantee the maintenance of peace.

- Albert Einstein (1879-1955)

The true and solid peace of nations consists not in equality of arms, but in mutual trust alone.

- Pope John XXIII

A peace that comes from fear and not from the heart is the opposite of peace.

- Gersonides

Every kind of peaceful cooperation among men is primarily based on mutual trust and only secondarily on institutions such as courts of justice and police.

- Albert Einstein (1879 - 1955)

Peace cannot be achieved through violence, it can only be attained through understanding.
- Ralph Waldo Emerson

We merely want to live in peace with all the world, to trade with them, to commune with them, to learn from their culture as they may learn from ours, so that the products of our toil may be used for our schools and our roads and our churches and not for guns and planes and tanks and ships of war.
- Dwight D. Eisenhower (1890 - 1969)

This is one of those pivotal moments in history when we CAN change the world for the better as we bring wisdom actively to the fore and apply it with diligence and clarity. Let's not go to reaction, dishing out what we have received, but act in a new level of global compassion. This is the time, we are the people. Our ancestors are rooting for us. May we be the ones who step off the wheel of the never ending action and reaction.
- Justine Toms September 12, 2001, radio broadcast, *New Dimensions Radio*

We must do more to prevent conflicts happening at all. Most conflicts happen in poor countries, especially those which are badly governed or where power and wealth are very unfairly distributed between ethnic or religious groups. So the best way to prevent conflict is to promote political arrangements in which all groups are fairly represented, combined with human rights, minority rights, and broad-based economic development.
- Kofi Annan, Secretary General, United Nations, *Millennium Report*, April 3, 2000.

This is our common maxim and belief – that if through your efforts and sacrifices you win liberty and with it the prospect of peace, then work for peace because there is no mission in life more sacred.
- Menachem Begin 1978

Peace, like freedom, is no original state that existed from the start; we shall have to make it, in the truest sense of the word.
- Willy Brandt, 1971

Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents of injustice. A common and natural result of an undue respect for the law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power?
- Henry David Thoreau, *On the Duty of Civil Disobedience*

Tolerance and intolerance

If we'd been born where they were born and taught what they were taught, we would believe what they believe.
- A sign inside a church in Northern Ireland, explaining the origin of intolerance and hate

[True] liberty...means allowing people freely to say things you do not want to hear.
- George Orwell

Looking at strangers is like looking into darkness. Your eyes take time to adjust.
- Oromo Proverb, Africa

The highest result of education is tolerance.
- Helen Keller, USA

Let us not speak of tolerance. This negative word implies grudging concessions by smug consciences. Rather, let us speak of mutual understanding and mutual respect.
- Father Dominique Pire (1958)

“to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small...”
- Preamble to the Charter of the United Nations

Impact of the media

If you came and you found a strange man... teaching your kids to punch each other, or trying to sell them all kinds of products, you'd kick him right out of the house, but here you are; you come in and the TV is on, and you don't think twice about it.
- Jerome Singer, Yale Psychology Professor

*Another possible source of guidance for teenagers is television, but television's message has always been that the need for truth, wisdom and world peace pales by comparison with the need for a toothpaste that offers whiter teeth *and* fresher breath.*
- Dave Barry (1947 -), "Kids Today: They Don't Know Dum Diddly Do"

The issue of media violence is really one of storytelling. We all learn who we are, how to behave, and what to believe through the stories of our culture. Who is telling the stories to our children today?
- “Beyond Blame: Challenging Violence in the Media”, from *Responding to Media Violence*, 1997.

Shall we just carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we should wish them to have when they are grown up?
- Plato

Peace journal prompts for middle years students

Reflective writing can be a useful tool on processing ideas and experiences. Here are some questions to help guide student responses to questions of war, peace and non-violent conflict resolution. Alternatively, the teacher could read one of the peace and war quotations and ask students to respond to it.

- What do you believe about violence?
- What do you believe about non-violence?
- Describe an incident you have experienced or observed in which a conflict is resolved in a peaceful fashion.
- Have you ever been too quick to make a judgement without having all the facts? Describe when and why.
- Describe times in which you realized that you felt anger or the potential for violence in yourself. How did you react?
- What patterns do you have in the way you deal with conflict?
- Describe how you feel about war and military activity.
- What types of things make you feel more peaceful and more connected to other people in the world?
- Describe a time when you felt rejected or bullied. How did you react?
- Do you have a role model in your life? Describe the qualities you admire about that person.
- What similarities have you noticed between how countries deal with conflict and how individuals deal with conflict?
- Describe an organization that works for peace and social justice that you would like to work for.
- Write a job description for a United Nations aid worker. Would you like to do this kind of work?
- Write a poem expressing how you feel violence in the media has affected you personally.

Canadian peacebuilders

The following are some examples of Canadian peacebuilders. Students may research these individuals, develop and present role-plays of the presentation of Peace Commendations to individuals, or engage these characters in discussions about the best path to peace. Encourage students to add to this list by finding local examples of individuals who exemplify the qualities of peacebuilding in their communities.

Major-General Roméo Dallaire

Isolated amid the utter chaos of a genocidal war between Tutsi and Hutu factions in Rwanda, General Roméo Dallaire rallied his under-equipped troops in a valiant effort to stem the tide of mass murder that rolled over the tiny African nation in 1993. At great personal and professional risk, Gen. Dallaire and his force -- less than half the requested number -- rescued Tutsi and Hutu moderates from the death squads, and worked tirelessly to restore civil order. Evacuating foreign nationals, negotiating ceasefires, and protecting Rwandan refugees were only a few of the duties carried out in the wake of this unspeakable horror. The Meritorious Service Cross, Military Division, is awarded for military activity that brings great honour to the Canadian Forces. Governor General Ramon Hnatyshyn presented Gen. Dallaire with his Meritorious Service Cross in December 1994.

Lester Pearson

Lester “Mike” Pearson was a Canadian athlete, war veteran, history professor and gifted diplomat. He served as Prime Minister from 1963 to 1968; proposed the first UN peacekeeping force to solve the 1956 Suez Crisis, commemorated at The Peacekeeping Monument; and gave us our national flag. Pearson headed the Department of External Affairs from 1946 after its tremendous expansion during World War II. As a politician, he continued to use his diplomatic talents to make Canada a major partner in the new United Nations and NATO (North Atlantic Treaty Organization). His Nobel Peace Prize medal is displayed in the main lobby of the Lester B. Pearson Building, headquarters of the Department of Foreign Affairs and International Trade.

