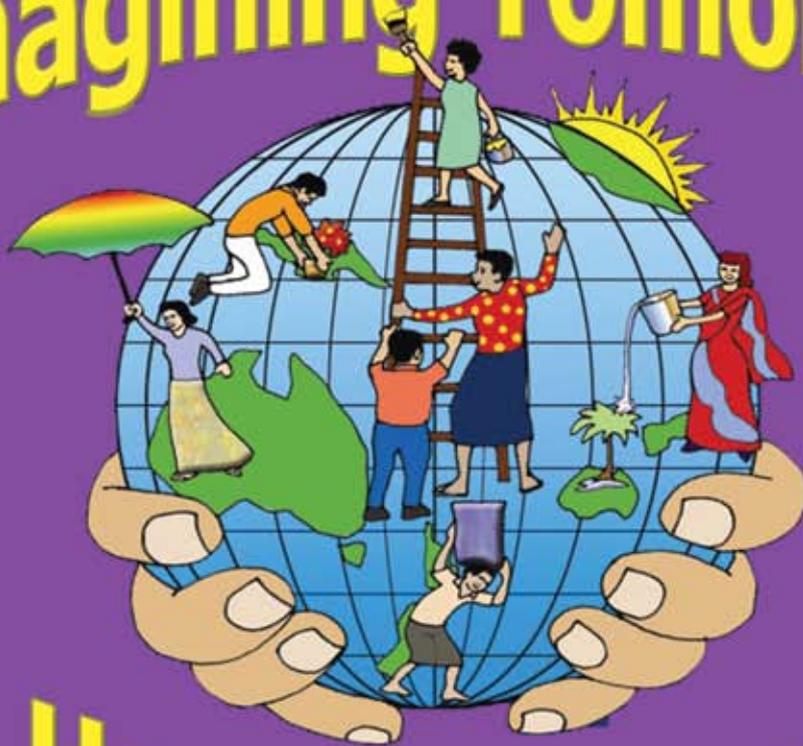


# Imagining Tomorrow



# Hope for Peace



LIVE & LEARN ENVIRONMENTAL EDUCATION



**The Imagining Tomorrow: Towards a Peaceful Building Education for Children in Fiji** project is funded by the European Union. This project is aimed at heightening awareness among children of practical ways to achieve peace and multi-cultural dialogue. The Imagining Tomorrow: HOPE (Helping Our Planet Earth) for Peace toolkit weaves peace principles into environmental education. It is written as a response to all children and communities that strive towards building a future that is peaceful and sustainable.

The Imagining Tomorrow: HOPE (Helping Our Planet Earth) for Peace toolkit has three tools:

### **Imagining Tomorrow: HOPE for Peace**



A booklet filled with simple and practical activities and actions that strongly focus on peace principles in environmental education for children. This booklet is intended for individuals involved in educating children.

### **Photocards – Imagining Tomorrow**



This tool contains a collection of 60 colorful photocards capturing common emotions felt and values. Although these photocards have been developed for peace building focusing on children, the pack is in no way limited for this use or to this target audience. The photocards pack has a booklet that has suggestions on ways of facilitating activities with these photocards.

### **Games – Imagining Tomorrow**



“Learning has to be fun and where there’s fun there’s peace.”

This rationale saw the birth of this **Games – Imagining Tomorrow** book. This book is filled with exciting energizers, relationship building games and environmental games. This book is intended to complement the other tools of this kit by adding “fun” to the process of peace building, so that peace is celebrated by all children on Earth.

### **Live & Learn Environmental Education.**

Live & Learn Environmental Education is a non-profit, non-governmental organization. Live & Learn promotes greater understanding and action towards human and environment sustainability through education and dialogue building.

### **Our Purpose and Aims**

- Develop and implement projects and programs for teachers, schools, communities and other target groups in the field of environmental and development education.
- Encourage individual and community attitudes, values and actions that are ethical and environmentally sustainable.
- Share knowledge, skills, learning experiences and resources with others for the benefit of the physical and human environment.
- Promote the integration of environment, human, cultural and peace concepts in all education projects and programs.

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## Introduction

A world caught in the midst of raging storms. Storms thrashing horrendously against the flow of nature. Conceived through mysterious rage developed within, aimed simultaneously at the world and at us. These images amplify ours, a world that is collapsing. Sadly, for many this is the image they see.

Happiness and global peace, for many, are far-fetched dreams. Interestingly, Luis Couto quoted -“**Without dreams, there is no reality!**” Dreams become real when the dreamer believes in the dream, nurtures the dream, and acts on it.

This idea is also echoed through the story **The Dreamer**-Translated by Kim Martin Metzger

*There once was a man who was a dreamer. He believed, for instance, that there must be a way to see things ten thousand miles away. Or he figured there must be a way to eat soup with a fork. He thought there must be a way for people to stand on their own heads, and he was sure there must be a way for people to live without fear.*

*The people told him, "None of those things can be done; you're a dreamer!" And they said, "You've got to open your eyes and accept reality!" And they said, "There are laws of nature, and you can't just change them!"*

*But the man said, "I don't know, there must be a way to breathe under water. And there must be a way to give everybody something to eat. There must be a way for everybody to learn what he or she wants to know. There must be a way to look inside your own belly."*

*And the people said, "Pull yourself together, mister; those things will never happen. You can't simply say you want something and then just expect it to happen. The world is the way it is, and that's all there is to it!"*

*When television was invented and x-ray machines, the man was able to see ten thousand miles away and he could see inside his own belly. But no one said to him, "Okay, I guess you weren't so wrong, after all." And they said nothing after someone invented diving suits that allowed people to breathe easily under water. But the man said to himself: that's what I thought. Maybe one day it will even be possible to get along without wars.*

Ours is a dream of a brighter future for our children. A future that welcomes peace and environmental sustainability.

The activities and stories in this **Imagining Tomorrow: HOPE for Peace** booklet reflect this dream.

The intention of this **Imagining Tomorrow: HOPE for Peace** booklet is for any person involved with children, whether a parent, a grandparent, a teacher or a child-care worker.

It is our hope that through this tool, children's imaginations could be ignited, their understandings about peace could be expanded linking knowledge to action and that the under-pinning principles of peace be instilled into their everyday thinking and action.

For in the words of Mahatma Gandhi,

*"If we are to teach real peace in this world, And if we are to carry a real war against war, We shall have to begin with the children."*

Our children's imaginations may provide the key in creating sustainable world peace. Our children are our hope.

This guide is divided into four sections:

- The Colors of Peace.
- Finding the Path.
- Working Together.
- Celebrating Peace.

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# Chapter 1: The Colors of Peace.

***“To see the earth a better place,  
To live in awe for the beauty of her children,  
To celebrate in the unity of all beings & join into this kaleidoscope of life”***

Each of us and all of us together are critically challenged by how to live together in a world of differences.

Much of our time is spent on analyzing what we think about ourselves, our personal identity, and although this is very important, the tendency to rate ourselves against others becomes habitual. The **Story of the Rainbow** which is based on an Indian legend, written by Anne Hope, depicts this.

*Once upon a time, all the colours in the world started to quarrel; each claimed that she was the best, the most important, the most useful, the favourite...*

**Green** said: *“Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves — without me all the animals would die. Look out over the countryside and you will see that I am in the majority.”*

**Blue** interrupted: *“You only think about the earth, but consider the sky and the sea. It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busy bodies.”*

**Yellow** chuckled: *“You are all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, and the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun.”*

**Orange** started next to blow her own trumpet: *“I am the colour of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaw. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you.”*

**Red** could stand it no longer. He shouted out: *“I'm the ruler of you all, blood, life's blood. I am the colour of danger and of bravery. I am willing to fight for a cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and love; the red rose, poinsettia and poppy.”*

**Purple** rose up to his full height. He was very tall and he spoke with great pomp: *“I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me — they listen and obey.”*

**Indigo** spoke much more quietly than all the others, but just as determinedly: *“Think of me, you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace.”*

*And so the colours went on boasting, each convinced that they were the best. Their quarrelling became louder and louder. Suddenly there was a startling flash of brilliant white lightning; thunder rolled and boomed. Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.*

*Then Rain spoke:*

*"You foolish colours, fighting among yourselves, each trying to dominate the rest. Do you not know that God made you all? Each for a special purpose, unique and different. He loves you all. He wants you all. Join hands with one another and come with me. He will stretch you across the sky in a great bow of color, as a reminder that he loves you all, that you can live together in peace - a promise that he is with you, a sign of hope for tomorrow."*

Recognizing that we are just partial of what constitutes this planet, and appreciating that our existence is dependent by part on others is key.

We hope that the activities and stories in this chapter will help foster values that enhance self-worth and respect for all.

