

BE THE FUTURE!

LINK UP > STEP UP > SPEAK OUT

# Your guide to create change



European Union





**LIVE & LEARN**  
Environmental Education

This guide was produced by Live & Learn Environmental Education (Live & Learn) and funded through the European Union as a part of the 'Strengthening participation of children in peace building in small island nations with high prevalence of violence, ethnic discrimination and tribal conflict' project.

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Cover image: Students from Stella Maris Primary School, Suva, Fiji

USP Library Cataloguing-in-Publication Data

McFarlane, Kate.

Your guide to create change / Kate McFarlane and Karen Young. -- Suva,

Fiji : Live & Learn Environmental Education, 2013.

134 p. : 30 cm.

ISBN 978-982-9108-08-1

1. Peace--Study and teaching--Oceania. 2. Human rights--Study and teaching--Oceania. I. Young, Karen. II. Title.

JZ5534.M448 2013

303.660995--dc23

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### Acknowledgements

This guide was developed with the assistance of many children, teachers and communities whose contributions are presented in the guide. Without their interest, cooperation and contribution, this guide would not have been possible. We would also like to thank the Ministries/Departments of Education in Fiji, Papua New Guinea, Solomon Islands and Vanuatu for their valuable support.

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Environmental Education

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# introduction

Have you ever seen something that made you feel upset or angry and thought, 'I wish I could do something about it.'? Other young people around the world are doing something about it and you can too! You can join with other passionate and caring children to create change! So, come on! What are you waiting for?

**This section is important - don't skip it!**

## TIP

### Glossary words

If you see a word underlined you can learn more about what it means in the glossary on p.113. A glossary is a brief dictionary of words used in this guide that you might find difficult or confusing.

## What's happening in the Pacific?

In recent research, Pacific children like you spoke up and we listened – they told us that they want to participate in their families, schools, communities and beyond. To participate – not by just attending a meeting – by being given more responsibilities, having the opportunity to influence decisions and being involved in creating change.<sup>1</sup>

## Is this guide for me?

Yes! You've read this far which shows you are passionate and the world needs more people like you! This guide is for children like you from Pacific communities aged 8 to 17 years.

This guide is for children who want to take action and speak out! It is for children who want to work with other like-minded Pacific islanders to have fun and create change for a more peaceful world. As you work through this guide, you will be surprised how many people you'll inspire to join the fun along the way.

### Am I a peer educator?

Anyone can be a peer educator. You just need to be passionate, know your strengths and use them to share with your peers. Are you committed to learn, promote knowledge and skills, and be a role model? Then you are a peer educator!



## How do I use this guide?

This guide will help you **Link up**, **Step up** and **Speak out!**

**Link up** – Participate in children's networks

**Step up** – Set up and implement projects

**Speak out** – Promote your projects and speak out (advocate) on issues

This guide is for you to pick up and read through by yourself or in a group. You can then share it with your peers, teams and networks. It is packed full of great information, ideas and projects for you to create change.

This guide is part of a set of resources created as part of the 'Be the future!' toolkit. This toolkit aims to give young Pacific islanders the knowledge, skills, attitudes and confidence to participate in issues in their communities that concern them. For more information on the toolkit, go to the next page.

### Be the future!

Why act? **You** are the future of the Pacific. **You** can choose to either sit back and accept the future that comes, or **you** can act and make the future **you** want.

TIP



### Trusted adult supervision

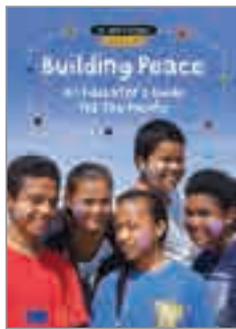
When doing the projects in your community, always ask a trusted adult – a parent, teacher or scout leader etc. – to support you and be present. This will help you and your peers stay safe.

## 'Be the future!' toolkit

This guide is part of the 'Be the future!' toolkit that includes the following resources:

1. *Building Peace: An Educator's Guide for the Pacific (teacher's guide)*
2. *Child rights cards*
3. *Rights of the child poster*
4. *The song of freedom (children's storybook)*
5. *Your guide to create change (this peer educator's guide)*

The resources are designed to be used together, however, can be used separately. If you need other resources in this toolkit, visit [www.livelearn.org](http://www.livelearn.org) or contact your local Live & Learn Environmental Education office (see contact details at the front of this book).



1



2



3



4



5



Live & Learn has also produced a media guide. This media guide is for journalists. It gives them background information on child rights and how to best report on children's issues.

*Child Rights in the Pacific: Media Guide*



# Refuel your brain

This section revises information that you have already started to learn in class (from *Building Peace: An Educator's Guide for the Pacific*) and provides background information that will support you, your friends and classmates to start planning peacebuilding activities in your communities.

## What is peer education?

Peer education is about young people teaching young people. It means to teach a friend about an issue and encourage them to act and speak out through creating a play, a song, a game, art or anything else fun and creative. You can do this at school, in your home or your community.

## What is peace?

What we do know is that everyone, particularly children, need peace around them to live a full life. Peace is about having the opportunity to live a happy, healthy, safe and strong life. We can experience peace in our minds, family, school, community, country, world and the natural environment. An important part of peace is respecting everyone and the environment around you.



## What is peacebuilding?

Peacebuilding is about being a good member of your family, school, community, country and the world, and looking after the natural environment. The three main peacebuilding activities are:



**Preventing  
conflict**



**Resolving  
conflict  
peacefully**



**creating  
spaces for  
peace to grow**

To build peace you need to be given the opportunity to participate (having responsibilities and being involved in decision-making) in your family, school, and local and international communities.

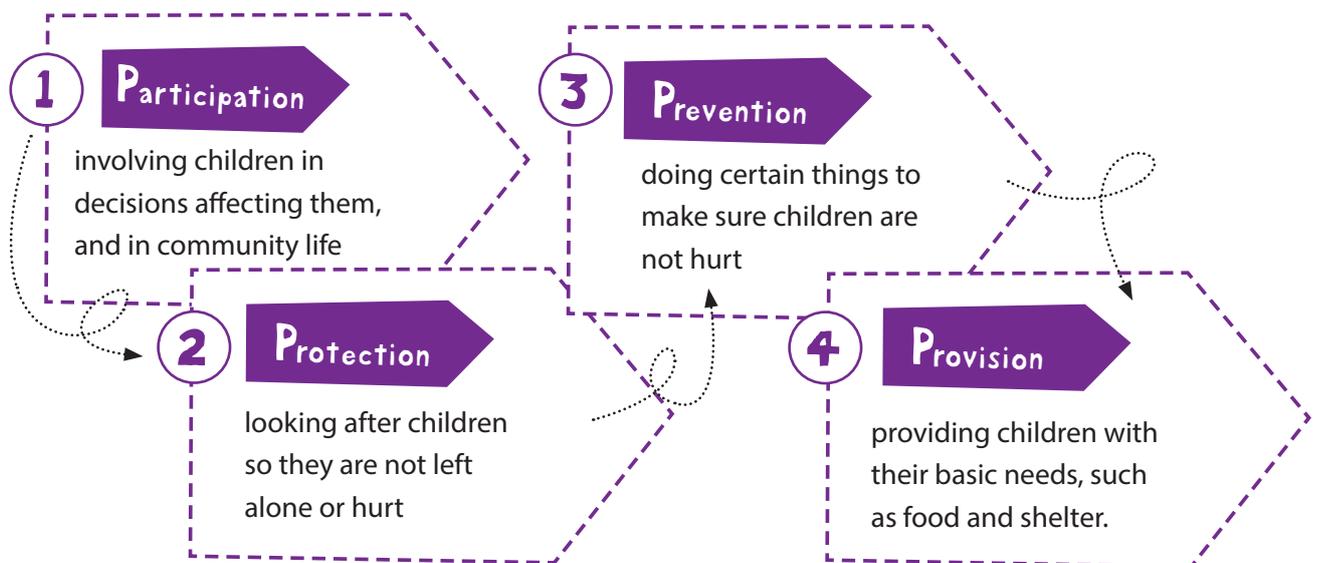
## What are child rights?

Did you know you have special rights because you are less than 18 years of age? Children's rights are human rights for children. They are written down in the United Nations Convention on the Rights of the Child (UNCRC). They are the same for every child around the world. Children have their own rights because sometimes they need a little bit of extra protection.

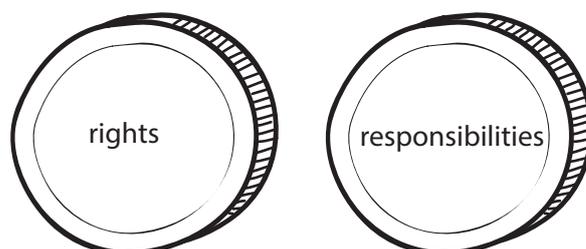
The UNCRC is a legal document adopted by the United Nations in 1998. The UNCRC has 54 rights that are important for a child to be cared for, happy, healthy, safe and strong. The rights can be divided into the four 'P's'.<sup>2</sup>



### The UNCRC and the four 'P's



**With your rights, you also have responsibilities.** 'Child rights' and 'responsibilities' are like two sides of the same coin – you cannot have one without the other. This means you too have responsibilities to make sure others can enjoy their rights. You always have to reflect on what your responsibilities are.



## What are human rights?

Child rights are human rights for children. Have you ever wondered what human rights are?

Human rights have been written down in the Universal Declaration of Human Rights (UDHR) and agreed upon around the world to make sure that everyone is protected and respected in their daily lives. Many countries have included parts of it in their laws and constitutions. The UDHR stresses that human rights apply to everyone, everywhere, every day.

We are all born with these important rights, our human rights, but we must also respect the rights of others. All people have the same rights. This is called the 'universality' of human rights.

When our human rights are not respected, this is called a human rights violation. Some examples of human rights violations include violence, discrimination and children not going to school. By protecting our human rights, we protect each other and promote peace.

## What is meaningful participation?

Meaningful participation is when you are involved in activities, have tasks and contribute to decision-making.

Meaningful participation can be:



## What are peaceful values?

In order to build peace it is important that we practise, promote and live our lives by having peaceful values. A value is something that is important in our lives. Some peaceful values include respect, tolerance and compassion.