Dr. Lucille Teasdale-Corti

From an early age, Lucille Teasdale had a passion for helping disadvantaged people. In 1955, after finishing medical school, she became one of the first woman surgeons in Québec. She left for Uganda to work with Dr. Piero Corti, whom she had met previously in Montréal. The colleagues became life partners when they were married in Uganda. This was the beginning of a 35-year odyssey during which their clinic grew into the 463-bed St. Mary’s Hospital, where Dr. Teasdale performed 13,000 operations. Sadly, she contracted HIV by accidentally cutting herself on bone fragments while operating on wounded soldiers during Idi Amin’s expulsion in 1979. Ever devoted to her patients, Dr. Teasdale persevered in her mission for 15 more years, taking precautions not to transfer the virus during medical interventions. This courageous pioneer received the Order of the Italian Republic, the Order of Canada (1991), l’Ordre national du Québec (1995), and the prestigious Feltrinelli-Accademia Nazionale dei Lincei Prize. Dr. Teasdale died of AIDS in the family home near Milan.

Clarence Andrews

"I lost my heart there in 1991. Every now and then I have to go back there to check on it." Clarence Andrews used to drive through the town of Racecourse, Zambia on his way to help build housing for theological students. He saw the children of the community foraging in garbage heaps and drinking flood water and knew he had to help. At home in Gander, Newfoundland, he raised \$60,000 dollars to build the Newfoundland Agape School. Clean water, flush toilets and high-energy breakfasts are now just part of the daily difference in hundreds of students' lives. Andrews' dedication and energy earned him the Governor General's Meritorious Service Cross, awarded to a person "for bringing great honour to Canada." Andrews also headed a project to develop an orphanage for the poverty-stricken city of Kitwe.

Jean Vanier

Jean Vanier is a Canadian spiritual leader and worker with disabled persons who was born in Geneva, Switzerland in 1928. The son of Georges Vanier, governor general of Canada, and Pauline Vanier (née Archer), he served in the British and Canadian navies 1945-50. He studied and taught philosophy and theology in France, and then in 1964 established a home for disabled men living with him in Trosly-Breuil, France. Called *L'Arche* (the ark), it was the first of many; by 1999 there were 23 in Canada and over 100 around the world. Vanier is widely esteemed for his leadership of spiritual retreats and for several books on spirituality and peace. His writings and way of life challenge people to share life with the disadvantaged, in the belief that each person has a unique value as a human being. He was named a Companion of the Order of Canada in 1987.

James S. Woodsworth 1874 – 1942

James was born near Toronto but grew up in western Canada where his father was a Methodist missionary. He became a minister and social worker among immigrant people in western Canada (1900- 1918). He resigned from the church because of his opposition to World War I, and supported his family of six children by working as a longshoreman in Vancouver where he became a union leader. During the Winnipeg General Strike in 1919, he was arrested and jailed on a charge of libel, in part for having quoted from the Book of Isaiah. In 1921 he became a MP and remained in office until he died, a champion of workers and farmers. In 1932 he was the main organizer of the Cooperative Commonwealth Federation, the party of democratic socialism in the west, and became its leader until 1939 when he broke with the majority over Canadian participation in World War II. Woodsworth died of a heart attack shortly after making a moving anti-war speech in Parliament, in which he said: *While we are urged to fight for freedom and democracy, it should be remembered that war is the very negation of both. The victor may win; but if he does, it is by adopting the self-same tactics which he condemns in his enemy...*

John Peters Humphreys was a Canadian lawyer and diplomat born on April 30, 1905, in Hampton, New Brunswick. A lawyer in Quebec, Humphrey joined the law faculty at McGill University in Montreal in 1936. Ten years later, when the United Nations was created, he became the director of human rights for the organization. He was one of the main authors of the *Universal Declaration of Human Rights* (1948), a document that seeks to protect human rights in all countries. Although it is not always honoured, the Declaration is one of the UN's most important achievements. Humphrey left the UN in 1966. He returned to McGill, where he taught for five more years before retiring for good. He remained active in international affairs and the protection of human rights, and wrote several important volumes on the subject. Humphrey was appointed an Officer of the Order of Canada in 1974. He died on March 14, 1995, at Montreal, Québec.

Lloyd Axworthy

Politician (*born on December 21, 1939, at North Battleford, Sask.*)

Lloyd Axworthy became a political activist as a student. He later taught at the University of Winnipeg and directed its Institute of Urban Affairs before serving as Manitoba MLA (1973-79). He was elected to the House of Commons for Winnipeg for the first time in 1979.

Mr. Axworthy was a reliable representative of his constituents and an outspoken member of parliament. He was the only elected Cabinet minister from the West in Prime Minister Pierre Elliott Trudeau's last government where he was minister of employment and immigration (1980-83), and minister of transport (1983-84). He was the only Prairie Liberal to win a parliamentary seat in the 1984 election.

In Opposition during the Mulroney years, Lloyd Axworthy was an outspoken Liberal critic against free trade. When Jean Chrétien became prime minister, Lloyd Axworthy became the head of Human Resources Development, which he held from November 1993 to January 1996. He carried out a controversial 18-month Social Security Review, which tried to balance employment insurance reforms with job creation.

He later became Minister of foreign affairs, where he has been praised for returning to the internationalist values of Lester B. Pearson, particularly because of his support for an international treaty to ban anti-personnel land mines. His contribution to the signing of this treaty on January 1, 1998, brought him widespread support as a nominee for a Nobel Peace Prize.

Louise Fréchette

Born in Montréal on July 16, 1946, Louise Fréchette was appointed to the post of Deputy Secretary-General of the United Nations at the end of February 1998, following the adoption by the General Assembly of the program of reforms proposed by Mr. Annan. Ms. Fréchette has had a long career in diplomacy, having held several important positions in Canada's Department of Foreign Affairs and International Trade, which she joined in 1971.

Among her many positions, she served as Canada's Ambassador to Argentina and Uruguay, Assistant Deputy Minister for Latin America and the Caribbean, and Assistant Deputy Minister for Economic Policy and Trade Competitiveness. In 1994, Ms. Fréchette was Canada's Ambassador to the United Nations in New York before being appointed in June 1995 as Canada's Deputy Minister of National Defense. She graduated from the Université de Montréal with a degree in history, and from the College of Europe in Bruges with a diploma in economic studies.