## My Self Photo

### Facilitator's Note:

*This activity encourages participants to reflect on their strengths and characteristics or features about themselves that they are proud of. This activity provides the individual the opportunity for self-reflection and creates an appreciation of special strengths. The activity may cause participants to revisit unpleasant past experiences and for this reason, it is advised that particular care and attention be paid to each participant during the course of the activity. An alternative to this is to put children in pairs or groups and ask them to all select a card (ie. One card per group). This activity could be facilitated in approximately 30minutes depending on the size of the group.*

### Materials:

Photocards - *Imagining Tomorrow* (should have at least twice as many cards as number of participants)

### What to Do:

1. Spread the pictures around the room. Make sure none of the pictures are lying on top of each other. There should be space for students to move around and look through all the pictures.
2. Explain to the participants that they are to look at the pictures. When they see one they think explains something about them, they may pick it up. Allow 3 minutes for participants to look and choose a picture.
3. While participants are waiting, have them begin to think about why they chose their photo. Ask them to prepare to tell the group what they liked about the picture, why they chose it, and how it describes them.  
**\* Before getting participants to share, ask children what they understand about the term "respect". Remind participants that they are to show respect to each person, especially by listening to the person sharing and not laughing at them.**
4. Ask a volunteer to begin (or one of the facilitators begins if it looks like there are no volunteers).
5. Have each participant start out by showing the picture so that everyone can see it. They will then explain a little why they chose it.
6. Allow the group to ask questions and then clap for each participant who shares. Thank each participant for sharing; ensure everyone has had a chance to share.

### Suggested Questions to facilitate a Group Discussion

1. What are key lessons that we have learnt from this activity?
2. How could the information shared through this activity help us?

## Making Choices for Peace

### Facilitator's Note:

*This activity demonstrates how our values influence the choices we make. It also draws us closer to the actions that can be taken to build peace and morality.*

*This activity also gets participants engaged in looking at values that help build good character.*

*Participants would also be developing critical thinking and analytical skills.*

*The activity could be facilitated for approximately 30 minutes, however, the length of time spent on this activity could vary with the size of the group.*



### Materials:

Pre cut flowers (small size per person/ large size per group).  
Writing pens, sticky tape, newsprint to stick the flowers.

### What to Do:

1. Divide the participants into groups of about five.
2. Distribute the small colored flowers to each person in the group.
3. Paste newsprint with a happy face in the centre on the board. Write on it: **"Making Choices for Peace"**
4. Instruct the participants to think about themselves and write down on the flower one thing they could do to be peaceful. Remind participants there is no right or wrong answer and all their ideas will contribute to this classroom poster for the whole class.
5. Invite each participant to paste his or her flower on the newsprint.
6. Ask the group to discuss and agree on one moral value that they have learnt from the previous activities or in class.
7. Give one large size flower to each group – they should write this value down on the center of the flower.
8. On each petal, the groups should write down one action they can do to practice that value.
9. Get each group to paste their flower on the newsprint (read out first)

### Suggested Questions to facilitate a Group Discussion

1. In reality what could the flower represent?
2. Choose a value – how could we show this value?
3. What key lessons can we learn from the activity?

**Facilitator's Note:**

*"Our children's path may not be clear to them, so that is why each decision & choice that we make as parents, teachers are good guidance for them directing them the right way." – Vunicuicui SD/PTA.*

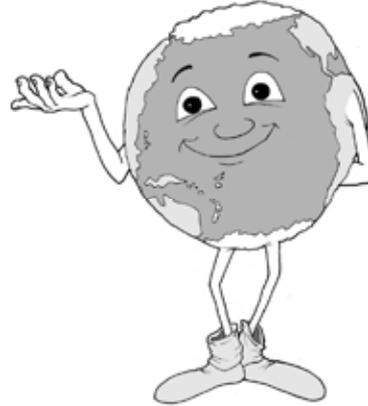
*This activity enables understanding of how our values influence the choices we make in life.*

*Through this activity we will be able to see how well group members can work together to solve problems.*

*This activity can be facilitated in approximately 45minutes.*

*The list of items can change to suit the audience.*

## End of the World



**Materials:** Newsprint, Pens and sticky tape.

**What to Do:**

1. Arrange groups ensuring gender balance and group size. Give each group paper and pens.
2. Tell the groups that unfortunately the world is about to explode and a space ship is going to leave earth in the next 20 minutes. The groups must decide which of the following 20 people or things will go onto the ship to create a life else where.
3. The ship can only allow them to take 10 items from the list and they must select which of the people or things they will take with them.

A young Mother, a young Father, a baby girl, a baby boy, 3 litres of coke, a Doctor (female), matches, plant seedlings, an electrician (male), a police woman, knife, fire fighter(male), secondary school rugby player, teacher (female), a politician, one animal (choose any one), a farmer (male), one bird (choose one), 5 gallons of water and vegetable seeds

**Suggested Questions to facilitate a Group Discussion**

1. How did the group arrive with the final set of items to take?
2. What was the most frustrating part of the activity?
3. How would your choice make an impact on your new planet?
4. What lesson(s) did they learn from the activity?

## Out of the Bag

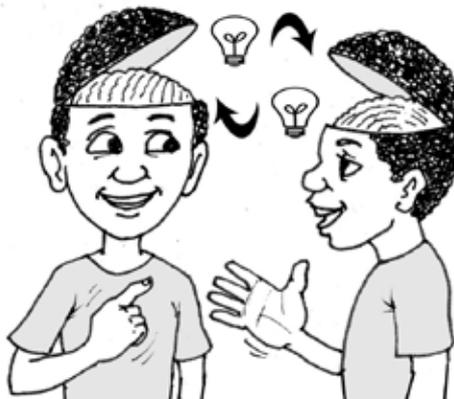
### Facilitator's Note:

*"Every person has different kinds of thoughts, we see things differently." – Student, St. Andrews Primary.*

*This activity addresses how diverse human beings are – physical appearances, capabilities, characters, attitudes, behaviours.*

*Through this activity children's creative thinking skills, team building skills could be enhanced..*

*The activity can be facilitated for at least 30 minutes or more.*



**Materials:** A mystery bag for each group.

Each bag containing: 2 markers (different colours), cello tape, piece of string, selection of coloured wool, plasticine, 3 paper clips, 2 balloons, glue stick, 2 paper cups, coloured paper, scissors, ruler, Newsprint.

### What to Do:

1. Divide participants into groups of five.
2. Each group is to be given a sheet of newsprint and a mystery bag.
3. Instruct the participants that each group is to use the contents of the bag to represent a human being. Emphasise that the depiction can be abstract and/or concrete, and should convey much more than just a physical image of what a human being is.

**A Candle:** It is soft and tender; it gives light to show the path; it's brightness is like a bright smile; when humans gain knowledge there's progress to a brighter future in the same sense a lit candle brings light to what was once dark.; it burns and causes pain which can be seen as the sacrifices that parents and teachers endure to ensure that the children are successful (this can be a painful process); the candle also resembles our walk in this planet earth – we are born (a new candle) and as we get older our life on earth gets shorter (like the burning candle, as it burns, the candle slowly decreases in size, until there is no more). ~ Teacher: Guru Nanak Primary School.

4. Get each group to present their ideas.

### Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What were some interesting comparisons?
3. What are key lessons we can gain from this activity?

## Dream Tree

### Facilitator's Note:

*"The roots hold the tree firmly and are the foundation of the tree; our actions will determine how our children will be in future."* – Bishop Kempthorne School.



*This activity creates an understanding on the benefits of instilling good values and skills in children. It also looks at assessing actions that promote good values & skills.*

**Time:** 45 minutes

### Materials:

Pre-cut leaves (green), fruits (red, orange, yellow) and roots (brown).  
Writing pens.  
Sticky tape.  
Newsprint.

### What to Do:

1. Draw the outline of a tree on newsprint and pin up on the black board or wall.
2. Ask participants to form groups of 4-5 persons.
3. Tell participants that they will be building the Tree.
4. Give each group 6 leaves, 3 of each fruit, 4 roots. (Mention to the groups that if they should need more they can collect from the facilitators).
5. Instruct participants to think about the values and skills they would like their children to have or would like to see developed when they grow up.
6. They should write these values and skills on the leaves.
7. Ask each group to come up and paste their leaves on the newsprint – they should read this out to everyone.
8. Ask participants to discuss the benefits of having the values and skills everyone has listed. What would some of the benefits be? To the individual? Community? Nation? Environment? Economy?  
They should write their responses on the fruit cards and paste these on the tree. (read out first).
9. Ask participants to then discuss what actions or things they can do to help our children have and practice these values and skills. What actions need to be taken to develop the values and skills and benefit from having all these values and skills? Write these on the roots.
10. Attach the roots to the tree (read out first).

### Suggested Questions to facilitate a Group Discussion

1. How do our values guide our actions or the choices that we make?
2. Why are roots important? What is the function of roots? What will happen to the tree if you remove the roots? Using this as an example, what would happen if the things needed for developing values and skills were not in place?
3. Who is responsible for nurturing this dream tree?

## Valuing Diversity

### Facilitator's Note:

*This activity helps individuals appreciate diversity and demonstrate that despite differences, people share common needs and aspirations and often depend on each other to meet their needs. This activity also facilitates the development of analytical skills, observation skills, communication and logical thinking skills. Valuing Diversity can be facilitated for at least 30minute.*

**Materials:** Variegated leaves from the same kind of plant, a box, markers, newsprint.

### What to Do:

1. Ask the participants to take a leaf each and let them study their leaves for at least 3 – 4minutes. Encourage participants to observe even the fine details of their leaf.
2. After three minutes, collect all the leaves in a large box, shake the box to (to mix all the leaves) and then place all the leaves in the box on to a flat surface.
3. Put participants in pairs and ask them to describe their leaf to their partners. Once the pairs are ready, each participant, in turn, pulls out his/her partner's leaf from the pile.  
**Note: Neither partner is to signal out the other's leaf. Participants are to choose their partner's leaf, using only the descriptions given earlier.**
4. If he/she recognizes the right one, then the other partner may go to the table. If the wrong leaf is picked, then more information has to be provided.