### Respect

Respecting others means to accept others no matter how different they are. It means having good thoughts and feelings about others – appreciating our differences.

Having different values, cultures, languages and other differences in our community has many benefits. We need to live together and respect each other, knowing that difference is positive. You can learn a lot from different people and this can be fun!

### Tolerance

Tolerance means allowing people who are different to continue to live different lives. It means not pressuring them to be like you.

### Compassion

Compassion means understanding someone's suffering or pain and doing something to reduce it. It is about caring for them.

## What are some barriers to peace?

A barrier to peace is something that stops peace from growing in ourselves or in our families, schools, communities, countries and the world. Barriers to peace stop people from experiencing peace. Here are some barriers to peace.

### Violence

Violence means any behaviour where physical force is used to hurt, damage or kill.

### Conflict

Conflict is when two or more people strongly disagree. It is a normal part of any community. However, conflict blocks peace when it becomes violent or continues for a long time. Conflict needs to be prevented or resolved before it becomes violent.

### Discrimination

Discrimination is when people are mean or harmful to someone just because they are different – a different age, sex, religion, race, ethnic/tribal group, etc.



## Corruption

Corruption is when someone or an organisation does not tell the truth or does something that is not fair, for his/her/their own benefit. It usually occurs when someone or an organisation has a lot of power and uses it for wrongful purposes.

## Other barriers to peace in our communities

There are many barriers to peace in our world. Some include:

- \* irresponsible alcohol use
- \* children having to live on the street
- \* people having to beg.





## 2

# connect with others

**This section supports you to find an existing network or create a new network to work with to build peace.**

## Why join a network?

A network or a team is a group of people who have a shared goal and work together to make it happen. Your shared goal may be the thing that brings you all together. Alternatively, you may all want to form a network and come up with a shared goal, which is the exact issue you will focus on – your cause.

Every person has different strengths and talents to contribute to a network. Groups sometimes have one leader but in this book we suggest you form a leadership network. Everybody – even you – is capable of being part of a leadership network.

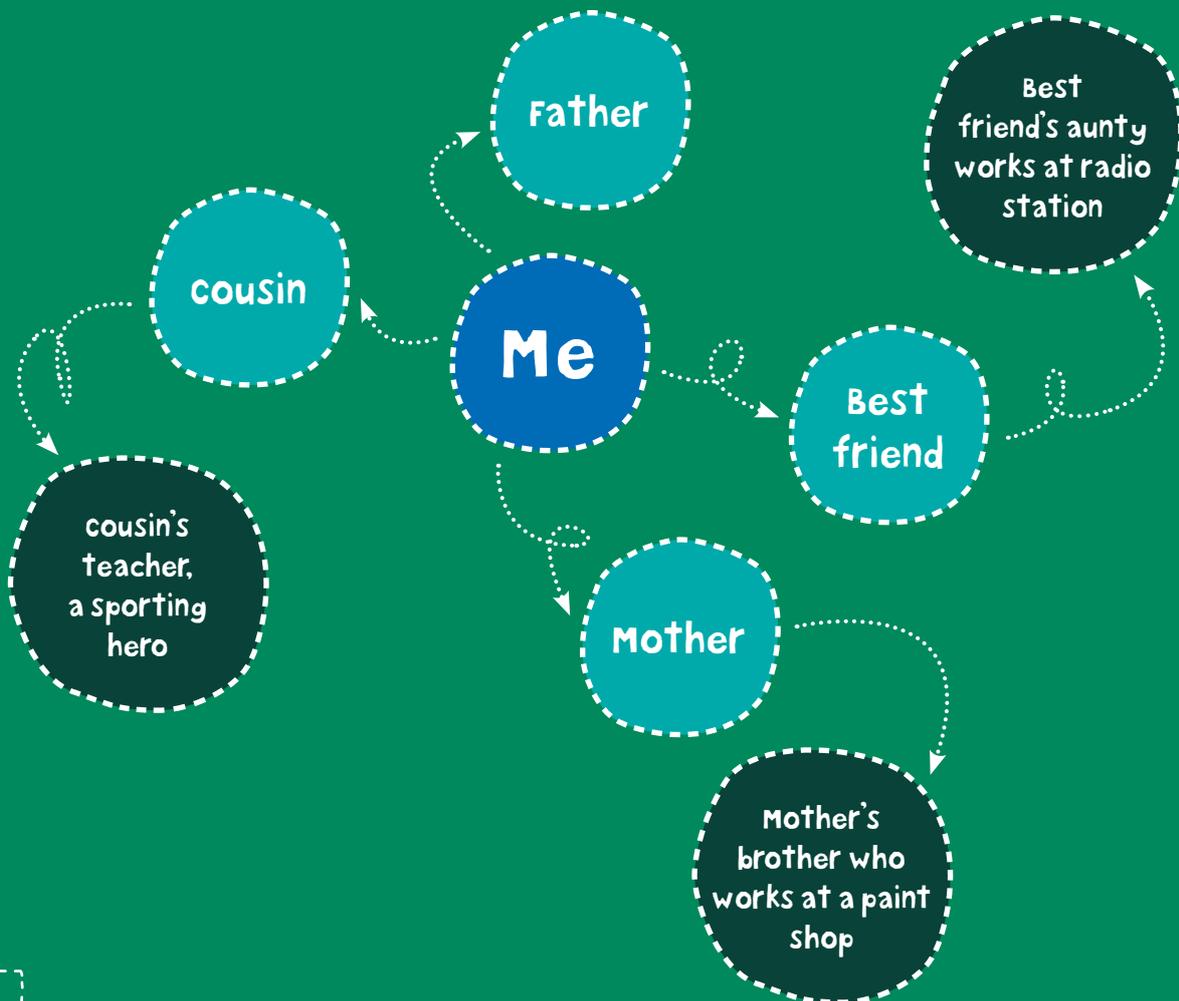
Having more people means you will have more strength. You will make a bigger impact and reach more people.

## Benefits of working in a network

Some of the benefits of working in a network are:

- \* exposure to different ideas
- \* more brainpower and ideas
- \* greater impact with less effort
- \* more opportunities to have responsibilities
- \* things get done faster
- \* more strength and resilience
- \* fun
- \* new friendships
- \* lots to learn and experience
- \* opportunities to build your confidence.

In a network, a little effort can lead to a big impact. **Below is an example of a network in action.**



## How do I find a network to join?

You may already be part of a children's network or team, or perhaps you are looking for one to join. Joining a group can be satisfying and a great way to start to act. If you know an existing network, ask them:

- \* What is the network's cause or goal?
- \* Do I have to do anything to join the network? What are the conditions (e.g. age)?
- \* Where does the network operate (in your school, community, country or the world)?
- \* How much time do members have to commit?

Some questions to ask yourself when looking at an existing network to join include:

- \* Is the network's cause something I want to work on?
- \* Do I meet all of the network's membership conditions?
- \* What strengths and talents can I give to the network?



### Online networks to join

Here are some great online networks that are already set up.

#### Asia Pacific Youth Network

Check out APYN. They connect young people in the Asia-Pacific region who want to make change happen.

[www.apyouth.net](http://www.apyouth.net)

#### Youth Venture

Youth Venture helps young people lead the way in changing their communities.

<http://youthventure.org/>

#### Global Youth Action Network (GYAN)

Check out GYAN. They help young people like you to participate.

<http://gyan.tigweb.org/>

#### YouthNoise

YouthNoise helps young people to take action and speak out.

[www.youthnoise.com](http://www.youthnoise.com)

#### TakingITGlobal

If you are after information on issues and opportunities to take action, this is the online network for you.

[www.tigweb.org](http://www.tigweb.org)

#### Peace Child International

Peace Child International helps young people to take action and 'be the change' they want to see in the world.

<http://peacechild.org/>

Continue to the next page



### One World Youth Project

One World Youth Project links schools around the world to build good global citizens.

<http://oneworldyouthproject.org/>

### International Youth Foundation

IYF works around the world to increase children's knowledge, skills and attitudes so they can be the leaders of the future.

[www.iyfnet.org](http://www.iyfnet.org)

## How do I build a network?

If you want to focus on a cause that you think no other network, team or group of people are covering it might be time to start building your own network.

### Get a group of friends together and start!

#### Steps to building a group, team or network

1. Find some friends who are interested.
2. Set up a meeting time to discuss the network. Create posters, flyers etc. to advertise your network and find more members. Introduce diversity (or difference) in the network if you can by having a mix of ethnic groups, and both boys and girls.
3. When you have at least 6 to 10 members, finalise the cause the network will focus on. Make sure everyone understands and supports the cause.
4. Name your network.
5. Decide on the days the network will meet, where and for how long.
6. Create network ground rules so everyone gets a turn to speak. Everyone's ideas are important and need to be listened to.





# 3

## Find your cause

**This section supports you to find the issue your network wants to focus on – your cause.**

Finding your cause means identifying the issue that stirs your heart and makes you want to change the world! What issue do you want people to know about? What do you want to change in the world?

Do you ever dream about how you could create a better world? Do you ever wish for things to change? Having visions, dreams and wishes for the future is the first step to getting active. It helps you find your passion and the issue you are going to focus on – your cause.

For example, if you really love swimming at the beach but hate all the litter on the beach, you may like to join or build a network that focuses on marine conservation and protecting the beach. Alternatively, if you really love and have a talent for art, you may focus on promoting and educating about peace through creative projects.

If you are already part of a network or team and need help to find a cause, you can work through the following questions together.

## How to find your cause

Answer these questions to start to identify the issue you will focus on.

- \* What are the areas in your school, community and beyond where there is no peace?
- \* What issues are you interested in?
- \* What talents and strengths do you have?
- \* What do you dream about?
- \* If you could wish for anything in the world, what would it be?
- \* Is there something that makes you feel uncomfortable that you would like to change?
- \* What are people talking about?
- \* What is in the media? For example, on TV, radio, talkback and in the newspapers regularly?
- \* What would make your community a better place?



my cause

The projects in this guide (starting on p. 39) can be changed to promote any cause. You just need to decide what the cause will be. What is your wish for the future?