Stephen Lewis

Politician, diplomat (*born November 11, 1937, Ottawa*).

The son of well-known Prairie socialist David Lewis, Stephen Lewis was raised in such an intense atmosphere of politics that it was almost inevitable that he would become involved as well. In 1963, he was elected as an NDP member of the Ontario legislature, and became leader of the Ontario NDP in 1970. In the 1975 election the NDP became the second largest party in the legislature, and Stephen Lewis became leader of the official opposition. The party lost seats in the next election, however, and in 1978 Lewis resigned as leader and retired from politics to become a journalist. His unexpected appointment as Canadian ambassador to the United Nations during 1984 to 1988 marked the climax of his public career. He became a passionate supporter of increased aid to African nations. Lewis resigned from the UN in 1988, but remained until 1991.

Because of street disturbances in Toronto in 1992, the Ontario NDP government hired Stephen Lewis to prepare a report on race relations in the city. Lewis returned to the UN in 1995 as deputy executive director of UNICEF until his resignation in November 1999. In recent years, he has been a special advisor to the UN General Secretary Kofi Annan regarding the AIDS crisis in Africa and has spoken out passionately about the desperate need for help from industrialized nations in facing this crisis.

Arbour, Louise, judge (born 10 Feb 1947)

After studying at an all-women Catholic college in Montréal, Louise Arbour later received a law degree with distinction at the Université de Montréal in 1970. She served as a law clerk to the Supreme Court of Canada; as a research officer at the Law Reform Commission of Canada; as law professor and associate dean at Osgoode Hall Law School, York University, 1974-87; and as vice-president of the Canadian Civil Liberties Association 1985-87.

In 1987 Arbour was appointed to the Supreme Court of Ontario and later to the Court of Appeal. In 1995, she conducted a tough enquiry into the conditions in the Prison for Women in Kingston, Ontario. She then took on a high profile role for three years as the United Nations' chief prosecutor for the International Criminal Tribunal for the former Yugoslavia and for Rwanda. From 1996 to 1999, she was a dynamic international force for human rights. She obtained the first conviction for genocide since the 1948 Genocide Convention (Rwanda) and the first-ever indictment for war crimes by a sitting European head of state (Serbian President Slobodan Milosevic).

After concluding that she had accomplished all she could in the international community, where there was a tendency to lecture rather than to take action on human rights, Louise Arbour accepted Prime Minister Jean Chrétien's appointment to the Supreme Court of Canada on 10 June 1999.

Sources:

The Canadian Encyclopedia Online

<http://www.thecanadianencyclopedia.com/>

Canadians in the World: An Educational Resource Site, Foreign Affairs and International Trade:

<http://www.dfait-maeci.gc.ca/ciw-cdm/06-10-en.asp>

Peacebuilders hall of fame

Suggested peace builders to research:

Bertrand Russell	Mahatma Gandhi
Albert Einstein	Elie Wiesel
Oscar Romero	Victor Hugo
Albert Schweitzer	Dietrich Boenhoffer
Eisaku Sato	Corazòn Aquino
Andrei Sakharov	Lucretia Mott
White Rose Movement in Nazi Germany	Cesar Chavez
Rosa Parkes and the Montgomery Bus	Fannie Lou Hamer
Boycott	Vinobe Bhave
Martin Luther King Jr.	Jean and Hildegard Goss-Mayr
Nelson Mandela	Franz Jägerstätter

To get you started on this research, following is some information about a selection of international peacebuilders from various countries and eras, including a number of Nobel Peace Prize winners.

Archbishop Desmond Mpilo Tutu (1931 -)

Anglican church leader who was given the Nobel Peace Prize for his longstanding efforts against apartheid in South Africa, in which he always supported non-violence, sometimes at great personal cost and criticism. He undertook negotiations on behalf of the black community with police and security forces, on many occasions putting his life at risk as he addressed angry crowds and appealed for calm.

Alfred Nobel

Alfred Nobel was an inventor and a member of a wealthy family in Norway. He predicted that the use of high explosives like dynamite might eventually lead to the extinction of war. Nobel may have foreseen the mechanism of deterrence, but he was wrong in one important way. Although the invention of nuclear weapons, which Nobel clearly could not foresee, actually made it possible for armies to destroy each other "in one second", it did not lead to the discharge of troops or the abolition of war.

Nobel made another prediction, that if peace was not at hand within thirty years, the world would revert to barbarism. Unfortunately, he was quite right about this. Less than twenty years after his death, World War I started in 1914, inaugurating the age of total war. During the 20th century, mankind experienced some of the most destructive wars of all times.

Alfred Nobel established a number of international prizes to be granted to international recipients after his death, one of which was the Peace Prize.

Mother Teresa, Humanitarian (August 27, 1910 - September 5, 1997)

Maiden name: Agnes Gonxha Bojaxhiu

Place of Birth: Skopje, Yugoslavia (what is now Macedonia)

Residence: Calcutta, India

Biographical highlights:

1928 - went to India and taught at a convent school in Calcutta

1937 - took her final vows

1948 - left the convent to work alone in the slums; received some medical training in Paris

1950 - the Missionaries of Charity (Mother Teresa's sisterhood) started

1952 - House for the Dying opened

1957 - the Missionaries of Charity started work with lepers and in many disaster areas of the world

1971 - awarded the Pope John XXIII Peace Prize

1979 - awarded Nobel Peace Prize

Excerpt from the Nobel Peace Prize acceptance speech:

"I choose the poverty of our poor people. But I am grateful to receive (the Nobel) in the name of the hungry, the naked, the homeless, of the crippled, of the blind, of the lepers, of all those people who feel unwanted, unloved, uncared-for throughout society, people that have become a burden to the society and are shunned by everyone."

Graça Machel

Mrs. Graça Machel is a global champion for effective measures to address the particular devastation of war on children around the world. Her courageous work on children's rights began in Mozambique where she set up schools in war-affected territories. In 1983 she became Minister of Education for the Government of Mozambique, where she worked to implement a goal of universal education for all Mozambicans.

In 1994, Graça Machel was appointed by the Secretary-General of the United Nations as the independent expert to Chair the Study on the Impact of Armed Conflict on Children. In conducting this research, Mrs. Machel spent the next two years traveling through conflict-affected countries to investigate the plight of children. This groundbreaking report was presented to the General Assembly in 1996 and set the world agenda for child protection in situations of armed conflict. One of the many results of her report has been the authorization of the UN General Assembly to appoint a UN Special Representative of the Secretary-General for Children and Armed Conflict.