### Suggested Questions to facilitate a Group Discussion

1. Was it easy to identify your partner's leaf?
2. What were some of the things that made it easy or hard for you to identify the leaf?
3. What were some of the special characteristics you remembered about your leaf?
4. What are some similar characteristics that leaves have?
5. How does this activity relate to all the living things on earth?
6. What are lessons that we could learn from this activity?

# Chapter 2: Finding the Path

***“The path that leads us safely to a place of peace is not always easy to follow; there will be ups and downs. It involves the development of a peace-building consciousness.”***

Developing a peace-building consciousness doesn't necessarily always mean making a huge proclamation for peace. It really is the simple actions that we as individuals engage in that matter. This is beautifully highlighted in the parable – **It Makes a Difference**.

*As an old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea.*

*Finally catching up with the youth, the old man asked him why he was doing this.*

*The answer was that the stranded starfish would die if left in the morning sun.*

*“But the beach goes on for miles and there are millions of starfish,” countered the old man. “How can your efforts make a difference?”*

*The young man looked at the starfish in his hand and then threw it safely in the waves. “It makes a difference to this one,” he said.*

Like the starfish, many of us are trapped in frustration, deprivation, anger, hatred and so many of us fight continuous emotional battles on a daily basis.

We hear, read and watch countries torn apart through conflict, warfare and violence.

Inequality and greed are often the key factors of conflicts.

For this reason mankind demands the realization of diverse values to ensure their individual and collective well being. We all have a responsibility in contributing to a peace-building consciousness earth.

The young man in the parable gracefully demonstrates values and attitudes that if we all possessed could bring peace, hope and contribute to the cessation of violence and conflict.

This chapter seeks to provide simple practical activities that could be facilitated to bring about a peace-building consciousness among children.

## Not Our Problem: A Tale from Burma and Thailand

Once in a land far away ruled a King who loved nothing more than having served honey with his meals. One day the King sat with his Adviser eating honey on puffed rice. As they ate they leaned from the palace window and watched the street below. They talked of this and that. The King, not paying attention to what he was doing, let a drop of honey fall onto the windowsill.

"Oh sire, let me wipe that up," offered the Adviser.

"Never mind," said the King. "It is not our problem. The servants will clean it later."

As the two continued to dine on their honey and puffed rice, the drop of honey slowly began to drip down the windowsill. At last it fell with a plop onto the street below. Soon a fly had landed on the drop of honey and begun his own meal. Immediately a gecko sprang from under the palace and with a flip of its long tongue swallowed the fly. But a cat had seen the gecko and pounced. Then a dog sprang forward and attacked the cat!

"Sire, there seems to be a cat and dog fight in the street. Should we call someone to stop it?"

"Never mind," said the King. "It's not our problem."

So the two continued to munch their honey and puffed rice.

Meanwhile the cat's owner had arrived and was beating the dog. The dog's owner ran up and began to beat the cat. Soon the two were beating each other.

"Sire, there are two persons fighting in the street now. Shouldn't we send someone to break this up?"

The King lazily looked from the window. "Never mind," he said. "It's not our problem."

The friends of the cat's owner gathered and began to cheer him on. The friends of the dog's owner began to cheer her on as well. Soon both groups entered the fight and attacked each other.

"Sire, a number of people are fighting in the street now. Perhaps we should call someone to break this up."

The King was too lazy even to look. You can guess what he said. "Never mind. It's not our problem."

Now soldiers arrived on the scene. At first they tried to break up the fighting. But when they heard the cause of the fight, some sided with the cat's owner. Others sided with the dog's owner. Soon the soldiers too had joined the fight.

With the soldiers involved, the fight erupted into civil war. Houses were burned down. People were harmed. And the palace itself was set afire and burned to the ground.

The King and his Adviser stood surveying the ruins.

"Perhaps," said the King, "I was wrong? Perhaps the drop of honey was OUR problem."



# Children Helping Our Planet Earth

The story – “Not Our Problem”, tells us how important it is to prevent conflicts or attend to issues before they become big.

*“Not attending to a problem immediately creates bigger problems.”*

Here are captured actions of children in their pursuit for a safer planet Earth.



*Students and teachers of a district school in Vanua Levu (second largest island in Fiji) have set up chains (of Coke bottles) along the school front. These serve as fencing to gardens, keeping animals away from the gardens. Students have enthusiastically collected used Coke bottles seen lying around.*

*The teachers of the district school said, children have been seen, looking into bins for empty coke bottles. “Children are seen collecting PET bottles from the main shopping centre. The children’s actions are ensuring that we are working toward reducing pollutants that otherwise would harm living things in the environment. Through this action, although in a small*

*way, we are building an environment that is safe for all of us.”*

*Children of a school in Suva (Fiji’s capital city) collected empty plastic containers and used (liquid) milk cartons. The containers and cartons have been used to make ornamental mobiles and wallets. “We get reports from parents that their children are making sure that we don’t throw away or burn these plastic containers or used milk carton. It is very interesting to see the girls coming each day with either plastic containers or cartons.”*



*A school community set up a compost system. The compost was then used in the school vegetable gardens. The vegetable gardens were looked after by children and their teachers. The produce from these gardens were cooked for children’s meals. “The meals were for children coming from family facing financial difficulties. We thought by doing this we would ensure that these children will have be able to attend school and have proper meals whilst in school.”*

## Peace Labyrinth

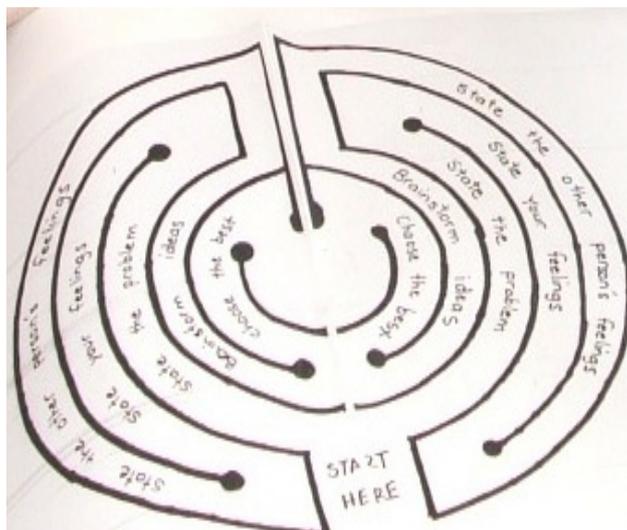
### Facilitator's Note:

Avoiding conflict or fixing it at its inception as we have seen is important. However, at times we are faced with the difficulty of not knowing how and where to begin?

This activity demonstrates a practical way of dealing with conflict situations. It could assist in conflict resolution.

The activity can be facilitated for at least 45 minutes.

A note of importance, this activity could generate serious and sensitive discussion. In any case, it is crucial for the facilitator to ensure that no child is subject to victimization.



**Materials:** Copy of peace labyrinth, toy figurines, newspapers, and markers.

### What to Do:

1. Divide the class into 4 groups.
2. Each group selects a conflict (this could be something that has recently happened or an imaginary one) to work with.
3. Use 2 of the toy figurines as representatives of the two conflicting parties.

### Steps on the labyrinth:

- a. Brainstorm ideas.
- b. State your feelings.
- c. State the other person's feelings
- d. Choose the best solution

4. Take the figurines through the steps or pathways of the peace labyrinth, each time responding to the statements on the labyrinth, until they get to the centre.

Encourage participants to note down what was discussed at various stages and present their work to the whole group.

### Suggested Questions to facilitate Group Discussion

1. What did your group arrive at, at the end of the session?
2. What were some things discussed during this activity?
3. How do you feel about the way the conflict was solved?
4. What do you think would happen if the conflict was not resolved?
5. What can we all learn from this activity?

**Facilitator's Note:**

*This activity allows individuals to reflect on the way they respond when angry. It also allows individuals to examine various actions caused as a consequence of these responses and allow individuals the opportunity to adopt the best way to handle anger.*

*This activity can also develop children to be better able at communicating their differences and disagreements in a more constructive way.*

*An extension to this activity is to get children to practice constructing assertive messages.*

**Time:** 40 minutes.

## Helping Us Handle Anger

**Materials:** Blackboard or newsprint and markers.

**What to Do:**

1. Read the following scenario aloud to the children. (This scenario could be changed to suit the group).

*Two children sitting next to each other, writing in their books. One stands up suddenly and accidentally bumps into the second child, causing him to make a big mark with his pencil that spoils the page. The second child looks up to the first and says....*

2. Role Play 3 possible ways the situation might be handled:

**Option 1:** *“you stupid idiot, look at what you did to my book! How would you like it if I did that to your book?”*

**Option 2:** *“ops- could you please be careful?”*

**Option 3:** *“when you bumped into me, it made me spoil this page. I am angry because I m going to get in trouble when teachers sees this. Can you help me find some ways to fix this?”*

3. Ask the children how they would describe each of these responses.

4. Depending on the age of the group, you may want to explain that these responses are sometimes referred to as aggressive, submissive and assertive. The group will probably use simpler language such as:

- “fighting “ or “getting aggressive” – aggressive
- “Giving in” or “not wanting to fight” – submissive.
- “standing up for yourself” or “working it out” – assertive

5. Use the descriptions that children give to talk to about what they think the advantages and disadvantages of each option would be.