## Creating a wish list to find your cause

You can do this exercise as an individual, with others or as part of a network to help you find your cause. Imagine that there is nothing stopping you. You have enough money and resources to do whatever you like to create a peaceful future.

- \* **Step 1:** work in your network or on your own to write a wish list – ‘let yourself go’ and write as many ideas as possible. Don’t think about whether they’re possible or not, just write them down. Note your ideas down in a notebook or on a large piece of paper if you are working in a group.



- \* **Step 2:** explore the possibilities – review your list(s) and ask: ‘What did I discover about myself?’ Then take it further: ‘What would it take to make the wish(es) come true? What are the potential challenges and how will I/we overcome them?’

## Research your cause

Once you have chosen your cause, it is time to do some research about it. How much do you know about the cause you are going to focus on? Knowing your cause well means you will be able to convince others to join and support. You'll be able to speak out about it with confidence, be a good peer educator and use the right activities to speak out!

### Where to find information

Some places you can find information about your cause are:

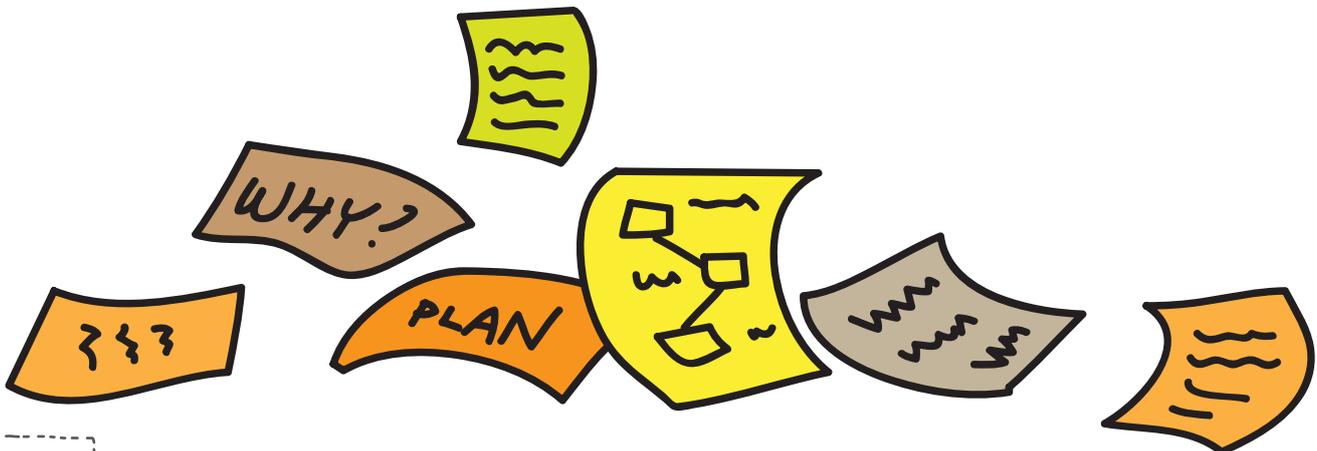
- \* the Internet
- \* other people
- \* newspapers
- \* library.

### What research questions to ask

- \* As a network, what do we want to do about our cause?
- \* How is the issue affecting peace?
- \* Who is affected?
- \* Do people know and understand the issue?
- \* What is the history?
- \* Why is the issue/situation happening?
- \* What are other people doing about it?
- \* What can I/we do?

Continue  
to ask, 'Why?'

'Why' unlocks many  
interesting facts.





## Plan your action

**This section supports you to plan your network activities.**

Now you are part of a network and have chosen your cause, what actions will you take? What do you want people to know or do about your cause? You need to plan for your actions. You may have joined a network that has already planned their actions for the year, however, you may be able to suggest new ideas and support them with the planning process.

Alternatively, if you need to plan the actions of a new network, here is an example of a network action plan. You can draw this on a large piece of paper and add to it in your network.

## Help with activity ideas

For fun project ideas, see p.39, or for information on involving the media and advocating, see p.103

### Network name:

What is the name of your network? You may want to choose a name that reflects the cause or who the members are.

For example, Pacific Peaceful Playgrounds

### Cause:

What is your vision, dream wish for the future?  
What issue do you want to work on?

For example, Pacific Peaceful Playgrounds' cause is to create safe, happy and healthy playgrounds for the children of the Pacific.

### Goals:

What results do you want to see?

For example,

1. Schools around the Pacific draft playground safety policies.
2. Children learn about bullying.
3. Children undertake advocacy activities for ensuring their playgrounds are peaceful.

### Activities:

What things are you going to do to make sure those goals happen? Are you going to do projects, advocacy or both? Check out the project ideas starting on p.39 of peer ed guide.

For example, hold a peaceful playground party in a playground in the centre of town. There will be speeches, fun competitions and information on how to join the network. They may also need paper to share information about the network and future activities as well as materials for the games.

### Materials:

What materials do you need to implement the activities.

For example, for the peaceful playground party the network will need a sound system for music and speeches. They will need money to hire this.

### Responsibilities

Who is responsible for each activity?  
You may like to break this down further and list every job and who will do it for each activity.

**Action plan**

Goal	Activities	Materials	Responsibilities
What do you want to achieve?	How are you going to do it? (Link activities to goals.)	What materials do you need to implement the activities?	Who is going to do what to turn your ideas into reality?
1.			
2.			
3.			

# Action plan

Network name: \_\_\_\_\_

Cause: \_\_\_\_\_

Goals	Activities	Materials	Responsibilities
What do you want to achieve?	How are you going to do it? (Link activities to goals.)	What materials do you need to implement the activities?	Who is going to do what to turn your ideas into reality?
1.			
2.			
3.			

## Plan around special days of the year

Have you ever heard of the International Day of Peace? There are special days during the year that the whole world recognises. If you plan your activities to happen on these days, it will increase people's interest in your activity. The media (TV, radio and newspapers) will also be interested.

Here are some special days to remember. Put them in your diary!

Below is a selection of special days celebrated around the world. For a complete list, visit: <http://www.un.org/en/events/observances/days.shtml>

### Special international days of the year



#### FEBRUARY

### 13 February

#### World Radio Day

A day to celebrate radio. Radio is a way to communicate and provides access to information and freedom of expression.

### 20 February

#### World Day of Social Justice

A day to celebrate the equal treatment of everybody in the world. A peaceful society is one that treats everyone the same, no matter their gender, age, race, ethnicity, religion, culture or disability.

### 21 February

#### International Mother Language Day

A day to celebrate and enjoy all the different languages and cultures of the world.

#### MARCH

### 8 March

#### International Women's Day

A day to celebrate women and advocate against discrimination and violence against women.

### 20 March

#### International Day of Happiness

A day to celebrate happiness and how it enriches our lives and promotes peace.

### 21 March

#### International Day for the Elimination of Racial Discrimination

A day to speak out against all forms of discrimination because of different languages, cultures and ethnic groups.



#### World Poetry Day

A day to celebrate the creativity and diversity we can share through poems.



## MARCH (CONTINUED)

### 22 March

#### World Water Day

A day to promote equally sharing and conserving water so everyone can enjoy a healthy life, and so that the environment is protected.

## APRIL

### 7 April

#### World Health Day

A day to celebrate the importance of looking after our health.

### 22 April

#### International Mother Earth Day

A day to celebrate the importance of nature and speak out for the continued respect of nature.

## MAY

### 3 May

#### World Press Freedom Day

A day to promote the freedom of expression (to say what you want: opinion and fact) in all media, as well as the safety of journalists.

### 17 May

#### World Telecommunication and Information Society Day

A day to raise awareness of the communication and information technologies (phone, Internet, radio, etc.) and celebrate how they bring us together.

### 22 May

#### International Day for Biological Diversity

A day to celebrate the different life forms (animals and plants) and how they contribute to the environment and our lives.



### 15 May

#### International Day of Families

A day to celebrate the family and support families in our communities.

### 21 May

#### World Day for Cultural Diversity for Dialogue and Development

A day to celebrate different cultures and learn how to live together.



Continue to the next page

## JUNE



### 1 June

#### Global Day of Parents

A day to celebrate parents and their commitment and the sacrifices they make for their children.



#### International Children's Day

A day to promote a child's right to childhood, and to develop with confidence and safety.

### 4 June

#### International Day of Innocent Children Victims of Aggression

A day to acknowledge children who have suffered from neglect or abuse and to promote child rights.

### 5 June

#### World Environment Day

A day for positive environmental action.

### 8 June

#### World Oceans Day

A day to celebrate the oceans of the world and how they contribute to our lives.

### 12 June

#### World Day Against Child Labour

A day to raise awareness of child labour (when children work so much they don't enjoy their childhood and their rights) and the action and effort needed to make it stop.

### 20 June

#### World Refugee Day

A day to create understanding of the tough choices facing refugees and to promote compassion towards them.



## JULY

### 11 July

#### World Population Day

A day to acknowledge that the world has a large population, which creates many challenges. This day promotes us all working together to find solutions for these challenges.

### 30 July

#### International Day of Friendship

A day to celebrate friendships. Friendships between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities.

## AUGUST

**9 August**

### **International Day of the World's Indigenous People**

A day to celebrate the diversity of the world's indigenous peoples.

**19 August**

### **World Humanitarian Day**

A day to recognise those who face danger and difficulties in order to help others.



**8 September**

### **International Literacy Day**

A day to celebrate the ability to read and write. It is a way to express ourselves and connect, share and communicate with people around the world.

**21 September**

### **International Day of Peace**

A day dedicated to strengthening the ideals of peace – within and among all countries and peoples.

**1 October**

### **International Day of Older Persons**

A day to celebrate the achievements of older people and to address their needs and rights to a healthy life.

**12 August**

### **International Youth Day**

A day to recognise the potential of youth, to celebrate their achievements and find creative ways for them to participate in their communities.



## SEPTEMBER

**15 September**

### **International Day of Democracy**

A day to promote democracy. Democracy is the freedom to choose your own political, economic, social and cultural systems and to participate in all aspects of your life.

## OCTOBER

**First Monday in October**

### **World Habitat Day**

A day to reflect on the human right to shelter and the need for everyone to take responsibility for the quality of their homes and natural environment for future generations.