Today, Graça Machel continues her work as a global advocate for war-affected children and calls on all sectors of society to fulfill their promises to children. In September 2000, she was the Honorary Chair of the International Conference on War-Affected Children, held in Winnipeg, Canada. Prior to the conference, she produced an update of her original study called the *Machel Review 1996-2000*. Along with her husband, Nelson Mandela, Mrs. Machel is a spokesperson for the Global Movement for Children. Most recently, she has published her authoritative book, *The Impact of War on Children*.

Leo Tolstoy 1828 – 1910

Leo Tolstoy, the son of a wealthy nobleman, was a famous Russian writer (author of War and Peace, Anna Karenina) and a complex and troubled man all of his life. In spite of his wealth and ease, he was troubled by serfdom, and wrote of its evils. He travelled abroad to study education, and opened some village schools, in which he also taught, to provide free education to former serfs. He preached non-violent resistance to evil, hard work and became a vegetarian. Gandhi later acknowledged that Tolstoy has an effect on his thinking. In later years Tolstoy renounced his title and estate and began writing for the peasants. He worked against the Russian Tsar's persecution of the Dukhobors.

Emile Zola 1840 – 1902

Emile Edouard Charles Zola lived a childhood of deep poverty, and later became the founder of literary naturalism, writing about the deep social problems in French society. In 1898 he intervened in the Dreyfus case, in which a French officer and Jew, captain Alfred Dreyfus, was accused of giving military secrets to Germany and condemned to life imprisonment on largely circumstantial evidence. Zola was convicted of Dreyfus's innocence, and wrote a letter "J'accuse" to the President, charging military authorities with the torture and condemnation of an innocent man. Zola was accused of libel, and escaped prison by going to England. Eventually, Dreyfus was pardoned, and Zola returned to France. In 1906, after his death, he was absolved of all guilt and awarded the Legion of Honour for his defence of justice.

Dorothy Day

Dorothy Day was a Catholic worker for the poor who was strongly committed to non-violence and social justice. During the Cold War she became involved in public demonstrations and fasts to protest the arms race; she worked tirelessly for peace and civil rights in the United States until her death in 1980.

Lester Bowles Pearson, (1897 – 1972)

During the Suez Conflict in 1956, Canada's foreign minister and an active participant in the UN General Assembly, Lester Pearson, provided the solution that ended the fighting and permitted the withdrawal of the Israeli, British, French and Egyptian armies. The key element in the cease-fire agreement was the deployment of the UN's first peace-keeping force, the UN Emergency Force. This accomplishment was the main motivation behind the award to Pearson in 1957.

Dag Hammarskjöld

United Nations Secretary General Dag Hammarskjöld was awarded the Peace Prize posthumously in 1961 for his work to promote peaceful solutions of armed conflicts, most importantly in Congo, where he died in a plane crash before any settlement could be reached.

**Mohamed Anwar al-Sadat, President of the Arab Republic of Egypt (1918 – 1981)
Menachem Begin, Prime Minister of Israel (1913 – 1992)**

Joint recipients of the Nobel Peace Prize, 1978

The Norwegian Nobel Committee has awarded the Peace Prize for 1978 to Anwar al-Sadat, President of Egypt, and Menachem Begin, Prime Minister of Israel, for their contribution to the two frame agreements on peace in the Middle East, and on peace between Egypt and Israel, which were signed at Camp David on September 17, 1978.

Never previously in the history of the Peace Prize, stretching back over a period of almost eighty years, have we witnessed an award ceremony such as this in King Haukon V's medieval castle of Akershus, with its memories of far-off times of war and unrest in the chronicles of our land.

Never has the Nobel Committee considered it apposite to award the Peace Prize to statesmen from the troubled and sadly devastated Middle East.

Never has the Prize been closely associated with agreements such as the two Camp David agreements, which provide the basis for the award to the two statesmen on whose shoulders such grave responsibilities have fallen.

Never has the Peace Prize expressed a greater or more audacious hope - a hope of peace for the people of Egypt, for the people of Israel, and for all the peoples of the strife-torn and war-ravaged Middle East.

The award of the Prize to the President of Egypt, Anwar al-Sadat, and the Prime Minister of Israel, Menachem Begin, is moreover historical in the wider sense, in that we only know of one previous peace agreement between Egypt and Israel. This, as Israeli scholars have revealed, took place some 3,000 years ago; it was the peace concluded between King David's son, wise King Solomon, and the Egyptian Pharaoh.

- excerpt from Presentation Speech delivered by Aase Lionaes, Chairman of the Norwegian Nobel Committee, on the occasion of the awarding of the Nobel Peace Prize for 1978, Oslo, December 10, 1978.
(Translation)

Dalai Lama XIV of Tibet, Tenzin Gyatso (1935 -)

Enthroned in 1940 as the spiritual and temporal ruler of Tibet, he went into exile in India in 1959, after the Chinese, who regard Tibet as part of China, sent in their army to establish control. Since then he has worked untiringly from abroad to liberate his people. In 1989 he was awarded the Nobel Peace Prize for his work for human rights by the means of nonviolence, for his Buddhist message of love and compassion, and for his work to encourage environmental concern.

Kofi Annan, Nobel Peace Prize Winner (with the United Nations), 2001

Kofi Annan has devoted almost his entire working life to the U.N. As Secretary-General, he has been pre-eminent in bringing new life to the organization. While clearly underlining the U.N.'s traditional responsibility for peace and security, he has also emphasized its obligations with regard to human rights. He has risen to such new challenges as HIV/AIDS and international terrorism, and brought about more efficient utilization of the U.N.'s modest resources. In an organization that can hardly become more than its members permit, he has made clear that sovereignty can not be a shield behind which member states conceal their violations. The U.N. has in its history achieved many successes, and suffered many setbacks. Through this first Peace Prize to the U.N. as such, the Norwegian Nobel Committee wishes in its centenary year to proclaim that the only negotiable route to global peace and cooperation goes by way of the United Nations.