6. Have children form groups of four. Ask them to think of a typical conflict that occurs in their lives. Ask them to role play the conflict and show:

- An aggressive /angry response
- A submissive/ giving in response
- An assertive/positive/confident/ working it out response

7. Groups can then take turns presenting these to the whole class for discussion.

**Suggested Questions to facilitate a Group Discussion**

1. What type of responses do you most commonly hear in conflict situations?
2. What does this activity teach us?

## Green Poison Arrow

### Facilitator's Note:

*This activity helps children identify the hazards of name-calling.*

*They can also explore how negative feelings may lead to conflict and violence and examine ways to deal with problems.*

*Note: this story helps children see the effects of put-downs by comparing put-down remarks to 'green poison'.*

*Prepare your board or newsprint before the activity.*

*Draw seven circles with the black marker (with dots for eyes).*

**Time:** 30 minutes

**Materials:** Newsprint, black marker, green marker or crayon

### What to Do:

1. Discuss the meaning of the word 'put downs'. These are remarks or comments about other people that make them feel bad, hurt, or feel like they are not worthwhile. Get children to suggest examples of put downs.
2. Explain that you will be reading a story to explain how put downs can affect other people.
3. Read the story to the class- as you read the story, use the green crayon or marker (or chalk if using the blackboard) to show how the green poison is spreading by colouring in the drawings with green and using arrows.

### **The Green Poison Arrow.**

*One day Roger (point to one of the circles), was doing his Maths homework in school and he was having a lot of trouble. He was getting really frustrated and he started putting himself down. "I'm so stupid," he said to himself. "I never get anything right".*

*He was so mad at himself, it was as if he filled up with a green poison. (colour in the Roger circle).*

*Maria, who sat next to him (point to another circle), asked, "Hey Roger, can I borrow a pencil?"*

*"Shut up," Roger said. "I'm trying to work." It was as if he had shot a poison arrow at Maria. (draw a line from Roger to Maria).*

*Maria felt hurt, and she felt like she was filled up with green poison. (colour in the Maria circle). "You shut up," she said.*

*Anisha came up to Maria. "Can you help me with this spelling?" she asked. Maria shot a green poison arrow at Anisha. "You're so stupid, you always need help," she said. (draw arrow from Maria to Anisha circle). "Do it yourself."*

*"You're the stupid one," said Anisha. She filled up with green poison herself. (colour in Anisha circle). Anisha sat down.*

*Two boys near her were talking to each other. Anisha shot green poison arrows at them. They filled up with green poison. (draw lines from Anisha to two new circles, then colour these circles green). Then they shot poison arrows at people by putting them down. They called them names and said unkind things.*

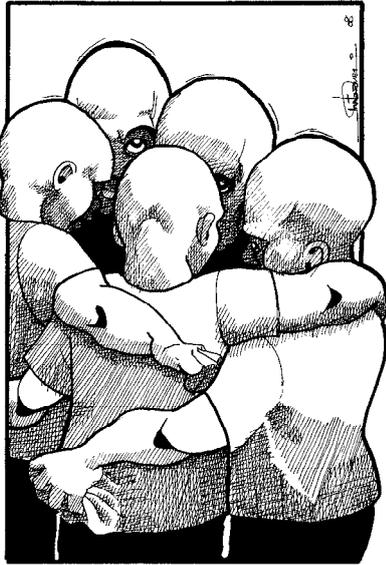
*Soon the whole group was filled with green poison, and everyone was shooting green poison arrows at each other, over and over. (draw more circles and colour them in).*

### **Suggested Questions to facilitate a Group Discussion**

1. How did the put-downs affect or influence how the characters felt? Why did the characters feel this way? What were the problem/s?
2. Explore negative feelings (and impacts of these) - things that we do when we have those feelings- anger, frustration.
3. How can the story be changed? Discuss the different stages, e.g. if the changes (mention change from the children) are made here, what would be the outcome/ how would the story have ended? How would the different people/ you feel?

## The Gossip

By: Marcia Lane



There once was, in a small village, a man who was a terrible gossip! He always had stories to tell about his neighbors. Even if he didn't know someone, he still had something to say about them. Well, the New Year was coming, and the man decided to make a fresh start. He went to the Rabbi.

"Rabbi" he said, "I feel bad about the gossip and the rumors I've spread. I really want to make amends. Please tell me what to do to change".

The Rabbi thought for a minute, and then he said, "I'll tell you what you must do in order to put right the damage you've done. But you must follow my directions exactly...no questions! Do you understand?"

"I promise, Rabbi, I promise I'll do just what you say."

"Good" said the Rabbi. "Now, go to the market and buy a fresh chicken. Then bring it here to me as fast as you can, be careful that you pluck it absolutely clean. Not a

single feather must remain" said the Rabbi.

Well the man could not imagine what the Rabbi wanted with a chicken, but he'd promised not to ask questions, so off he went as fast as his legs could carry him. He hurried to the market, purchased the best chicken he could find, and started running back to the Rabbi's house, plucking off the feathers as he ran. Furiously he plucked until, when he got to the Rabbi's door, not a single feather was left.

Out of breath, the man handed the chicken over to the Rabbi, who turned it over and over until he was satisfied. Then he turned to the man and said, "now bring me all the feathers".

"But Rabbi" gasped the man, "how could I do such a thing?! The wind must have carried those feathers so far, I could never find them all!"

"That's true" said the Rabbi, "and that's how it is with gossip. One rumor can fly to many corners, and how could you retrieve it? Better not to speak gossip in the first place!"

And he sent the man home to apologize to his neighbors.

\* \* \*

*"Gossiping like all 'put-downs' discussed previously travel like piecing 'green-poison'.*

*Gossip leaves individuals and teams feeling negative, depressed & stressed.*

*Gossip consumes time and energy trying to make it stop*

*Gossip lowers self-confidence and professionalism.*

*Gossip creates an atmosphere of mistrust and unresolved conflicts."*

***There is so much good in the worst of us, and so much bad in the best of us, that it hardly behooves any of us, to talk about the rest of us.***

***--Edward Wallis Hoch***

**Facilitator's Note:**

*Through this activity lessons on roles and responsibilities could be developed.*

*Facilitators could also be able to gauge children's perceptions about relationships either at home, school, community or even at national level. An activity as such could also generate discussion and can lead to a lesson focusing on character building, self-worth and appreciating others in society.*

**Time:** 40 minutes

## The Great Game of Power

**Materials:** 4 Tables (depending on the number of groups), 20 chairs and 4 water bottles.

**What to Do:**

1. Form groups of equal sizes.
2. Give out the materials to each group (one table, five chairs and 1 water bottle), each object representing different groups in society.
3. Get children to arrange the objects in hierarchy in terms of household settings, school, community and nation/country. (Allow the groups to think of a way to arrange the objects to make one chair become the most powerful in relation to the other chairs, table and the bottle).
3. Let the groups arrange the objects in 10 minutes time. Mention that any of the objects can be moved or placed on top of the other or on their side but all objects must be involved.
4. Stop all the groups after 10minutes and ask them to explain their arrangements.



### Suggested Questions to facilitate a Group Discussion

1. Who would be in the position of power at home, school, the community and in our country?
2. Where do you feel you are positioned in the power relationship of each scenario?
3. How do we (children) hold power in our personal lives? Give some examples.
4. How does being in authority influence the way we make decisions?
5. What makes a good leader?
6. As a child consider where you are currently positioned. How do you feel?
7. What can we learn from this activity?

## Body Language

### Facilitator's Note:

*This activity demonstrates another form of communication.*

*Body language enables children to recognize that how an individual feels is not always expressed verbally.*

*The activity gives children guidance and understanding of how emotions and feelings are shown through facial expressions.*

*This activity allows children to also understand that this form of communication can be powerful.*

**Time:** 30 minutes

**Materials:** Blackboard or newsprint & markers

### What to Do:

1. Facilitate a brainstorm session, writing out words that describe feelings. List these down on newsprint/ blackboard.

2. Ask children to describe what a person's face looks like when they are feeling each of these emotions. Draw sketches of faces that express these emotions.

3. Have the group/class sit/stand in a circle. Pick one child to make a face that expresses one of the emotions listed, without making any sound. He/She should then turn to the next person in the circle and "pass" the facial expression on. The second child copies the expression, and then changes it into another emotion, and continues passing it around the circle.

4. When the mask has been passed around the whole circle, ask the children:

- Does everyone show their emotions on their face?
- Are there some emotions that are easy to show? Other emotions that are not easy to show? Discuss.
- What are some other ways of knowing how people are feeling?