**2 October**

### **International Day of Non-Violence**

A day to raise awareness of the effectiveness of non-violent solutions.



Continue to the next page

## OCTOBER (CONTINUED)

### 5 October

#### World Teachers' Day

A day to say thank you to our teachers and continue to provide them with the support they need.

### 13 October

#### International Day for Disaster Reduction

A day to promote ways of minimising the impact of natural disasters (floods, drought, etc.) through early warning systems, appropriate buildings methods and effective relief interventions.

### 17 October

#### International Day for the Eradication of Poverty

A day to focus on how to end world poverty.



### 16 November

#### International Day for Tolerance

A day to advance human welfare, freedom and progress, and to encourage tolerance, respect and cooperation among all the different people of the world.



### 11 October

#### International Day of the Girl Child

A day to recognise girls' rights and the unique challenges girls face around the world.

### 16 October

#### World Food Day

A day to increase understanding of problems and solutions in ending hunger.

### 24 October

#### United Nations Day

A day to celebrate the United Nations.

## NOVEMBER

### 6 November

#### International Day for Preventing the Exploitation of the Environment in War and Armed Conflict

A day to publicise the impact that war and armed conflict have on the environment.

### 21 November

#### World Television Day

A day to promote access to television as a source of information and news.

## DECEMBER

### 1 December

#### World AIDS Day

A day to unite in the fight against HIV, show support for people living with HIV and to commemorate people who have died.

### 5 December

#### International Volunteer Day

A day to celebrate all those who volunteer and their commitment and hope for a better world.

### 10 December

#### Human Rights Day

A day to celebrate human rights for all – the day on which the Universal Declaration of Human Rights was adopted.

### 20 December

#### International Human Solidarity Day

A day to work together in the fight against poverty and other problems in our world.

### 3 December

#### International Day of Persons with Disabilities

A day to promote the rights of persons with disabilities, to encourage openness about disability and stop any discrimination against or harm to those with disabilities.

### 9 December

#### International Anti-Corruption Day

A day to raise awareness about corruption and the ways in which it is a barrier to peace and human rights.

### 18 December

#### International Migrants Day

A day to learn about the experiences of migrants and ways to ensure their protection.



## Working with your strengths

What strengths and talents do your network members have? Have a discussion to find out. This will help you choose activities that suit the network's skills and their interests. For example, the members of your network may have a wide range of undiscovered talents. There may be singers, dancers, debaters, musicians, people who have an interest in tree planting or cooking!

## What are risks?

A risk is when there is an increased chance of something going wrong. Trying something new always involves a degree of risk. To learn something new you need to challenge yourself to do something you haven't done before and risk failing a few times until you master the skill.

In your network ask the following questions to understand and manage the risks of the planned activities.

1. Will we be exposed to physical danger?
2. Will we have adults supervising us?
3. How can we make the activities safer?

**TIP**

### **Always ask a trusted adult to supervise your activities in the community**

There are still people in our communities, countries and the world who do not treat children equally and some situations can put you in danger of being hurt. Therefore, it is important to protect yourself and minimise any risk by always asking a trusted adult to supervise your activities. For example, invite along a parent, teacher or faith leader.



# 5

## Find some funds

**This section supports you to raise money for your network activities, including the fun, creative projects!**

Do you ever have great ideas and feel like you can't do anything because you need money? While a lot of the network activities can be done with time and hard work, sometimes you need money to take the activities that little bit further.

There may be times where your network might need funding to cover the costs of materials, such as paper, pens, paint, etc. When raising money for your network, there are generally three sources of funds: fundraising, grants and crowd funding.

# Fundraising

**Fundraising means to hold a special event or activity to raise money.**

There are many ways to raise funds within your community to fund your network's activities. One way of doing this is to hold an event and encourage people to donate to attend (e.g. a disco or a movie night). You could also create products that you could sell. Contact your local church group or community group to see if they have funds available for your projects. You could also ask local businesses to donate some funds and display their company logo at your event as a sponsor. You could ask your teacher if your school has any funds for extracurricular club activities. Your teacher could also help you raise funds.



# Applying for a grant

**A grant is a financial contribution or gift provided by a government, donor body, community, private organisation or one person.**

Grants can be used to support a range of activities. The way to apply for grants differs depending on who is offering them. The best way to find out about available grants is to ask adults, for example, teachers, parents, church members and government workers. It is important to build relationships with other organisations and people who may be able to support you with grants.

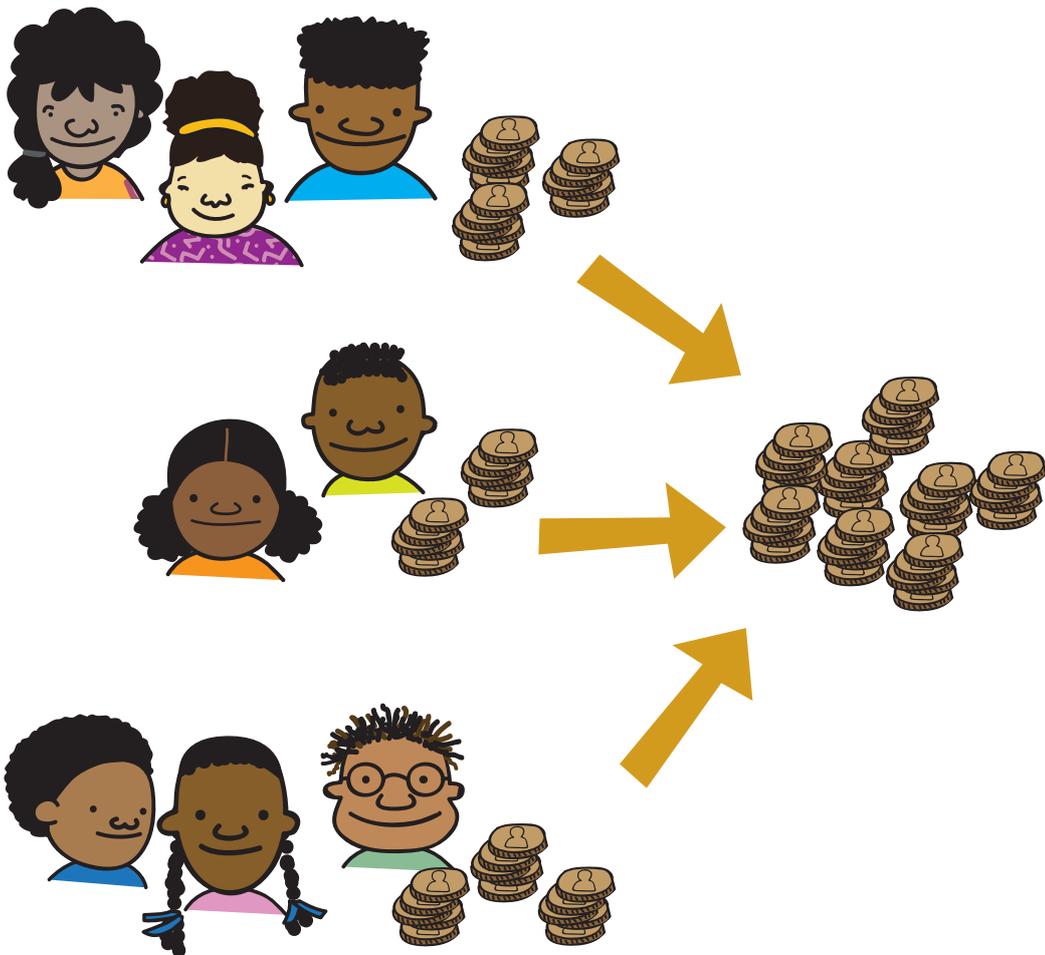


## Crowd funding

Crowd funding is a way of networking on the Internet to raise money. Through a website, people from anywhere can read about your project idea and how you will spend the money. They then decide whether to donate or not. All the money given by the individuals is put together and then given to your project.

### Crowd funding sites

- \* Indiegogo: <http://www.indiegogo.com/>
- \* RocketHub: <http://www.rockethub.com/>
- \* The Green Crowd: <http://www.thegreencrowd.com/>
- \* StartSomeGood: <http://startsomegood.com/>





# 6

## Get active!

This section contains project ideas you can use to promote your cause and build peace.



## Summary of projects

These projects are only examples and can be adapted and changed in any way you like – let yourself go and be creative! The example projects are divided into the following categories:

- \* Art projects
- \* Performance projects
- \* Public speaking projects
- \* Sports projects
- \* Online computer projects.

Remember to always think about the values of respect and compassion when participating in any network activity. Only ever do something that is safe and always seek the guidance of adults when you are unsure. The projects suggest when you need to speak to a responsible and trusted adult.

All age groups can do these projects, however, younger children may need help from older children or adults.

## Always ask a trusted adult to supervise your activities in the community

There are still people in our communities, countries and the world who do not treat children equally and some situations can put you in danger of being hurt. Therefore, it is important to protect yourself and minimise any risk by always asking a trusted adult to supervise your activities. For example, invite along a parent, teacher or faith leader.

How will **you** be heard?

Choose how to express yourself:

Sing – dance – speak  
– paint – rap –  
speak out!

Make an impact!

It's your community – so let's hear your voice!





**ART  
PROJECTS**

Art projects can be used to promote your message and start discussions, as well as strengthen your school or community through creativity, colour and energy. They can be used to bring people together and work towards creating a safe environment.



## PROJECT



# Stencils

In this project you will create mud messages on the street – or become a personal signboard with a stencilled T-shirt.

### What is a 'stencil'?

A stencil is a cut-out image. To make a stencil, a piece of paper, cardboard or plastic is cut to create an image or words. The piece of paper is placed over a surface, such as a wall, the ground or a T-shirt. When paint or another similar material is applied, the image or picture created by the cut-out is left on that surface.



Examples of stencil designs on t-shirts.

## CASE STUDY

### Painting stencils with mud!

Jesse Graves, an environmental street artist from the United States, uses mud stencils to share his environmental messages. He uses mud because of the interesting texture; it is environmentally friendly and does not damage property like spray paint. Importantly, Jessie uses mud because 'spray paint is not healthy for children and other living things.'