Jimmy Carter, Nobel Peace Prize 2002

Jimmy Carter received the Nobel Peace Prize for his decades of effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development. As U.S. President, (1977-1981), Carter's mediation was a vital part of the Camp David Accords between Israel and Egypt, in itself a great enough achievement to qualify for the Nobel Peace Prize. At a time when the cold war between East and West was still predominant, he placed renewed emphasis on the place of human rights in international politics. Through his Carter Center, which celebrates its 20th anniversary in 2002, Carter has since his presidency undertaken very extensive and persevering conflict resolution on several continents. He has shown outstanding commitment to human rights, and has served as an observer at countless elections all over the world. He has worked hard on many fronts to fight tropical diseases and to bring about growth and progress in developing countries. Carter has thus been active in several of the problem areas that have figured prominently in the over one hundred years of Peace Prize history. In a situation currently marked by threats of the use of power, Carter has stood by the principles that conflicts must as far as possible be resolved through mediation and international co-operation based on international law, respect for human rights, and economic development.

Lech Walesa (1943 -)

Polish worker who became the leader of Solidarity, the free trade union movement. The struggle for workers' rights and greater freedom was met with government repression, and Walesa was arrested. Although he was released before the announcement of his receiving the Nobel Peace Prize in 1983, he decided not to go to Oslo to receive the prize, fearing that the government would not permit his return home. His wife, Danuta, read his acceptance speech.

Médecins sans frontières, Nobel Peace Prize 1999

The Norwegian Nobel Committee awarded the Nobel Peace Prize for 1999 to *Médecins sans Frontières* in recognition of the organization's pioneering humanitarian work on several continents. Since its foundation in the early 1970s, *Médecins sans Frontières* has adhered to the fundamental principle that all disaster victims, whether the disaster is natural or human in origin, have a right to professional assistance, given as quickly and efficiently as possible. National boundaries and political circumstances or sympathies must have no influence on who is to receive humanitarian help. By maintaining a high degree of independence, the organization has succeeded in living up to these ideals. By intervening so rapidly, *Médecins sans Frontières* calls public attention to humanitarian catastrophes, and by pointing to the causes of such catastrophes, the organization helps to form bodies of public opinion opposed to violations and abuses of power.

In critical situations, marked by violence and brutality, the humanitarian work of *Médecins sans Frontières* enables the organization to create openings for contacts between the opposed parties. At the same time, each fearless and self-sacrificing helper shows each victim a human face, stands for respect for that person's dignity, and is a source of hope for peace and reconciliation.

Joseph Rotblat, 1995 Nobel Peace Prize Winner

The Norwegian Nobel Committee awarded the Nobel Peace Prize for 1995, in two equal parts, to Joseph Rotblat and to the Pugwash Conferences on Science and World Affairs, for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms.

It is fifty years this year since the two atomic bombs were dropped on Hiroshima and Nagasaki, and forty years since the issuing of the Russell-Einstein Manifesto. The Manifesto laid the foundations for the Pugwash Conferences which have maintained a high level of activity to this day. Joseph Rotblat was one of the eleven scientists behind the Manifesto and has since been the most important figure in the Pugwash work.

The Conferences are based on the recognition of the responsibility of scientists for their inventions. They have underlined the catastrophic consequences of the use of the new weapons. They have brought together scientists and decision-makers to collaborate across political divides on constructive proposals for reducing the nuclear threat.

The Pugwash Conferences are founded in the desire to see all nuclear arms destroyed and, ultimately, in a vision of other solutions to international disputes than war. The Pugwash Conference in Hiroshima in July this year declared that we have the opportunity today of approaching those goals. It is the Committee's hope that the award of the Nobel Peace Prize for 1995 to Rotblat and to Pugwash will encourage world leaders to intensify their efforts to rid the world of nuclear weapons.

Aung San Suu Kyi, Nobel Peace Prize 1991

The Norwegian Nobel Committee awarded the Nobel Peace Prize to Aung San Suu Kyi of Myanmar (Burma) for her non-violent struggle for democracy and human rights.

Aung San Suu Kyi is the daughter of Burma's liberation leader Aung San and showed an early interest in Gandhi's philosophy of non-violent protest. After having long refrained from political activity, she became involved in "the second struggle for national independence" in Myanmar in 1988. She became the leader of a democratic opposition which employs non-violent means to resist a regime characterized by brutality. She also emphasizes the need for conciliation between the sharply divided regions and ethnic groups in her country. The election held in May 1990 resulted in a conclusive victory for the opposition. The regime ignored the election results. Suu Kyi refused to leave the country and was kept for several years under strict house arrest.

Alva Myrdal (1902 – 1986)

Alva Myrdal was a Swedish social reformer and disarmament negotiator, who was awarded the Nobel Peace Prize in 1969 along with Alfonso Robles of Mexico. She served in the cabinet of Sweden for twelve years and wrote a number of widely discussed works on the subject of disarmament.

A timeline of peace events of the 20th century

29 July 1899

First Peace Conference signed at The Hague (Entry into force: September 1900)

1904 – 1906 Russian workers petition Tsar Nicolas for an 8-hour work day, and freedom of speech, press and religion

1906 Gandhi leads a non-violent campaign against anti-Indian laws in South Africa

18 October 1907 Second Peace Conference signed at The Hague (Entry into force: January 1910)

(1914 – 1918 World War I)

28 January 1916 Manitoba women became the first in Canada to win the rights to vote and to hold provincial office.

24 May 1918 All female citizens aged 21 and over became eligible to vote in federal elections in Canada.

July 1919 Women in Canada gain the right to stand for the House of Commons.

10 January 1920 Establishment of the League of Nations

Original members: Argentina, Australia, Belgium, Bolivia, Brazil, Canada, Chile, China, Colombia, Cuba, Czechoslovakia, Denmark, El Salvador, France, Greece, Guatemala, Haiti, Honduras, India, Italy, Japan, Liberia, Netherlands, New Zealand, Nicaragua, Norway, Panama, Paraguay, Persia, Peru, Poland, Portugal, Rumania, Siam, Spain, Sweden, Switzerland, South Africa, United Kingdom, Uruguay, Venezuela, Yugoslavia

1920 Gandhi leads first of his all-Indian campaigns against the British Empire

1923 Germans mount nonviolent resistance to French, Belgian and Italian regiments in The Ruhr, the industrial heartland of Germany

1924 *Geneva Declaration of the Rights of the Child* states the need for special safeguards for children of the world

25 September 1926 *Convention to Suppress Slavery* signed at The Hague

17 June 1925 Geneva Protocol to Hague Convention is signed, to enter into force on 8 February 1928: *Protocol for the Prohibition of the Use in War of Asphyxiating, Poisonous or Other Gases, and of Bacteriological Methods of Warfare*

1929 Women in Canada gain the right to hold a seat in the Senate

1930's Gandhi's civil disobedience campaign for independence in India

(1933 Adolph Hitler comes to power in Germany)

(1940 Germany invades Denmark)

1940's A group of students in Munich, Germany work to work to stop the Nazis. Calling themselves the *White Rose*, they distribute leaflets denouncing the government and providing information about atrocities.