5. Have the children form groups of four. Ask each group to choose one emotion, without the other groups knowing what emotion they have chosen.

6. Once each group has decided on an emotion, the groups can quietly practice how they will mime that emotion (role play without talking, using gestures and actions). They may decide to mime an action in a way that shows or reflects the emotion they have chosen or a situation where the emotion is used/ felt.



### Suggested Questions to facilitate a Group Discussion

1. Which of the feelings would you like to have in your school/classroom/group/home?
2. How can we maintain that feeling in our school/ classroom/ group/ home?
3. What lesson did you learn during the activity?

**The Cricket Story**  
(adapted by Rona Leventhal)

One day, when I lived in the city, I was going to eat with a friend. It was lunch hour, and we were walking down one of the busiest streets. There was all sorts of noise in the city...cars were honking their horns, you could hear feet shuffling and people talking! And amid all of this noise, my friend turned to me and said, "I hear a cricket."

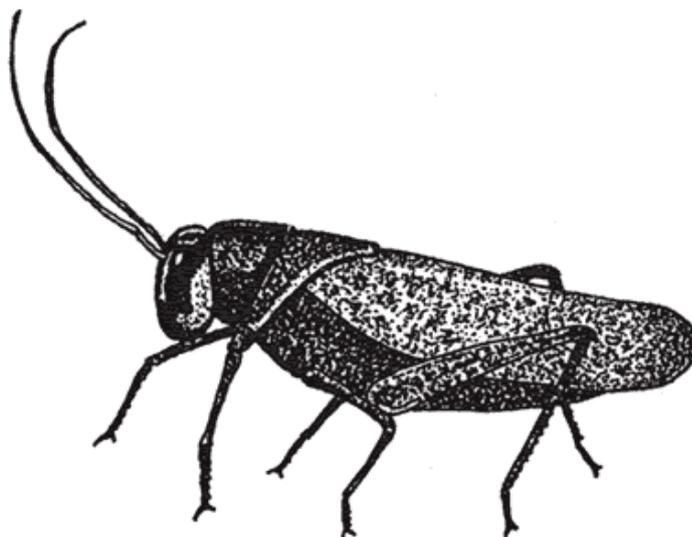
"No way," I said. "You couldn't possibly hear a cricket with all of this noise. You must be imagining it. Besides, I've never seen a cricket in the city."

"No, really - I do hear a cricket. I'll show you." My friend stopped for a moment, then took me across the street, and found a big cement planter with a tree in it. And there beneath the leaves there was a cricket!

"That's amazing!" I said. "You must have superhuman hearing. What's your secret?"

"No, my hearing is just the same as yours. There's no secret - really. Watch, I'll show you." She reached into her pocket, and pulled out some loose change, and threw it on the sidewalk. And amid all the noise of the city, every head within twenty feet turned to see where the sound of money was coming from.

"See," she said, "it's all a matter of what you're listening for."



## Making Decisions

**Facilitator’s Note:**

*This activity helps participants identify and discuss roles and responsibilities of decision making groups.*

*If you have a mixed group of participants, ask if they would like to get into groups of same community, sports group, clubs.*

*\*Allow everyone to discuss especially the responsibilities, challenges and need for improvement of each decision-making group.*

*\*Discuss the importance of the roles of leaders in their group.*

*\*Draw a simple structure that represents the decision making body of the group.*

*\*Who is responsible and accountable to whom?*

*Emphasize the importance of good leadership and governance, of accountability to the people or to the members you represent.*

**Time:** 1 hour

**Materials:** Newsprint, template working paper, markers

**What to Do:**

1. Divide the participants into groups and on newsprints ask them to list some of the main decision-making groups in the community.
2. Using the template provided, discuss and list down some challenges faced by these groups in terms of serving the people.
3. Identify ways these decision-making bodies can be improved or made more effective.
4. When they are finished ask them to present their group findings to the whole group.

Groups	Responsibilities	Challenges	Improvements

**Suggested Questions to facilitate a Group Discussion**

1. How are decision-making bodies useful to society?
2. How do individuals benefit from good decision-making bodies or groups?
4. Who are these decisions making bodies responsible for?
5. What are characteristics commonly found in good decision-making bodies?

## The Tale of the White Rabbit.

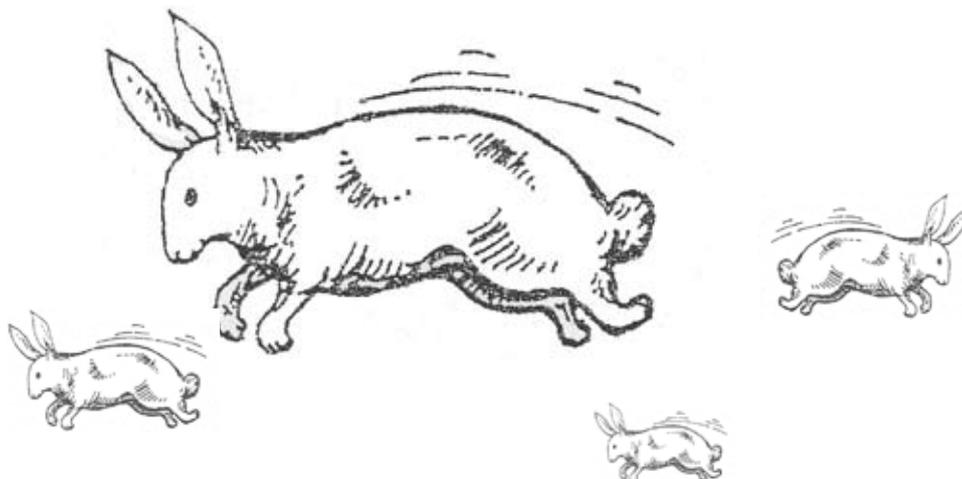
### Facilitator's Note:

*This is an exercise that can be used with young children to help them begin to understand concepts of violence, peace and non-violent conflict resolution.*

*Using the tale of the little white rabbit helps children talk about the feelings associated with "nasty" (aggressive or violent) behaviour versus gentle or kind (non-violent, peaceful) behaviour. It teaches them some basic skills for managing the negative feelings associated with conflict and for solving conflict in a non-violent way. It also presents the difference between assertive, aggressive and passive behaviour.*

**Note:** *The specific animals chosen to tell this tale are not important; what counts is the message they bring. Each school/ community/ country can adapt the tale using animals that are familiar or are associated with particular qualities.*

**Time:** 1 hour



In the story, each of the animals the little white cat meets gives him a pointer as to how to resolve conflict. Towards the end, the little white cat uses what he has learned to find a solution to the problem he is having with his siblings and friends.

**Note:** *The symbol \_ is used in the text to indicate where the narrator should make the cat ears sign and wait for the children to say "rabbit".)*

**Materials:** Paper and drawing materials.

### THE LITTLE WHITE RABBIT WHO WANTED TO LIVE IN PEACE

Once upon a time, a long time ago, there was a mummy and a daddy rabbit who had lots of little baby rabbits of different colours, black ones, grey ones, red ones, brown ones, speckled ones and patchy ones. But among them there was one, the smallest, who was all white, white as snow, as white as the snow that gleams in the sun on a bright winter's afternoon. This rabbit family lived with other families in a huge forest full of big green trees, with beautiful leafy branches where the birds could build their nests. The rabbit families built their houses under the branches of the big trees to have shelter from the rain and the snow.

Sometimes, the little white \_ (rabbit) was left all alone by his brothers and sisters and even by his friends just because he was all white. Because he was different from all the others, nobody wanted to play with him. He was alone, rejected. It made him very sad. Sometimes the others made fun of the little white \_ (rabbit) because he was so small. They said nasty things to him. Words that hurt his little heart.

When evening came and the sun gave way to the moon, the little white \_ (rabbit) could not sleep because his brothers and sisters teased him. They nibbled his little ears, pinched his paws, slapped his back and tickled his little neck. The little white \_ (rabbit) didn't like this. It hurt because he did not know what to do. He watched the shadows of animals wandering in the night and felt sad. He dreamt of living in harmony. He dreamt of a better life.

One morning the little white \_ (rabbit) who was fed up with all this quarrelling decided to go for a walk deep in the forest. While he was walking, he hoped he would meet someone who could help him live in harmony and be free of his suffering and anger.

After walking for a long time through the forest, the little white \_ (rabbit) walked past a snake's path. He knew that the snake was smart so he decided to ask his advice.

"Hello Mr Snake. I am the little white \_ (rabbit) and I want to live in peace. You're smart, could you tell me what I should do?"

After listening to the rabbit's story the smart snake said to him :

*"I think it's very good that you are trying to live in peace, and find solutions to the conflicts in your life. When I was young I wasn't as crafty as I am today. Time has taught me to be calmer. Now when I am in a quarrel, when somebody hurts me or doesn't think the way I do, I breathe very deeply, I imagine a blue light around me, and it helps me to regain my calm. When I feel calm again, I can speak without arguing to resolve the conflict."*

Happy with the advice he had been given on how to live in peace, the little white \_ (rabbit) thanked the smart snake and went off into the forest. Smiling, the smart snake called after him:

*"Remember; **take three deep breaths to keep calm.** That will get rid of your suffering and your anger and will make you happier. Breathe in through your nose, and out through your mouth, slowly! Good-bye, my little white friend."*

A little further on the little white \_ (rabbit) met Mrs. Owl. He had already heard of her. The other animals in the forest said she was very gentle. He decided to ask her advice.