Jesse's mud art and important messages have been noticed by the public and the media.<sup>3</sup>

#### Jesse says:

*I have no interest in creating art that damages property or is unwanted. If someone does not like my stencils they can easily wash them off.*



▼ Mud stencils by Jesse Graves.

## Materials

- \* Thick paper or card to make a stencil
- \* Knife or scissors to cut out the stencil
- \* Brushes and paint, mud or any other material you can think of to paint the stencil



## What to do

1. Decide what image or message you want on the stencil.
2. Draw the picture or write the message on the card. Use a knife or scissors to cut the image out.
3. Place the stencil on a wall, pavement or other surface. Make sure the stencil is flat against the surface you are painting. You can work together to make sure the stencil does not slip. Use the brushes to dab (lightly add) paint or mud to the surface you are painting.
4. Let it dry to see how it turned out, then continue as many times as you like!



You can stand near your stencil and have fun watching people's reactions. Do you think they like your message? You could ask them.



*Community members from the Solomon Islands decided to stencil T-shirts to speak out about their cause: protecting their local forests from logging.*

### TIP

Remember to seek permission from the council, school or person who may own the surface that you want to stencil.

# PROJECT 2

## Plant a peace tree

Plant a seed of thought – plant a tree.  
This project not only helps you get your message heard, but also helps the environment!

The peace tree project could be adapted to suit other topic areas, for example you could create a 'human rights tree', or plant a tree that represents community growth.

### Background to the project

There are two options for this project:

- \* plant a young tree
- \* decorate an established tree.

The act of tree planting or decorating an existing tree has great meaning. It represents something greater than just the act of planting a tree. The purpose of the project is not just to plant a tree, but also to create discussion and raise awareness of peace (or any other issue you choose). Holding a ceremony to launch the 'peace tree' will create an opportunity to bring attention to your cause.

You could invite a local council member to make a speech and add a sign to the base of the tree, making a commitment to peace – peace in ourselves, our schools, our homes, our communities and our nation.



*Tree planting at Godaif Elementary School, Eritrea.*

## Materials

- \* Young tree (You could contact your local nursery or Department of Environment or Agriculture and ask them to donate a tree. Or perhaps a local farmer has a tree to donate.)
- \* Shovel
- \* Material to make a sign – wood or cement



## What to do

1. With your school or community group, decide where a peace tree could be planted. Make sure you seek permission if you would like to plant the tree on public land. Ask your local council for permission.
2. Contact your local nursery or Department of Environment or Agriculture to see if they would be willing to donate a tree.
3. Organise a public event or ceremony to celebrate your tree planting.
4. Create posters about the tree-planting date, and invite your school, family and community to attend.
5. Hold an event/ceremony – invite the public, and the media (e.g. contact your local newspaper).
6. Promote the message – get the media involved. Make sure you contact the media in advance to get them to report on your event. There are contact details for media agencies at the back of this book on p.122.
7. Before planting the tree, a member from your group can make a speech about what the tree-planting means to your school or community.
8. The meaning of the tree will have a lasting impact if it is has a memorial sign with some words on it. This will mean some preparation in advance.
9. Once the tree is in the ground, make sure to water it and look after it! The tree could be used as a location to hold further activities related to your cause.
10. After the event, talk with your network members about what worked well. What could have been improved?
11. Celebrate the success of your network's contribution to peace in your community.

### Ask permission!

As with any project, if you are using a public space, you will need to involve local council or gain government permission. You may choose to do this project in your school, in which case you will need permission and support from the school principal or your teacher.



*Use tags, coloured ribbons  
and words to create a message.*

### **Taking it further**

Once the tree is strong enough, you can write peace messages on pieces of paper and hang these on the branches. If you cannot plant a tree, you can always select an existing tree in your school or community, and make this your 'peace tree'. Choose a tree in a public place to get more attention, but ask permission from your local council first!

*A peace tree created by Anamburu  
French School students during  
Live & Learn's National Children's  
Conference, held in Vanuatu in 2013.  
The theme of the conference was,  
'I am here, not there!' ('Je Suis Ici, Pa La Ba!').*



# PROJECT 3

## Community mural

Create a permanent art piece in a public place.

A mural is a large public art piece that can promote a message about peace or any other topic of your choice. The mural could be painted on a wall at the market or at school, or at a bus stop. Or, get your message moving by painting on the side of a bus!

A large public mural will create an opportunity for further discussion, action and a celebratory public launch party!



▼ *Mataso Primary School, Fiji, students in front of the world map mural painted on a classroom wall.*

## CASE STUDY



*Kid's Guernica mural made during a workshop in Papua New Guinea.*

### **Kids' Guernica<sup>4</sup>**

Kids' Guernica is an international children's art project that aims to promote peace by encouraging children to paint murals on a piece of canvas that can be moved. The moveable mural symbolises coming together, because the art can be shared with the different people of the world.

Kids' Guernica is an artwork on a global canvas. More than 160 peace paintings have already been created in 40 countries. Participation is very simple. If you want to participate in Kids' Guernica exhibitions, you can send your peace art to the exhibition organiser.

Information about upcoming exhibitions is available at <http://kids-guernica.blogspot.com.au/>

Send your workshop report with some digital images to [Kguernica@aol.com](mailto:Kguernica@aol.com). Then it will be uploaded to this [website](#). No formal application is necessary.

The steps for participating in the project are:

1. Prepare a Guernica size canvas (3.5 m x 7.8 m).
2. Discuss what 'peace' is.
3. Create a peace painting on the Guernica size canvas.
4. Send digital images of your workshop and completed painting to [Kguernica@aol.com](mailto:Kguernica@aol.com)



*Kids' Guernica in Bali.*

## CASE STUDY

### Masking tape murals

Tape Art New Zealand use tape to create temporary drawings on walls. They have created over 300 murals for festivals and special events all over the world. None of the murals they have made exist today because the artists always remove their art the day after finishing it.

Their tape art creations capture the imagination of the communities they work in as they ask passers-by and community members for ideas to add into the artwork – while they are making it! They sometimes make basic sketches before they start their mural, but mostly the artwork takes shape as they are making it.

They use masking tape or painter's tape because it is easy to tear and also comes off the surface easily without causing damage. They only use images and not words as they don't want to be confused with graffiti or tagging.<sup>5</sup>

#### Tape Art says:

*"With tape we redefine the world as our canvas and take inspiration from life around us."*

*Detail from a mural called 'Hygia' created by the tape artists on the Worcester Art Museum, in Massachusetts, USA.*



*Students from Rongotai Secondary College in Wellington, New Zealand created this artwork during a workshop which aimed to build links between new immigrant Somali families and Maori families.*

## Materials

(Your list will vary depending on your mural idea.)

- \* Brushes
- \* Paint rollers
- \* Pencils
- \* Paper
- \* Drop cloths – old sheets or plastic to protect the ground near where you're working. (You may not need these if you're painting on the grass.)
- \* Paper plates or something to hold the paint
- \* Several big buckets for clean-up
- \* Newspaper to clean up or use instead of drop cloths



## What to do

1. As a group, discuss the possible locations to paint the mural. This could be in your school, community, at the market or even on a bus. Remember to have discussions with representatives from your school or community if you are thinking of painting a mural on their property.
2. Decide on the key message of the mural and start drawing some ideas! Ensure you get the design right before you start painting. Agree on a final mural outline and keep this piece of paper. You will need to refer to this as you paint your mural.
3. Once you have permission to paint the mural, organise to buy the materials and set a time when people can gather at the selected location. Remind people to wear clothes that can be splattered with paint!

### PLAN

You will need to plan your design carefully. Paint is permanent so you need to make sure your design is the best it can be. Prepare a draft version of the mural before you buy the paint. Show this design idea to the correct authorities. If you can show them a good design, you will have more chance of getting approval!

### TIP

#### Ask an adult who knows about painting

Ask an adult who knows about painting to help so you buy the correct paint, because there are many different types. Do you need a primer? A primer prepares the surface to be painted. Also remember to clean the surface where you will paint. Remove any loose bits, clean and allow to dry.

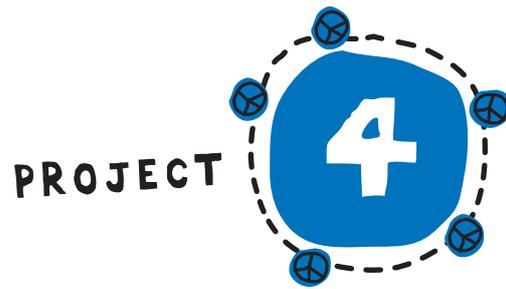
## Ask permission!

4. The first step in painting the mural is to ensure that you have a good base coat on the wall. (White or pale colours work best.)
5. Once the base coat is dry you will need to create an outline of your mural in pencil, marker or chalk. Refer to the mural outline you drew on paper and agreed to. Get this right before you start with the permanent paints.
6. Once this is drawn up, pass the brushes around and encourage everybody to start painting!
7. Promote your mural to as many people as you can to ensure that they see your message!
8. Hold an opening ceremony to reveal your mural and invite community members, council members, teachers, parents and the media to report on your painting. Choose someone in your group to speak out at the opening about the meaning of the mural.
9. After the event, talk with your network about what worked well. What could have been improved?
10. Celebrate the success of your network's contribution to peace in your community. You have made a message of peace!

Ask permission to create a mural – otherwise you may be charged with damaging property or vandalism!



www.kids-guernica.org



## Exhibitions – public art

Create a variety of artworks displaying your messages of peace.

This project involves collecting or creating artworks to be displayed during a public art exhibition. The exhibition could be held in a school hall, community hall, marketplace, the beach or any other outdoor space – even using an existing fence to hang work on.

<http://mossitka.com>



*Street art growing in Brooklyn, USA.*

[www.angelavanboktel.com](http://www.angelavanboktel.com)



*'HeART' flip flop art in Sydney, Australia.  
Fences typically add divisions in our community  
but this one brings love!*

## Materials

- \* Paper
- \* Pens
- \* Pencils
- \* Paint
- \* Brushes
- \* Cloth
- \* Camera
- \* Any other materials that you can use to make a message!



### Ask permission!

Ask permission to create public art – otherwise you may be charged with damaging property or vandalism!