1942 – 1944 Denmark carries on organized State and citizen resistance to German occupation and obtains concessions from Germans

1944 Nationwide civic strike in El Salvador in opposition to martial law

1945 End of World War II and founding of the United Nations "to save future generations from the scourge of war"

August 1947 India gains independence from British Empire

1948 *Universal Declaration of Human Rights* is signed by the United Nations members

(1948 Apartheid is imposed by National Party in South Africa)

1952 Defiance campaign against Apartheid begins

December 1955 Dr. Martin Luther King leads bus boycott in Montgomery, Alabama

November 1959 The U.N. General Assembly proclaims the *Declaration of the Rights of the Child*

1960 Aboriginal People in Canada obtained the right to vote

1960's Martin Luther King and the Civil Rights Movement in the United States

May 10, 1960 Lunch counters begin to serve African Americans

August 28, 1963 More than a quarter of a million people of all races gather near the Lincoln Memorial in Washington – the largest protest march in U.S. history. This peaceful march brought recognition to the civil rights movement.

2 July 1964 U.S. signs the Civil Rights Bill

1968 – 1975 Widespread student – led movements and civil disobedience protesting U.S. involvement in Viet Nam applied anti-war pressure on the American government

January 8, 1974 Signing of the first disengagement agreement between Israel and Egypt as a result of repeated negotiations and “shuttle diplomacy”

June 1976 Mass opposition to Apartheid begins in South Africa

1945 – 1980’s (ongoing) Since the creation of the United Nations: decolonization and recognition of sovereign independence of more than 80 nations in the world, particularly in Asia and Africa, all formerly non self-governing territories

1977 – 1983 Las Madres “The Mothers of the disappeared” begin nonviolent actions against the military junta in Argentina

1980’s Thousands of Americans sign pledges to take part in non-violent protests as the U.S. military invades Nicaragua

17 September 1980 A nationwide independent trade union, *Solidarity*, is established in Poland

1981 - 1989 Thousands of women take part in non-violent activities at Greenham Common to protest the locating of American cruise missiles in England.

1983 - 1988 Continued citizen opposition to military regime of military junta in under Augusto Pinochet leads to the end of his dictatorship

1986 Groups of citizens march in the streets to stop the military in non violent action to help bring down the dictatorship of President Marcos in the Philippines.

1989 During the *International Congress on Peace in the Minds of Men*, in Yamoussoukro, Côte d’Ivoire, the notion of a “Culture of Peace” is first mentioned. The culture of peace approach aims at addressing the root causes of violent conflict, thus preventing its emergence.

October 1989 The South African government begins releasing imprisoned leaders of the African National Congress

1988 - 98 Worldwide nonviolent campaign of financial sanctions and boycotts against the non-elected military government in Myanmar (Burma)

1988 In South Africa during the Apartheid regime, more than a hundred whites refuse to do military service with the South African Defense force.

9 November 1989 Private citizens begin to demolish whole sections of the Berlin Wall unimpeded by police. East Germany eventually joins in the removal of the wall and reunites with West Germany in 1990 as one nation, the Federal Republic of Germany.

1989 Nonviolent democratic movements end Communist rule in Eastern Europe

4 June 1989 *Solidarity* wins control of the Polish government in free elections.

11 February 1990 After 27 years in prison, black leader Nelson Mandela is released.

1991 In Belgrade, a group of 'Women in Black' appeared weekly on the streets to protest the war in Croatia, over the months joined by additional women.

26 – 29 August 1994 South Africans vote in fair and free elections, the ANC government is voted into power

1994 Protestors occupy houses and trees in East London to prevent contractors from bulldozing houses and vegetation to make way for a new road system.

1994 Federico Mayor, Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), launches an international appeal on the establishment of a right to peace; in February 1994, UNESCO launches its *Towards a Culture of Peace programme*

1994 A mass rally is held in Hyde Park to protest Britain's *Criminal Justice Bill*.

1997 United Nations General Assembly calls for the promotion of a culture of peace as an integral approach to preventing violence and armed conflict

1998 U.N. Assembly declares 2001-2010 the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*

2000 *International Year for the Culture of Peace*

February – March 2003 Worldwide marches take place for peace in Iraq

The effects of television violence: What the research says

Young children:

- Children who are exposed to television violence may become desensitized to real-life violence, may come to see the world as a mean and scary place, or may come to expect others to resort to physical violence to resolve conflicts.
- The age of eight is critical in the relationship between television violence and the development of aggression, because of the cognitive and emotional developments that occur at this age.
- By age eight, children are less likely to become more aggressive themselves if the violence they see is portrayed as evil, as causing human suffering, or as resulting in punishment or disapproval.
- For children who equate violence with reality, all violent content is considered ‘real’ and therefore a potentially useful guide for how to behave in real life.
- Children who create violent or heroically aggressive fantasies and who identify with aggressive heroes are the ones most likely to be affected by violent television, because these fantasies serve as rehearsals for violent responses to real-life events.
- Elementary school-aged children are more likely to be afraid of television portrayals if the depicted scary events seem possible and especially if they are shown in circumstances that resemble the child’s own.
- Children may be deliberately trying to conquer their fears of vulnerability and victimization by desensitizing themselves through repeated exposure to horror movies. But to the extent that they desensitize themselves to violence and fear, they are also very likely becoming more tolerant of violence in the real world.
- It is power, not violence or conformity with sex stereotypes, that elementary school-aged boys identify with. Boys have been found to accept highly counter stereotypical behavior from male television characters who were powerful and had high status.

Adolescents

- For adolescents, watching television is a passive, relaxing activity requiring low concentration, and they are most likely to do it when they are bored or lonely.
- A survey of Canadians in the 1980s found that adolescents aged 12 to 17 were the age group most likely to report viewing sexually explicit video material. About 38 percent of these

adolescents said that they watched such material on television, in movie theatres, or on videocassettes, at least once a month.