"Hello, Mrs Owl! I am the little white \_ (rabbit) and I want to live in peace. Could you give me some advice because I have heard you never quarrel."

*"Oh, You know, I do sometimes quarrel. But I always try to solve the problem by **talking to the other person.** I take the time to understand what the problem between us is, to see how we feel, what we want to change or improve. Together we find solutions to put an end to the quarrel. Then we pick the best solution, the one that suits us both best."*

"And so that's how you can live in peace?"

*"Yes, that's it. Now you have a new clue about how to live in peace. Remember, you can **talk** to find solutions, now that you know how it works! "*

The little white \_ (rabbit) thanked Mrs. Owl and went on his way. He was happy he had learnt this new trick.

After a while he bumped into the young cat. This little wild cat was famous for being a good listener.

“Hello, Mr. Cat! I am the little white \_ (rabbit) and I want to live in peace. Can you help me?”

The young cat looked at him and said:

*“So you would like to live in peace. I can help you, but you must listen carefully: In the past, I kept things that bothered me inside and because of that, I was often angry and sad. I thought about no one but myself. Today, you see, I can say what I think, what I want and how I feel. But also, I have learned to ask others how they see things, what they want and what they feel. In this way I can live in peace and so can the others. So you see, it’s by **considering yourself and others** that you can avoid fights and be able to live in a happier world.”*

The little white \_ (rabbit) thanked the young cat and started for home. When he was nearly there he met some of the friends that always teased him, said nasty things about him and made fun of him because he was little and a different colour than them.

The little white \_ (rabbit) took three deep breaths and imagined a blue light around him. Feeling calm, he headed for the youngest ones to have a word with them.

He asked them why they were doing that and told them that what they said made him feel sad. He told them how he wished they would treat him, and he listened carefully to what they said. He tried to understand how what he said made them feel. Together they found a solution that they were all happy with. Once the conflict was settled, the little white \_ (rabbit) went home.

He told his parents about his adventure and how he could remain calm by following Mr. Snake's advice, how he could speak to settle arguments as Mrs. Owl had explained to him, and how he could express himself and listen to others as the young Cat had suggested in order to live in peace.

His parents listened carefully and congratulated him. As his father tucked him and his brothers and sisters into bed that night, he said he thought it would be a good idea if they could all spend a little time every day thinking about what they could do in order to live in peace. That night the little white \_ (rabbit) had wonderful dreams because he now lived in a world where there was a little more peace.

**Suggested Questions to facilitate a Group Discussion.**

1. Did you enjoy the story about the little white rabbit who wanted to live in peace?
2. Who would like to tell me what happened in the story? (Call on someone to start.)
3. And then what happened? (Call on someone else.)
4. How did the little white rabbit's brothers, sisters and friends treat him? Why?
5. How did the little white rabbit feel?
6. Can you remember the animals he met? (*The smart snake, gentle Mrs. Owl, the cat who is famous for being a good listener*).
7. What did the smart snake teach him? (*Breathe deeply to calm down*)
8. *Have the students close their eyes, imagine the blue light and try the deep breathing – in through the nose, out through the mouth, slowly...*
9. What did gentle Mrs. Owl suggest? (*Try to find a solution that suits everyone.*)
10. What did the Cat who is such a good listener suggest? (*Consider yourself and others equally; speak your thoughts and feelings and listen carefully to what the other person says.*)
11. What did the little white rabbit do when he met his friends on the way home? (*Used all the advice he was given to find a solution to the problem with his friends.*)
12. What did his father say to him and his brothers and sisters as he tucked him up in bed? (*That in order to live in peace they could spend a little time everyday thinking about what they could do to live in harmony.*)

**Additional Questions:**

- How do you think the little rabbit felt when the others teased him and wouldn't play with him?
- What could have happened if he got really mad and hit one of them?
- How do you think he felt when the forest animals tried to help him with their advice?
- How does it feel when someone yells at you or calls you names?
- How does it feel when someone speaks gently and treats you kindly?
- What do you think the rabbit prefers – hugs or insults?
- How do you think the rabbit felt after he talked to his friends, and solved the problem?
- What do you think there is in a world of peace? What is there in a world where you feel good?

# Chapter 3: Working Together.

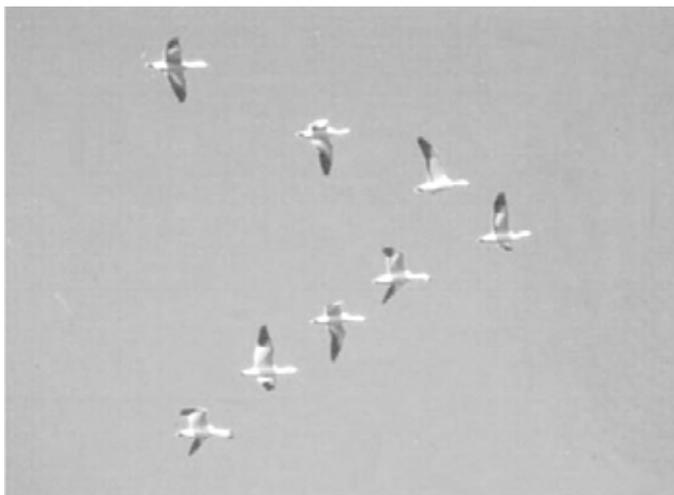


A goose (plural: geese) is a bird in the family Anatidae, which also includes ducks and swans. Geese are generally larger than ducks, but smaller than swans. The birds also have more pointed bills, rather than the blunt bills of ducks, with short necks and muscular bodies. Geese are also known for being extremely territorial, leading some people to use geese as guarding and herd animals.

Most goose species are migratory, seeking out favorable climates with the change of the seasons. A clutch of goose eggs is typically small, motivating the parents to guard the nest and the resulting goslings ferociously to ensure that they get a chance to live to adulthood. Like other birds in the Anatidae family, geese feed on an assortment of plants, small insects, and other small creatures.

Geese fly in a 'V' formation along great distances in search for favorable environments. As each bird flaps its wings, it creates uplift for the bird immediately following it. By flying in a 'V' formation, the whole flock can fly at least 71% farther than if each bird flew on its own. When a goose falls out of formation, it feels the resistance of trying to go it alone, and quickly gets back into formation to take advantage of flying with the flock.

If we have as much sense as a goose, we will work with others who are going the same way as we are. When the lead goose gets tired, he rotates back in the wing and another goose flies on the point. It pays to take turns doing hard jobs for our group. The geese honk from behind to encourage those up front to keep up their speed. Finally, when a goose weakens or is wounded and falls out of formation, two geese fall out and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they then set out on their own or with another formation until they catch up with the group.



If we had the sense of a goose, we would stand by each other like that. This demonstration of geese flying classically epitomizes true camaraderie and sheer cooperation. To live the dream of building a brighter future for our children these are characteristics that need to be adopted. The activities in this chapter are practical and can easily be adapted to address values for building a peace conscience.

## Peace Builders

### Facilitator's Note:

*This activity provides children the opportunity to be able to recognize challenges and benefits of working together. When facilitating this activity it is important that the rule of "No talking" is clearly stressed.*

### Note:

*Although it is good to have participants to choose their own partners for the activity, special attention should be paid to those who are unable to find a partner.*

*It is also important not to forcefully pair children up, as this may make them feel uncomfortable and not enjoy the activity.*

*This activity builds team spirit and values that promote peace.*

**Time:** 30 minutes

**Materials:** Pencil and paper

**What to do:**

### Part A

1. Begin by letting participants choose their partners.
2. Give each pair a pencil and a piece of paper.
3. Tell the children to hold the pencil together in such a way that both partners are able to draw at the same time.
4. On the piece of paper, they are to draw a house. Both partners must follow one rule: **NO TALKING!**
5. Give the children five minutes to complete their drawing.
6. Once complete, give the children about a minute to share what they experienced.
7. As a group, discuss the following questions:
  - *What did it feel like drawing together?*
  - *Was it difficult to draw without being able to talk?*
  - *Did one person take the lead and the other person follows?*
  - *What would have made the drawing easier?*
8. In smaller groups ask children to tell their group about different situations where they had to complete a task with another person but had different ideas on how to accomplish the task. Discuss and list the ways they handled the situations.
9. Get groups to present their results to everyone present.

### Part B

10. Tell children, *"As Peace Builders, we are going to draw a picture of our school together (or community, world, country etc). We will start with two children drawing. Each child will have no more than one minute to draw on the newsprint."*
11. Once each child finishes drawing, they should give the pen to the next (or a few colored pens should be circulated). Once everyone has had a chance (and if time permits), they each may have a turn at drawing on the same newsprint).

### Suggested Questions to facilitate a Group Discussion

1. Describe what is on the newsprint.
2. What things did you do to be able to produce this picture?
3. What lesson did you learn from the activity?