## What to do

1. Explain to the group that the aim of this project is for group members to create their own message of 'peace' (or any other topic of your choice) using available materials. Have a brief discussion with the group to come up with some ideas or a theme for your exhibition. (See the pictures for some inspiration.) Hand out paper, pens and pencils, and encourage participants to start sketching their ideas.
2. You will need to allow time for the artwork to be created, as you want to exhibit your best work!
3. Discuss with your teachers and other community members about a possible 'exhibition' or a show for the artwork that will be created. Decide on when and where the exhibition will take place and come up with ideas to promote your exhibition. Will you have an opening night? Decide how many days the artwork will be exhibited for.
4. Create a poster or flyer to advertise the exhibition, add the date and location details so you can get as many people attending as possible.
5. Invite members of the media to report on your exhibition opening. (See section 7 for more information on how to do this.)
6. Invite members of government and donor agencies to attend the exhibition. Somebody from one of these organisations may be able to open the exhibition and speak about the ideas behind the artwork.
7. If you can, record the exhibition yourself by taking photos of the different pieces for future discussion and extended teaching opportunities with the group members.
8. After the event, talk with your network about what worked well. What could have been improved? Did you get any feedback from the people attending the exhibition?
9. Celebrate the success of your network's contribution to peace in your community. Through your images and words you have spoken out about peace!

## Art on fences

Cup art is a form of street art. Artists use painted cups pushed into chain link fences. If you don't have cups, you can use coloured fabric and weave it into the fence.

Using varying phrases and fences around town, you can create large-scale words to send a message that is inspirational and gets people thinking.



*A heart made from cups. Be sure to push the cups into the fence firmly, so they don't blow away and become litter!*

## CASE STUDY

### Messages on the fence

The artist known as 'Lambchop', weaves mysterious, thought-provoking, and uplifting messages into chain-link fences, hoping the phrases will have a positive impact on those who see them.<sup>6</sup>



## CASE STUDIES

### Getting your message out!

There are many ways to get people talking about an issue. Finding new and creative ways to catch attention is a good way to start a wider discussion.

#### Make a sign and go public

In Viet Nam young volunteers made colorful signs with different messages, for example, 'refuse plastic bags when you can', and 'I hate plastic'. They went to the markets with these signs to encourage shoppers to reduce the use of plastic bags.



The youth volunteers also made a mural out of newspapers and old plastic bags. The aim of the mural was to create awareness of recycling these materials.



#### Peace bus – messages that move!

From 2007- 2009, Live & Learn Fiji used a colourful peace bus to travel around the Western district and teach students about peace. The theme of the bus was 'Imagining tomorrow and hope for peace'.

PROJECT



## Talk with chalk!

Chalk it up at your school or in town!

Nothing in life is permanent. This activity shows us that change is possible, because even this message will change over a few days.



## Materials

- \* Paper
- \* Pens
- \* Chalk



## What to do

1. As a group, discuss ideas for your chalk messages. You may want to use some existing quotes or make something up that best reflects your cause. It is best to keep these messages short and to the point. This will make your message stronger and save on chalk!
2. Choose a location for your message. If you choose a public place, make sure you are respectful of others, and ensure your message is not offensive to any other groups.
3. Create the messages. Have fun!
4. Watch people respond to your messages and – if you are brave – ask them what they think!
5. After the event, talk with your network about what worked well. What could have been improved? What did you enjoy about the activity? Were there any challenges?
6. Celebrate the success of your network's contribution to peace in your community. Congratulations – you have now talked with chalk!

### Ask permission!

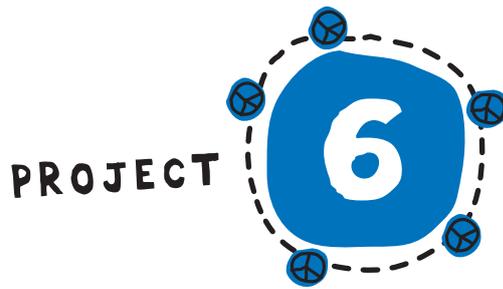
#### Talking it further:

Create a public chalkboard in your community. Ask permission from your council first, then buy some chalkboard paint and choose a wall in a good location.

It is important that your message is attractive, and appealing – otherwise, it will quickly be washed away or rubbed out! Be selective about your chalk messages! Sometimes less is more!

Also don't forget to check the weather forecast. You don't want to create chalk art on a rainy day.

**TIP**



## Positivity postcards

Develop a series of postcards that can be sent out to community leaders to promote your cause. As the future leaders of tomorrow, you may have some great ideas on how to make your world more peaceful. Why wait to share them – send a postcard today!

You can make the postcards by hand or, if you have funds available, you can get some of them printed. A postcard is a great way to get a message passed on and the issues heard!

Once the postcards are prepared you can send them by mail, deliver by hand or, if you live in a town, put them on car windshields.

*You could hold a postcard exhibition in a local hall or school building.*



[www.flickr.com/photos/higotv/5118424603/](http://www.flickr.com/photos/higotv/5118424603/)

## Materials

- \* Thick card
- \* Pens
- \* Pencils
- \* Paint
- \* Brushes
- \* Stamps if sending by mail  
(or you could hand deliver them)

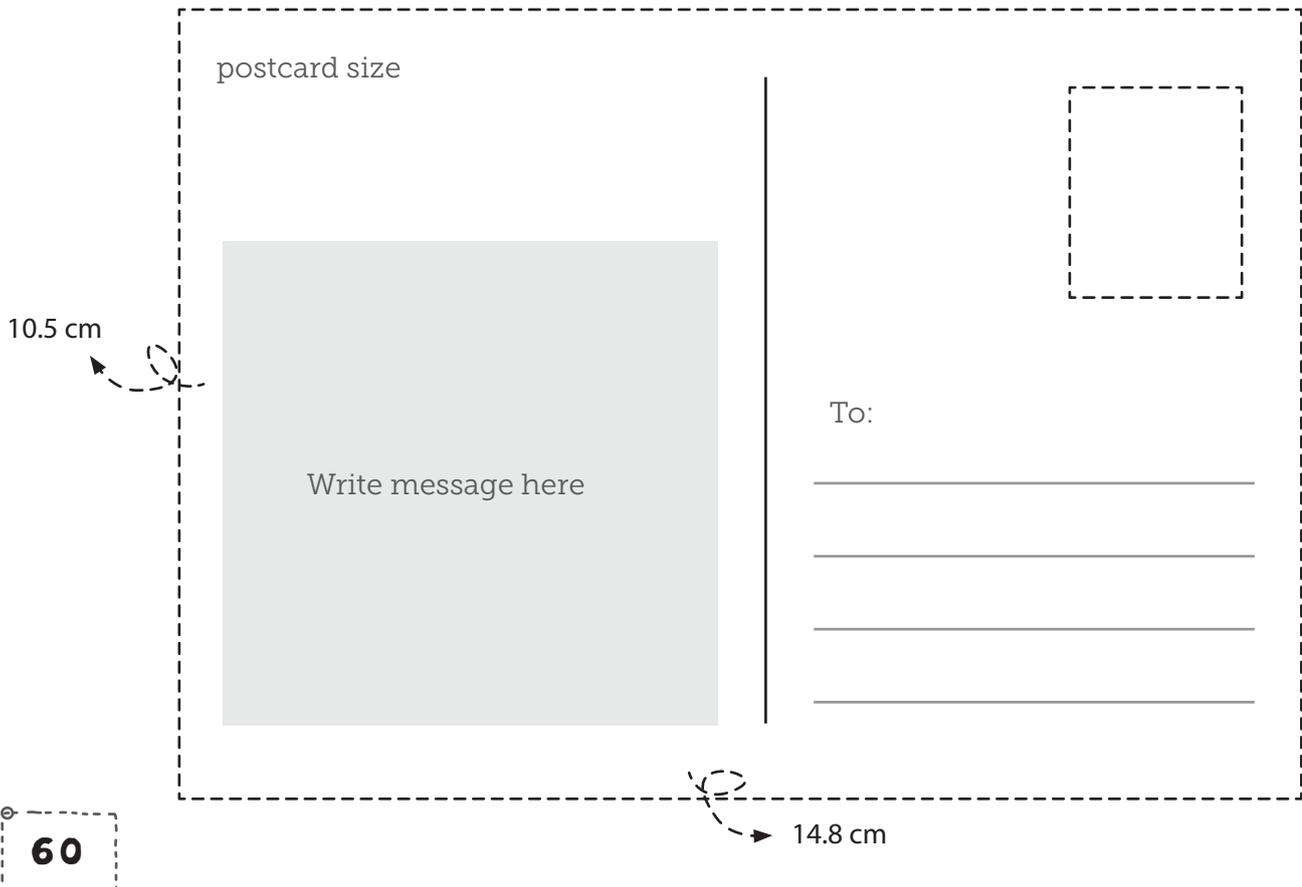


It doesn't really matter what size the postcards are – be as creative as possible! However, if you are sending them by post, it is best to stick to the standard size (10.5 cm x 14.8 cm).

**TIP**

## What to do

1. Cut out the card to approximately 10.5 cm x 14.8 cm.
2. As a group, discuss what peace means to you. Then think of how you could draw this or write about it.
3. As a network, you might want to decide what text to put on the back of the postcard.
4. Pass out the pens, pencils and paint and start creating! Encourage network members to paint/write a message of peace on the front of the postcard.
5. Deliver the postcards to different people and organisations to spread your message of peace.





## Human sculptures

Use people power to share your message.

Human sculptures are large forms or shapes made up of a group of people working together! Your group can be as big or small as you like. The beauty of this activity is that it is very simple and needs no material, just people working together for a big visual impact.

Your human sculpture can be as simple as a peace sign at the school or marketplace!



Jessica Stilger, Berkeley School District, Berkeley MI

*Students formed a human peace sign to demonstrate their commitment to ending school bullying, at Anderson Middle School, Michigan, USA. This was part of a nationwide movement called 'Stand 4 Change Day'. The Principal, Vince Gigliotti said, "Remember why we are participating today, you are standing with millions of students nationwide to stand up to bullying. Let's continue to be a 'No Place for Hate' school."*

## Materials

Use stones, sticks or chalk to mark the surface you will create the sculpture on. But the most important material in this activity is **PEOPLE**.