- For ethical reasons, most investigations of violent pornography have been done with adults. However, it has been argued that adolescents are even more likely than adults to be affected by exposure to violent pornography.
- Difficult though it might be for parents and adolescents to discuss matters such as sexual violence, it has been shown that debunking rape myths either before or after exposure to 'Slasher' films and violent pornography reduces the negative effects of those films on beliefs and attitudes.

Effects of TV violence on especially vulnerable groups:

- Abused children watch more television than other children do, prefer violent programs, and appear to admire violent heroes. Children who are both abused and watchers of a great deal of television are likely to commit violent crimes later in life.
- Children whose families are under high levels of stress watch more television and may receive less parental mediation of their television viewing and less support from their parents than other children do.

Relationship between television violence and aggression:

- Even if we consider only those studies that have most thoroughly met the standards of critics, the pattern of results still supports the conclusion that television violence leads to increased aggression.
- ... there is widespread agreement among credible authorities that television violence does increase children's aggression and fears. Reports supporting the conclusion have been circulated by the United States Surgeon General, the Royal Commission on Violence in the Communications Industry, the American National Institute of Mental Health, UNESCO, the American Psychological Association, the CRTC, and the Canadian House of Commons Standing Committee on Communications and Culture.
- The world as portrayed on Prime Time and Saturday morning television is much more violent than real life. Television crime is about 10 times the real-life rate, and most deaths of TV characters are violent.

Research on the effects of violent video games:

- One would expect children to become more aggressive from playing video games than from watching television because in playing video games, children are rewarded for being symbolically aggressive.

Media Literacy

Media education encourages a probing approach to the world of media: Who is this message intended for? Who wants to reach this audience, and why? From whose perspective is this story told? Whose voices are heard, and whose are absent? What strategies does this message use to get my attention and make me feel included?

Media literacy is an overall term that incorporates three stages of a continuum leading to media empowerment:

The first stage is simply becoming aware of the importance of managing one's media "diet"— that is, making choices and reducing the time spent with television, videos, electronic games, films and various print media forms.

The second stage is learning specific skills of critical viewing— learning to analyze and question what is in the frame, how it is constructed and what may have been left out. Skills of critical viewing are best learned through inquiry-based classes or interactive group activities, as well as from creating and producing one's own media messages.

The third stage goes behind the frame to explore deeper issues. Who produces the media we experience—and for what purpose? Who profits? Who loses? And who decides? This stage of social, political and economic analysis looks at how everyone in society makes meaning from our media experiences, and how the mass media drive our global consumer economy. This inquiry can sometimes set the stage for various media advocacy efforts to challenge or redress public policies or corporate practices.

Although television and electronic media may seem to present the most compelling reasons for promoting media literacy education in contemporary society, the principles and practices of media literacy education are applicable to all media— from television to T-shirts, from billboards to the Internet.

Source: Elizabeth Thoman, Founder and President, Center for Media Literacy, Los Angeles, CA, U.S.A, 1995.

As cited on the Canadian Media Awareness web site:
<http://www.media-awareness.ca>

Information for Parents: What Can You Do about Violence in the Media?

A study done by the Institute for Social Research of the University of Michigan followed 329 boys and girls from their childhood into their early 20's. The study offers further supporting evidence for the lasting effect of watching violence. Boys who were heavy consumers of violent TV shows from ages 6 to 8 were twice as likely as other men to push, grab or shove their spouses and three times as likely to be convicted of a criminal offences by the time they reached their early 20s. Women were twice as likely to have thrown something at their partners and more than four times as apt to have hit or choked another adult. Children from the ages of 4 to 10 tend to *become* what they see, setting up habits that are later very hard to break.

Fictitious violence on TV and in video games

1. Be aware of what your kids are watching. Pre-screen videos and video games. Let them know that you are not “absent” when they are watching TV or playing video games.
2. Don't use television or video games as babysitters. Sit with you kids and watch what they are watching. Point out that the scenes of violence do **not represent** real life and are **not** normal behaviour.
3. Talk to your kids about what they watch. Ask them how it makes them feel. Help them remain aware that violence always has negative consequences in real life, and is not rewarded, as it may be in video games or violent adventure programs.
4. Help children find or plan alternative fun activities. The more they are involved in planning these activities themselves, the more their interest level in television and passive entertainment will wane.
5. Introduce your children to cooperative games in which no one wins or loses. Help them to realize that winning is not a necessary part of all games.
6. Turn off the TV – not as a punishment, or to enforce homework – but in order to take your kids out for ice cream, or go to the zoo. Help yourself and your children develop new habits – you will find these will quickly replace the habit of turning on the TV.

The following web-site contains useful information for parents and teachers regarding talking to children about war and violence reported in the media:

<http://www.brighthorizons.com/talktochildren/>

It includes specific guidelines on talking to children about war, and background articles written in response to the events of September 11, 2001: (*What Happened to the World? and Helping Children Cope in Turbulent Times.*)

Helping children cope with real violence reported in the media

1. *Trauma results in part when a child cannot give meaning to dangerous experiences.* Listen to your children carefully. Get a clear picture of what they understand about violence in the news, including terrorism and war. This will be influenced by their age and exposure to such events as well as what they hear from other people. Be attuned to any misconceptions or exaggerations they may have picked up. Begin an ongoing dialogue that is appropriate to their age. Let them ask the question, as much as possible. This will give you an idea of an appropriate starting point.
2. *Reassure your children that all is being done to protect them and their family, internationally and in this country. Take this opportunity to let them know that in an emergency, your first concern will be their safety.*
3. *Be aware that some children may react in unexpected ways. Adolescents may be harder hit by news of violence and may need extra support to get through confusing times.*
4. *Set media time limits for yourself and your children. Reports of disasters may overwhelm young children, particularly if they repeatedly hear news of a tragedy – they may think it is part of an ongoing sequence of events. Overexposure to coverage of violent events can be difficult for adolescents and adults as well.*
5. *Give your children extra time and attention. Close personal involvement will help them understand that they are safe and secure. Listen to them, talk to them, read to them so they will know that normal life is not disrupted.*
6. *Be a model for your child who will learn to deal with these events by seeing your reactions. Base the amount of self-disclosure on the age and developmental level of each child. Express your views and emotions calmly, without overloading the child with detail.*
7. *Watch your own behaviour. Be careful about the expression of hatred against groups of people, and slurs or racial generalizations. This is also an opportunity to discuss with your children that the heinous acts of a few individuals do not reflect on an entire group of people, nor on human beings in general.*
8. *Help children return to normal activities and routines. This will reinforce their sense of security and help them build resiliency.*
9. *Encourage your children to do some form of volunteer work or action for peace and justice. Helping others can give your child a sense of control, security and empathy. Indeed, in the midst of crisis, adolescents and children can emerge as agents of positive change. Look on child-focused websites, which offer ways to volunteer and share their concerns with other children in the world.*
10. *If your child is significantly distressed by a tragic event, seek professional advice or help. If a child your child's sleeping habits, eating habits, concentration, physical well-being or emotional states begin to vary widely, he or she may need additional support or counselling.*



Preamble to the Charter of the United Nations

June 26, 1945

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbours, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.