## Community of Flowers

### Facilitator's Note:

*"Understanding and practicing values that promote peace is good for society, our school and the environment" ~Peace Camp Participant*

*This activity allows children to appreciate how our values guide the choices we make. It also helps children critically look at simple and practical actions that reflect these values.*

*It would be useful to guide children into thinking of simple, specific and practical actions.*

**Time:** 30 minutes

**Materials:** Pre-cut flowers (small size per/person/ large size per group), writing pens, sticky tape and newsprint to stick the flowers.

### What to Do:

1. Arrange participants into groups of five.
2. Distribute the small coloured flowers to each person in the group. Instruct the participants to think about their values. What is important to them. Encourage each person to write down a value on the flower.
3. Invite each person to paste his or her flower in the community flower garden (on the newsprint). *Some of them may want to read their values aloud as they paste, allow them to do so.*
4. Ask what values they could use to protect the environment. Ask the groups to discuss and agree on one value. Give one large size flower to each group and they should write this value down on the center of the flower.
5. On each petal the groups should write down one action they can do to practice that value.
6. Get each group to paste their flowers on the newsprint in the community of flower garden and present to the others.
7. Tell the participants that our community too is diverse – i.e

there are many different people, cultures, skills, beliefs and ideas. Although we are different, we also share similar features. For example, we may have the same values, (give examples from participant's flowers). There are many other groups out there with values that add to this diversity (add flowers to show this)

### Suggested Questions to facilitate a Group Discussion

1. What values and practices did we learn?
2. What values do we have? In our home and community?
3. How do our values, actions or the choices relate?
4. How are some ways we can care for our environment?
5. Are there any practices or actions that will be hard to do? Why? What can you do about it?
6. What can we see now in our community of flowers?

## Leading the Blind

### Facilitator's Note:

*This activity focuses on characteristics of leaders and the importance of team work.*

*This activity has the potential to engage children in active discussion on characteristics of good leadership, develops listening skills and building trust.*

*It is an activity that can be facilitated to motivate children to realize the importance of setting good goals, making wise decisions and keeping focused on achieving their goals.*

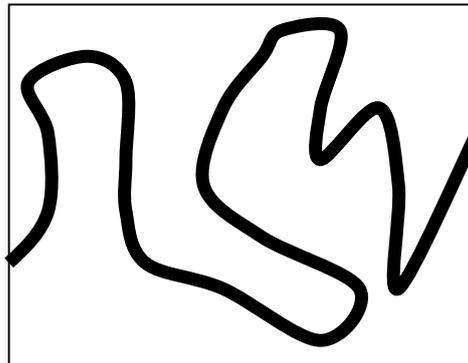
*"This activity teaches me that if we are determined this will help us to achieve our goals in life." ~class 7 student.*

**Time:** 30 minutes

**Materials:** pre-drawn "crooked road", blindfolds and pens

### What to Do:

1. Let participants sit in groups of three or four depending on the total number of participants. Encourage groups to select a person from the group to be the "blind".
2. Blindfold a volunteer from each group, and then hand out a sheet with the pre-drawn crooked road to each group.
3. Give the blindfolded participant a pen and place the sheet with the crooked road in front of him. Inform the group members that they will be directing their blindfolded friend to draw the road (whilst blindfolded).
4. Participants are **NOT** to hold the "blinds" hands when drawing. When they finish, remove the blindfold and study the drawing together as a group. Facilitate discussion.



### Suggested Questions to facilitate a Group Discussion

1. How do you assess your performance as a group?
2. What were some things that went well?
3. What were some things that didn't go well?
4. How were you feeling as the blind-folded person?
5. How do you feel as the one guiding the blind folded person?
6. What are some lessons learnt from this activity?

# Chapter 4: Celebrating Peace

*To look at any thing,  
If you would know that thing,  
You must look at it long:  
To look at this green and say  
'I have seen spring in these woods,' will not do – you much  
Be the thing you see.  
You must be the dark snakes of  
Stems and ferny plumes of leaves,  
You must enter in  
To the small silences between  
The leaves,  
You must take your time  
And touch the very peace  
They issue from ~ John Moffit.*

Many have been inspired by great leaders and peace-builders but let us also not forget those individuals who without great recognition strive to make our Earth a place comforting to our children.

It is admirable that our children are able to recognize peace with the simplest of things.

*"Peace is freedom from disturbances." – Jasper Williams Primary School*

*"Peace is a rainbow. The colors of the rainbow are all different, but they all stick comfortably together." – 12year old female.*

*"Peace is love, sharing my lunch, considering others, good thinking, obedience and loving one another." –Veivatuloa District School.*

We applaud those of whom are engaged in building a peace conscious society and Helping Our Planet Earth.

This is a true story based on the life of a little Japanese girl, Sadako Sasashi. We hope that this story will be an inspiration to you as it has been to us.

Sadako Sasashi lived with her family in Hiroshima, Japan. In 1945 during World War II, the United States of America dropped an atomic bomb on the city of Hiroshima. Sadako was only 2 years old when the bomb exploded in Hiroshima. For 10 years, she lived a very happy and normal life. In fact, she was a great athlete and wanted to be in her school team. Everyday Sadako would get up early to train. Her dream was “to run like the wind.”

One day, while practicing for a big race, she became dizzy & fell to the ground. She became very ill and her parents had to rush her to the hospital. When she was brought to the hospital, the doctors examined her. She was asked to stay in the hospital so the doctors could run more tests on her.

Sadako was diagnosed with Leukaemia (blood cancer caused by the atomic bomb). She knew that almost everyone who got this disease died, and this made her very scared. She wanted to go back to school, but she had to stay in the hospital.

Chizuko, who was Sadako’s best friend, came to visit her one day at the hospital. Chizuko had made a golden paper crane and brought it for Sadako. She told Sadako of an old Japanese legend. She explained that the crane, a sacred bird in Japan, lives for a hundred years. According to an old Japanese legend, if a person folds 1,000 paper cranes, then that person would get a wish.

Sadako wished to get better and be part of her school’s racing team. So, full of hope and excitement, she began folding the paper cranes right away. By the end of the first day, Sadako had folded her first 12 cranes.

Everyday Sadako worked hard to keep folding as many paper cranes as she could. Some days, she would feel very weak, but she did not lose hope and kept on folding the paper cranes.

Everyone could see Sadako grow weaker, her body became thin and pale. Her family worried about her a lot. When her family visited her, they’d fold cranes by her bedside.

Three weeks later from the day Chikuko had brought her the gold crane, Sadako had folded 398 cranes. Her hospital room was covered in paper cranes. A week later, Sadako had folded 463 paper cranes. And then, another week had passed, and Sadako had folded 541 paper cranes.

Sadako kept folding cranes even though she was in great pain. Slowly she was losing her strength and looked paler and paler. On some days, she couldn’t fold any cranes at all. She was so weak, but tried her best to fold at least one crane. Even during these times of great pain she tried to be cheerful and hopeful.

The last paper crane, which Sadako folded, was the 644<sup>th</sup> one.

Sadako’s condition worsened. On October 25, 1955, with her family standing by her bed, Sadako went to sleep peacefully, never to wake up again. In her hospital room lay a total of 644 paper cranes, which she had folded.

After Sadako’s death, her classmates folded the rest of the paper cranes to make up one thousand. These were buried with her.

Today, Sadako’s brave spirit keeps living in the hearts of many people, and the story of Sadako brings hope to people all over the world. In 1958, a statue of Sadako holding a golden crane was created in Hiroshima. On the statue is written a statement: ***“This is our cry, this is our prayer; peace in the world.”***

## Beyond the Horizon.

### Facilitator's Note:

*This is an activity that encourages participants to envision an ideal future.*

*The Imagining Tomorrow photocards are prompts, used to generate ideas. When using the photocards it is important to tell participants that they could either look at the photo on the card or the word printed.*

*For children, this activity enhances creativity, and visioning. It also allows them to analytically assess current environmental, societal situations and plan for actions to better the situations.*

*An activity as this can be extended to one that educates children on good citizenship principles, elements of good leadership and peace building.*

**Time:** 30 minutes

**Materials:** Imagining Tomorrow photocards.

### What to Do:

1. Set up a room for this activity. *Ensure there is room allowing participants to move easily.*



2. Spread the cards on a flat surface. Ask participants to choose a card that depicts an ideal world.

3. Allow time for participants to look through the cards and muse on the cards they have chosen.

4. Invite individuals to share their ideas.

### Some Suggested Questions to facilitate a Group Discussion

1. How can we achieve this?
2. What type of future are we building for our children?

## A WORLD OF PEACE

### Facilitator's Note:

*This activity gives participants the opportunity to express personal visions of a world of peace.*

*Ensure that individuals are actively involved especially in the brainstorming session. The *Imagining Tomorrow* photocard can be used to prompt participants for the brainstorming session.*

*Through this activity children could develop creative writing skills, enhancing creative thinking skills.*

**Time:** 30 minutes

**Materials:** Paper and writing materials.

### What to Do:

1. Facilitate a brainstorming session getting the whole group to list down what peace means to them.

***(A brainstorming session is when individuals throw in ideas or whatever comes to mind in relation to the topic).***

2. Distribute paper and writing materials and ask the children to create a poem about peace. They could use ideas from the brainstorming session (in step 1).