## What to do

1. As a group, decide on a symbol or word that you want to create a sculpture of. It could be as simple as a peace sign, or even spelling out the word 'peace'. Or it could be holding hands across your town, down the main street.
2. Decide on a venue (where the sculpture will be created). Depending on how big your sculpture will be, it might be best to create the sculpture in a venue that has lots of people, such as in the school grounds, or in a place where you can get a big audience (crowd of people watching), such as the market.
3. You may need to invite people outside your group so that you can make your message big enough to have impact! You could create a poster to advertise the event location and time.
4. Depending on the surface (grass, concrete, sand, etc.), use chalk or a stick to mark out the symbol or word.
5. Move the members of your group around the markings. Make sure you have enough people. You might need to recruit some willing volunteers!
6. Organise for people to see your sculpture! See if somebody can take photos to record the event. Or ask the media to attend.
7. Elect a spokesperson in your group to speak about the event to the community. Explain the meaning behind the event.
8. After the event, meet with your network and discuss the power of people working together. How else can people work together to create change?



www.350.org

*Human 350, with a peace sign in Serbia. The aim was to bring attention to how climate change will affect peace between people around the world.*



www.350.org

*A massive cyclist formation in Melbourne, 2011. This was organized by 350.org to promote environmentally friendly transportation.*

# PROJECT 8

## Eco-warriors

Turn everyday objects such as plastic bottles, into 'eco-warrior' masks!

This project allows you to make messages that grow – using seeds that grow into plants.



*Put a few holes in the lid to allow the water to drain out of the plant.*



*Turn empty milk and juice containers into fun tribal masks which double as planters, brings green life into an otherwise grey environment.*

## Materials

- \* Clean old plastic bottles or containers with lids
- \* Acrylic paint
- \* Glue
- \* Soil
- \* Seeds
- \* Hook or nail to hang mask from



## What to do

1. Save plastic bottles and other potentially useful containers from your house or school. Make sure the bottles have their lids.
2. Cut off the bottoms of the plastic bottles, and turn the bottles upside down.
3. Using paint, if available, create 'eco-warrior' masks. If you don't have paint, you can use lids or caps to glue on eyes.
4. Fill the masks with soil and seeds.
5. Decide on the best place to hang these. Choose a place where it can be watered from the rain and won't be at risk of being damaged by others.
6. Hang, water and wait for the top of the masks to sprout 'hair'!

### Make glue!

You can make your own glue using flour and water.

### TIP

Do not use bottles that contained household chemicals or anything else that is potentially toxic (poisonous).



# PROJECT 9

## Green graffiti – resistance is fertile!

Make messages that grow!



### Materials

- \* Moss
- \* Buttermilk (see box)
- \* Blender/utensils to mash up materials
- \* Plastic container
- \* Paintbrush

#### Making buttermilk

Mix one tablespoon of lemon juice or white vinegar into one cup of milk.

OR

you can try mixing seeds with flour and water, and paint this on your dark surface.

### What to do

1. Collect some clumps of moss. You can find this in dark, damp places.
2. Add buttermilk (see box) to the moss and put in a blender (or mash up). Create a smooth, creamy mixture. Pour this mixture into a plastic container.
3. Now find a dark, damp wall out of the sun and, using a paintbrush, paint your message.
4. You will have to return to the site to water the growth to keep your message alive.<sup>7</sup>



A clump of moss ready to mix with buttermilk.



[www.flickr.com/photos/feldtripp/](http://www.flickr.com/photos/feldtripp/)

*The wet mixture of buttermilk and moss is pasted onto a wall. In the right conditions, these will grow.*



<http://mossika.com>

*Moss stencils growing on city walls in Brooklyn, USA. The artist aims to draw a connection between nature and the city environment.*



[www.flickr.com/photos/23881436@N05/](http://www.flickr.com/photos/23881436@N05/)

*Long grass cut back to reveal a peace sign.*



# PERFORMANCE PROJECTS

Performance projects allow everyone to participate! They can be used to promote messages and start discussions, as well as strengthening your school or community through creativity and energy. They can be used to bring people together to create a safe environment.



# PROJECT 10

## Sing-song session!

Get your message heard in a fun and interesting way.  
Singing a song is catchy and will stop crowds.

### What is a 'sing-song session'?

A 'sing-song sessions' is a way of creating a song about an issue of importance in your community or country. The 'sing-song session' is based on the idea of a 'complaints choir': a creative way to raise awareness about a key issue in a fun and peaceful way.

The group of people, the 'choir', can be made of anybody from the community who wants to take part. The choir decides what issue or issues to focus on and writes a fun and light-hearted song about the key issue. They then perform the song in a public place so others can hear their message.



www.complaintschoir.org

Complaints Choir of St. Petersburg, Russia 2006



*Complaints Choir of Hamburg-Wilhelmsburg, 2006*

### **What is a complaints choir?**

A complaints choir is when people get together to perform a song they have written to 'complain' about a problem, to tell a story or raise awareness about a key issue that may be hard to talk about in the community.

In this choir, the complaints collected for songs can vary from small daily irritations to global issues. Anything that truly annoys people is useful material for a complaints choir. In Birmingham people complained about unfriendly bus drivers, dead bananas and slow computers. In Helsinki the favourite topics were annoying mobile phone ring tones, people who smell on public transport and the fact that Finland always loses to Sweden in competitions.

The Complaints Choirs Worldwide project invites people to complain as much as they want and to sing their complaints out loud together with fellow complainers, to entertain and inform the public.<sup>7</sup>

For more information, see: [www.complaintschoir.org](http://www.complaintschoir.org)

## What to do



1. Invite people in your community to join the 'sing-song session'. People don't have to be good singers and they can be any age.
2. Ask the group to list three to five issues or topics to raise awareness about. Select one topic to focus on. Use butcher's paper to write down the ideas and issues that are central to the song. This will help the writers form the words for the song. You might like to stick to two to three verses and one chorus. You can use humour to keep your issue fun.
3. Now is the time to write the song. If your youth group has a few musicians in it, ask them to help. You need to work fast to keep people interested – try not to leave it more than a few days. It doesn't matter what style the song is, as long as the people sing loud and with a positive, happy attitude.
4. Get your group together and start practising the song. Make sure that everyone knows that they are part of the choir and they are all important in getting the message across. Everyone should learn the song together and have a good time.

Practise as long as you can. Select a location and start spreading the word about a performance. Select a place that will give you as much exposure as possible, for example, the market or shopping area. If possible, arrange to have someone bring a video camera to record the performance. Or you can contact your local media, for example a radio or TV station, and get them to record your performance.

During the performance, try to have as much fun as possible and encourage the audience to join in. Have the words written out so everyone can see them and join in. You could do it once and if people are interested in what you are saying (and singing) you could perform it again, or you could move to a different location and do another performance.

If people are interested in what you are singing about, it may be useful to have a few group members around to keep people talking about the issue. It may be worth having a plan in place for people who want to find out more.



## CASE STUDY

### **A complaints choir in China**

A 'complaints choir' in Guangdong's provincial capital Guangzhou has a harmonious solution to social concerns – singing about them – which has far-reaching implications.

Residents of Guangdong's provincial capital Guangzhou are frustrated by high prices, never-ending workdays, overcrowded public transportation and traffic jams, and some of them have an idea of what to do about it – sing.

Young members of the 'complaints chorus' performed at six of the city's famous sites on May 20, including Canton Tower, Chen Clan Academy and Shamian Island.

The 15 singers, most of whom are college students, donned white T-shirts and sunglasses and clutched yellow file folders. They caught the attention of passers-by.

While their vocals weren't professional, the chorus' appeal comes from its humorous and thought-provoking lyrics about issues nearly all residents can relate to.

Such lines include: 'The leather shoe I threw away became a pill capsule in a jiffy.' The words express food and medicine safety concerns that arose after a China Central Television exposé revealed some producers were illegally making medicine capsules with chemicals extracted from leather waste.

He Zhirong and his family were so intrigued when they chanced upon the group that the 44-year-old man and his wife took a lyrics sheet and sang along.

'I have complaints about many issues they discuss, but I don't want to address them in violent ways, like protests, rallies or marches,' the Guangzhou native says.

'I'm grateful the choir expresses many Guangzhou residents' concerns. And it's great that these creative young people worked out such an interesting and mild way for me to speak my mind.'

The complaints choir concept was first popularised by two Finnish artists, who experimented with the idea in Birmingham, England, in 2005. People in 70 cities in at least 21 countries have since started their own, according to the website, [www.complaintschoir.org](http://www.complaintschoir.org)<sup>8</sup>



## Theatre for change - interactive drama

Use drama to engage an audience on an important topic.

Performing a drama or theatre piece is a great way to raise awareness about a community issue. The best way to interest people in a topic is to encourage them to take part in the play. This type of play is different from the usual performance because in this drama, the audience are invited to get up and join the performance and help decide the direction of the play.

As the play takes place, the audience can yell out 'stop!' and take the stage – replacing whichever actor they choose. A facilitator, who conducts a discussion with all the cast and audience at the end, runs the play.



## What to do

1. As a group, decide on the key story that will be discussed in the play. You might want to come up with a few opening lines to get the play started.
2. Decide who will be the actors and the 'facilitator'. The facilitator is the person who will manage the discussion at the end of the play. A teacher or community worker might be a good facilitator. The facilitator can also help your group decide what issue to cover in the play.
3. Organise when and where the play will take place. Decide who your audience will be and let them know when the play will take place. Each play should be only 10–20 minutes, to allow time for discussion at the end.
4. On the day of the play, read out the 'audience rules' (see box below). You might want to write these rules up on a piece of paper and display them where the audience can see them.
5. During the play the facilitator may help to keep the play moving by asking questions throughout about the key issue being discussed. The facilitator should also ask questions at the end of the play.

For example:

- \* Ask each person who stopped the drama:  
Why did you choose to replace the actor?
- \* Ask the whole audience: What do you think the drama was about?



### Ideas!

Some ideas for your play are:

- bullying at school
- racism in our community.

### TIP

#### (The) audience rules

You can stop the drama at any time

Put your hand up to speak

Put your hand up and when the facilitator acknowledges you, call out 'stop' and point to the actor you want to replace

You can take part in the play

You decide what to do and say.