Universal Declaration of Human Rights

Plain Language Version

Preamble

The Preamble describes what the rest of the document is about, where it came from (that is, why it was written), and what it means for those who have signed to it.

Because respect for the equal importance of every human being is the only way the world will have freedom, justice and peace;

Because ignoring the rights of human beings has caused acts of hatred that have shocked and saddened the people of the world; and we all want to live in a world where people can speak freely what they believe, and where no one is poor or afraid;

Because it is important that the laws should protect all people, so that no one is forced to rebel against cruelty;

Because it is important that countries learn to get along with one another;

Because the peoples of the world have said in *the Charter of the United Nations* that they believe in human rights, and in the value of each and every man and woman, and they have decided to work for a better world, a better life and more freedom for all people;

Because all member countries of the United Nations have promised to work together to respect human rights and freedoms;

Because all countries need to have the same understanding of what these human rights and freedoms are;

Now, therefore, The General Assembly proclaims

This *Universal Declaration Of Human Rights* as a rule to be followed and remembered always by the people and societies of the world, as they teach respect for these rights and freedoms, doing everything possible to be sure they are kept by all the countries of the United Nations and by all the people living in these countries.

The following plain language version of the thirty articles of the Declaration is only given as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland.

- 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
- 2 Everyone can claim the following rights, despite
 - a different sex
 - a different skin colour
 - speaking a different language
 - thinking different things
 - believing in another religion
 - owning more or less
 - being born in another social group
 - coming from another countryIt also makes no difference whether the country you live in is independent or not.
- 3 You have the right to live, and to live in freedom and safety.
- 4 Nobody has the right to treat you as his her slave and you should not make anyone your slave.
- 5 Nobody has the right to torture you.
- 6 You should be legally protected in the same way everywhere, and like everyone else.
- 7 The law is the same for everyone; it should be applied in the same way to all.
- 8 You should be able to ask for legal help when the rights your country grants you are not respected.
- 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
- 10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
- 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
- 12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

- 13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
- 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
- 15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
- 16 As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated.
Nobody should force a person to marry.
The government of your country should protect your family and its members.
- 17 You have the right to own things and nobody has the right to take these from you without a good reason.
- 18 You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.
- 19 You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
- 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21 You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you.
Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

- 23 You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
- 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
- 25 You have the right to have whatever you need so that you and your family do not fall ill or go hungry; so that you may have clothes and a house, and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby, should get special help. All children have the same rights, whether or not the mother is married.
- 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get along with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
- 27 You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
- 28 So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
- 29 You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 30 In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.



Actual Text:
UNIVERSAL DECLARATION OF HUMAN RIGHTS
Adopted by UN General Assembly Resolution 217A (III)
10 December 1948

Preamble

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

WHEREAS it is essential to promote the development of friendly relations between nations,

WHEREAS the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore, *The General Assembly* proclaims

This Universal Declaration Of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
3. Everyone has the right to life, liberty and security of person.
4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. Everyone has the right to recognition everywhere as a person before the law.
7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of the Declaration and against any incitement to such discrimination.
8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
9. No one shall be subjected to arbitrary arrest, detention or exile.
10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.
11. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.
12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.
13. Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.
14. Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

15. Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.
16. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
17. Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.
18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
19. Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
20. Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.
21. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.
22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
23. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests.
24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.
25. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and

childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

26. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.
27. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.
28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
29. Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.
30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Calendar: International Days, Weeks and Years

Since the early days of the United Nations system, the UN has established a set of Days and Weeks (as listed below), Years and Decades to help focus the world on the issues in which the UN has an interest and commitment. The UN calls on Member States and other organizations to mark these days in ways that reflect their priorities.

February

21	International Mother Language Day
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March

8	International Women's Day and United Nations Day for Women's Rights and International Peace
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21	International Day for the Elimination of Racial Discrimination
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21-28	Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
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22	World Water Day
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23	World Meteorological Day
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April

7	World Health Day
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23	World Book and Copyright Day
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May

3	World Press Freedom Day
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15	International Day of Families
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17	World Telecommunication Day
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22	International Day for Biological Diversity (formerly December 29, changed in 2001)
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25-June 1	Week of Solidarity with the Peoples of Non-Self-Governing Territories
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31	World No-Tobacco Day
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June

4	International Day of Innocent Children Victims of Aggression
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5	World Environment Day
17	World Day to Combat Desertification and Drought
20	World Refugee Day
26	International Day Against Drug Abuse and Illicit Trafficking and International Day in Support of Victims of Torture

July

First Saturday	International Day of Cooperatives
11	World Population Day

August

9	International Day of the World's Indigenous People
12	International Youth Day
23	International Day for the Remembrance of the Slave Trade and its Abolition

September

8	International Literacy Day
16	International Day for the Preservation of the Ozone Layer
21	International Day of Peace
Last Week	World Maritime Day

October

1	International Day for Older Persons
4 - 10	World Space Week
5	International World Teacher's Day
First Monday	World Habitat Day
Second Wednesday	International Day for Natural Disaster Reduction
9	World Post Day
10	World Mental Health Day
16	World Food Day
17	International Day for the Eradication of Poverty
24	United Nations Day and World Development Information Day

24-30	Disarmament Week
November	
6	International Day for Preventing the Exploitation of the Environment in War and Armed Conflict
16	International Day of Tolerance
20	Universal Children's Day and Africa Industrialization Day
21	World Television Day
25	International Day for the Elimination of Violence against Women
29	International Day of Solidarity with the Palestinian People
December	
1	World AIDS Day
2	International Day for the Abolition of Slavery
3	International Day of Disabled Persons
5	International Volunteer Day for Economic and Social Development
7	International Civil Aviation Day
10	Human Rights Day
18	International Migrants Day

Source: United Nations website 2003