3. When they have finished, collect and display the children's work in a montage (one big composition made by putting all their individual creations together.)

4. If possible, attach them to a large piece of cardboard or cloth so that you can move the display in order to show it to others later, or put it up on their class notice board.

### Suggested Questions to facilitate a Group Discussion

1. What were some key ideas shared?
2. What is the mood portrayed in the poems either you've written or you've heard?
3. What makes peace possible?

## Peace Beads

**Facilitator's Note:**

*This initiative challenges children to earn all of the PEACE beads in groups. Each bead represents a task that must be completed as a team. A criterion for each bead is included.*

*This initiative could serve as a collective project for Peace Building (whether in the classroom or community setting), therefore it is advised that much thought be given to expected outcomes, duration of the 'project' and who is to be involved.*

*It would also be ideal to have significant change stories documented. Ensure that significant change stories are not based only on the physical changes of the surroundings but also of attitudinal and behavioral change of children involved.*

*The potential for this activity to positively impact on others is great.*

*\* The chart will be a record of achievements for the whole class.*

**Materials:** Chart, beads, string.

**What to do:**

1. Explain to the group what each letter of the PEACE beads stand for: (and paste it on a chart in the room)

**P: problem solving (white)**

**E: earth (green)**

**A: acceptance (orange)**

**C: community (blue)**

**E: exploration (yellow)**

	Names of children or groups
<b>P</b>	.....
<b>E</b>	.....
<b>A</b>	.....
<b>C</b>	.....
<b>E</b>	.....

2. Inform the group that together they are going to try and earn all of the PEACE beads.

3. Encourage group discussion and team effort throughout the 'project'.

4. Encourage groups to report on significant changes (actions, feelings experienced) that is evident through out the process of the 'project'.

5. Tell the groups that they will be given strings to use with their beads to form a peace band.

P E A C E  
BEADS

**Problem Solving:** This bead should be awarded when groups or individuals in a group is faced with a challenge and come up with a peaceful solution together. The problem can be a conflict between groups or an issue that they would like resolve. This like all beads must only be awarded if the majority of the children contribute to or are involved in some way to finding a solution to the problem.

**Earth:** This bead can be earned when the class partakes in an activity that will be beneficial to the environment. They can plant some trees, build a garden, begin a recycling program at school, pick up litter, and start an awareness program about the environment in the community. They can develop water related projects, or a program protecting endangered animals. The action has to be environmentally focused.

**Acceptance:** This bead can be earned when children show compassion and acceptance towards others in the community. This bead may be earned perhaps just through generous actions consistently shown toward one another. They must demonstrate and understand that there is diversity amongst people. Weather it be race, gender, age or religion, but we must embrace this diversity and show compassion and acceptance for these differences. The students could host a 'around the world party' and research different cultures and then have a party with different foods and costumes from all over the world.

**Community:** This bead will be earned when children get actively involved in community development activities. They could put on a concert, or set up a display involving the community. This bead should make children feel proud of their community and feel more connected to it once the bead has been earned.

**Exploration:** This bead could be earned when children share lessons learnt with their peers, have initiatives developed replicated by other groups or organize for the media to showcase their initiatives.

### The Hermit and the Children

There once was an old man who lived in the woods. He had little to do with the people of the village. All sorts of odd tales, stories and rumors circulated around the village about him. The children in the town delighted in teasing and playing tricks on this old man. It was said that the hermit was very wise, so the children were always trying to outsmart him.

One day the children thought up a new trick. They captured a small bird and carried it through the woods to the Old Mans House. The Boy held the bird in his hands behind his back. The Boy approached the Old Man and asked, "Old Man, what do you think I have behind my back?"

The children did not believe the old man could guess it was a bird. They planned to ask him if the bird was dead or alive. If the Old Man guessed 'Dead' then the Boy would show him the live and fluttering little bird. But if the Old Man guessed 'Alive' then the Boy planned to crush the bird in his hand and show the Old Man the dead bird.

Since the Old Man lived very close with nature he was observant and had noticed a small feather float to the ground from behind the Boys back. The Old Man said "You have a bird in your hand"

The Children's eyes opened wide in amazement. He was smarter then they thought. The Children were ready with the second question, "is the bird dead or alive?" The Old Man thought for a moment. He looked at the faces of all of the children, and then directly into the eyes of the Boy who held the bird and said "The answer is in your hands"

#### **A MINUTE OF PEACE**

*A minute of peace could be observed by all after facilitating activities from the Imagining Tomorrow: HOPE for Peace booklet.*

*Share a minute of peace, a minute in which each of person closes their eyes, remains very still, and thinks of at least one thing that they could do today to make our world more peaceful.*

*Ask children what peace acts or gestures of peace they will make today and invite them to spend one minute every day thinking about acts of peace.*

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## Imagining Tomorrow: HOPE (Helping Our Planet Earth) for Peace Registered Schools.

### **Suva/Nasinu/Navua.**

Arya Samaj Primary School  
Bishop Kempthorne Memorial School  
Deenbandhoo Memorial School  
Draiba Fijian School  
Gospel Primary School  
Hilton Special School  
Holy Trinity Anglican School  
Indhira Gandhi Memorial Primary School  
John Wesley Primary School  
Kalabu Fijian School  
Lami Fijian School  
M.G.M Primary School  
Marist Brothers Primary School  
Nasinu Sangam Primary School  
Ro Camaisala Memorial School  
Tacirua Primary School  
Vashist Muni Memorial Primary School  
Veivatuloa Village School  
Nabua Sanatan Primary School  
Samabula Primary School

### **Nausori/Tailevu**

Bhawani Dayal Memorial Primary School  
Dilkusha Boys School  
Dilkusha Girls School  
Banivalu Primary School  
Waidra Muslim Primary School  
Naduruloulou Fijian School  
Vunimono Islamia School  
Vunimono Arya School  
Tai District School  
Krishna Janardhan School  
Ramakrishna Mission School  
Vugalei District School  
Krishna Vedic School  
Korovou Primary School

Nuku District School  
Dravo District School

### **Macuata**

Bethel Primary School  
Bocalevu Muslim Primary School  
Boubale Indian School  
Bulavou District School.  
Bulileka Sanatan Dharm Primary School  
Coqeloa Sangam School  
Guru Nanak Primary School  
Korotari Arya Primary School  
Labasa Sangam Primary School  
Nabekavu Primary School  
Naduna Arya Pathshala School  
Nagigi Indian School  
Naleba Bhartiya School  
Qawa Primary School  
St. Augustine's Primary School  
Tabia Sanatan Dharm School  
Tabucola Valibar Sangam Primary School  
Uluibau District School  
Valebasoga Public School  
Vunicuicui Sanatan Dharam School

### **Bua**

Solevu Junior Secondary School  
Bua District School  
Bua Indian School  
Lekutu District School (Votua)  
Vunivau Bhartiya School  
Lekutu Bhartiya School  
Vuya District School

## **Cakaudrove**

Khemendra Bhartiya School  
Nabua Primary School  
Nagigi SDA Primary School  
Nasavusavu District School  
Qalitu District School  
St. Andrew's Primary  
Vunilagi Primary School  
Wailevu West District School  
Kama District School  
Nukubolu Primary School  
Tacilevu Village School  
Naweni District School.

Savusavu Public School  
Batibalavu District School  
Wailevu East  
Nakobo District School  
Natewa District School  
Kasavu Primary School  
Viani Primary School  
Vanuavou Primary School  
Naganivatu Primary School

## **Ra**

Drauniivi Public School  
Ellington Primary School  
Madhuvani Indian School  
Mataso Primary School  
Nalaba District School  
Nanuku Sangam School  
Naria Bhartiya School  
Naroko Fijian School  
Navatu Fijian School  
Navolau District School  
Nawaqavesi Primary School  
Penang Sangam Primary School  
Ra School for Special Education  
Rakiraki District School  
Rakiraki Muslim Primary School  
Vatukacevaceva Village School  
Waimari primary School  
Wairuku Indian School  
Rakiraki Methodist Mission School  
Malake Village School  
Navunibitu Catholic School  
Vunikavikaloa Arya School

Dobuilevu Muslim School  
Bayly Memorial School  
Tokaimalo District School  
Liwativale Primary School  
Nalawa Central School  
Saivou District School

## **Nadi/Lautoka**

Jasper Williams Primary School  
Lautoka Ahmadiyya Primary School  
Lautoka Andhra Sangam School  
Lautoka Fijian School  
Lautoka Primary School  
Nadi Sangam School  
Nadi Arya Samaj Primary School  
Andrews Primary School  
Mount Saint Mary's School  
Maigania Muslim Primary School  
Nadi Airport School  
Nadele Public School  
Nawai Public School  
Nabila District School.

## **Nadroga/Navosa**

Loma Indian Primary School  
Waicoba District School  
Naqalimare District School  
Tuva Indian Primary School  
Malomalo Primary School  
St. Joan of Ark School  
Sigatoka District School  
Kulukulu Primary School  
Cuvu District School  
Sigatoka Methodist Primary School  
Korotogo Andhra Primary School  
Tagaqe District School  
Lomawai Indian School



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