## Mix it up - mini music marathon

Use music – song, dance or performances – to express your cause.

This project involves a public performance using song, dance or both to promote your cause! Make the performances as fun as possible and encourage the audience to join in and sing/dance along.

### What to do

1. In your group, discuss what issues you want to focus on for your mini music marathon. Choose a theme. Your group may decide on one song, or many more.
2. Decide on your audience – who will be watching the performance? Organise a time and the place to show your musical performance.
3. Practise as much as you can.
4. Advertise your performance with posters and flyers in public places.
5. One person can act as the host of the show, to introduce the acts and explain the messages to the audience.
6. During the performance, encourage the audience to participate as much as possible. Have fun!



# PROJECT 13

## Giving compliments

Create posters with powerful messages that make people feel good about themselves. Spread good feelings and your community will thank you!

### Materials

- \* Cardboard
- \* Paper
- \* Markers
- \* Pens



### What to do

1. Decide on the messages for the posters.
2. Make the posters. Be as creative as you can. Choose positive messages.
3. Display the posters in as many places as you can.
4. Watch people smile as they read the posters.
5. Follow up on your compliments by asking people not in your network how the message made them feel.



www.facebook.com/tuftsfreecompliments

*Tufts Free Compliments, Boston, USA.*

# CASE STUDY

## Free compliments

At Tufts University, Boston, USA, students have taken the art of complimenting to the next level. The group, 'Tufts Free Compliments', stands outside of the university's library, and gives compliments to anyone who walks by.



'Our core goal is to make people smile, happy, less stressed, and make the campus a little better of a place,' said Brendan Conron, president of the club.

'We give compliments like "you look really academically motivated,"... "you're a great senior," "you're really talented," "you walk with determination,"' he said. 'They're less material based.'

Conron said that the group will also give out 'guerilla compliments', such as writing compliments on pieces of paper, and leaving them on lunch tables or in books.<sup>9</sup>



*Let people choose their own compliment to tear-off and take with them.*

# PROJECT 14

## Flash mobs

### What is a 'flash mob'?

A 'flash mob' is a group of people who come together in the same place at the same time to perform a song, dance or other performance and then they leave straight afterwards. This can have a big impact, because people are not expecting to see dancing or singing!

Your group will gather in a public space – without anyone knowing – and perform a dance or song for a short period of time, and then disappear quickly after.



[www.seaweb.org/aboutus/FijiFlashMob.php](http://www.seaweb.org/aboutus/FijiFlashMob.php)

Flash mob performance at the Hibiscus Festival in Suva, 2012.

## CASE STUDY



### Flash mob at the Hibiscus Festival

More than 100 supporters of marine conservation took to the street of Suva during the 2012 Hibiscus Festival to deliver a message on the conservation of fish and their breeding areas, with the theme, 'More Eggs More Fish'.<sup>10</sup>

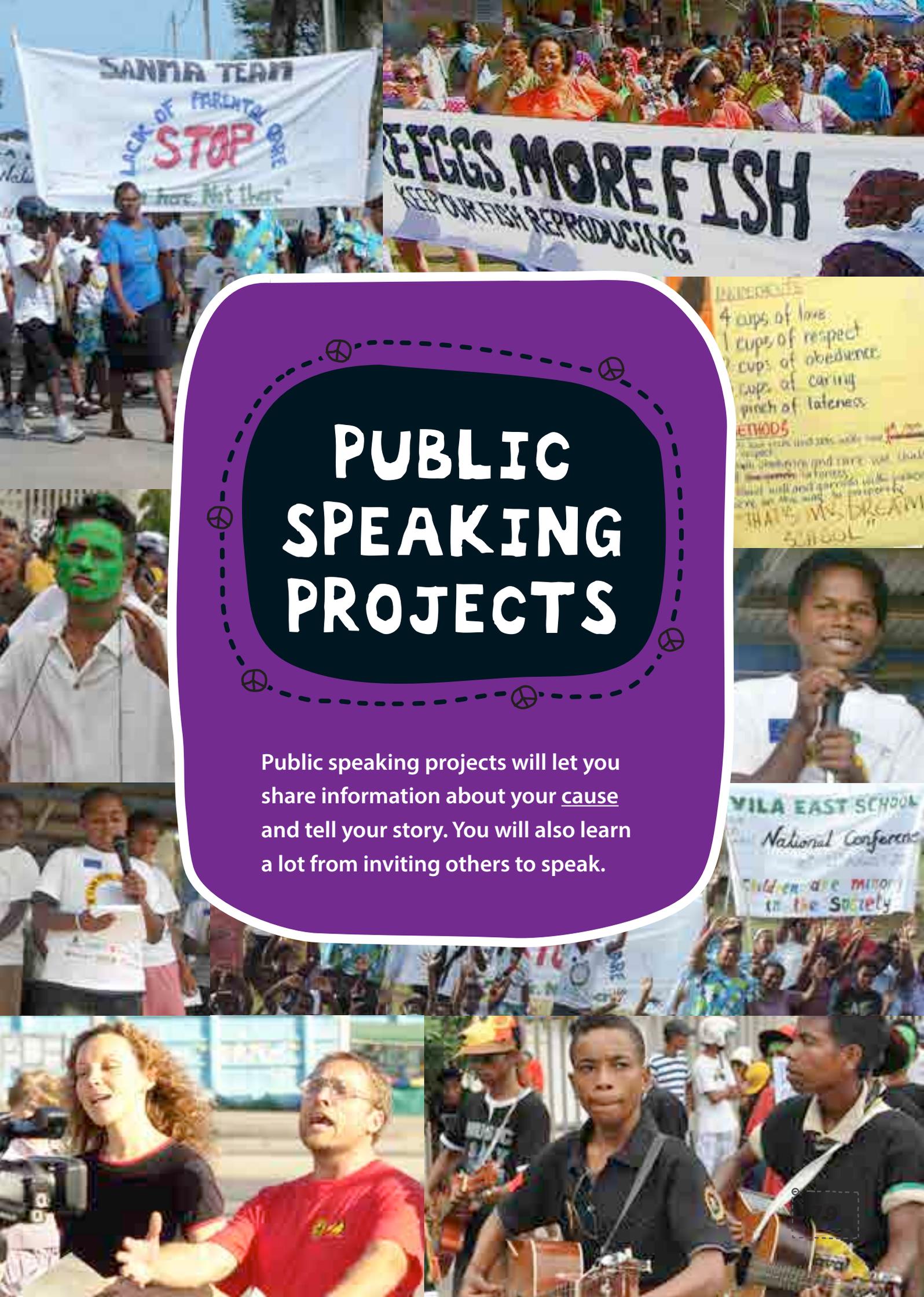
#### What to do

1. Decide which issue your performance will cover.
2. As a group, decide on a performance (song, dance or rap).
3. Organise a time and place and tell your friends, networks and other interested groups the time and location.
4. Practise your performance beforehand in a private location.
5. On the day of the flash mob, ensure that one person in your group has a portable stereo or an instrument to play the music for your performance.
6. After the performance, it's important to move quickly from the space. The performance creates a big impact because people do not expect it and then you disappear like it never happened. Organise another place that your group can meet to discuss how the performance went. Have fun!



#### TIP

Ensure your performance remains peaceful and fun.



# PUBLIC SPEAKING PROJECTS

Public speaking projects will let you share information about your cause and tell your story. You will also learn a lot from inviting others to speak.

4 cups of love  
1 cup of respect  
2 cups of obedience  
1 cup of caring  
pinch of patience  
METHODS  
THAT'S MY DREAM SCHOOL

VILA EAST SCHOOL  
National Conference  
Children are MINORITY in the Society



## Host a public event

A great way to share your projects with the community is to organise a formal public event. A public event includes activities (usually fun!) as well as interesting speeches that anybody from the community can come and join in with or listen to.

An important part of hosting a public event is to have it in a popular public place that is easy for people to get to, for example, in the centre of town.



*Live & Learn's National Children in Development Conference, held in Saralana Park, Port Vila, Vanuatu, 2013.*

## CASE STUDY

### **Peace Day celebration in Honiara, Solomon Islands**

On 21 September 2012, 200 students from 10 schools in Honiara decided to promote peace by creating a Peace Day celebration. The children chose to hold the event on the 21 September because it is the International Day of Peace. With the support of 10 teachers, the children decided to hold the event in a park in the centre of Honiara, opposite the main bank and next to the bus stop.

The celebration included children presenting speeches, drama, poetry, songs and games. A lot of passers-by joined and watched the activities. The young organisers invited the media and two government officials from the Ministry of National Unity, Peace and Reconciliation to give speeches at the celebration. The children enjoyed sharing their wish for peace with the community and it was a great way build to their confidence.



## CASE STUDY

### Marching to celebrate World Aids Day

On 1 December 2011, the students from Vilelo Primary School in Papua New Guinea marched in Bialla town to celebrate World AIDS Day.

World AIDS Day is held on 1 December each year and is an opportunity for people worldwide to unite in the fight against HIV, show their support for people living with HIV and to commemorate people who have died.

World AIDS Day was the first-ever global health day and the first one was held in 1988. During the 2011 march, the students advocated against the spread of HIV in the community and showed support for those who live with HIV. The activities included a drama depicting the spread of HIV, a brass band that played while the students marched and dancers who led the march.



### What to do

1. Choose a theme for your public event. What is your cause? Why are you having an event? Do you want to link it to a special day of the year? (See p.28 for a list of international days.)
2. Choose where you will host the event. Do you need permission from the government, local council or landowners?
3. Organise the details of the event: date, time, what will happen, who will do it.
4. Promote the event. Start spreading the word about the event through your networks and the media. Create some flyers or posters to advertise it.
5. Ask a well-known public person (e.g. a local leader, sporting hero or popular singer) to present a talk at your event.
6. If possible, arrange to have someone bring a video camera to record the event. Or you can contact your local media (e.g. radio or TV station) and get them to record your event.
7. Hold the event and enjoy it! During the event, try and have as much fun as possible and encourage the audience to join in.

8. If people are interested about your event issue, it may be useful to have a few group members around to keep people talking about the issue. It may be worth having a plan in place for people who want to find out more.
9. After the event, discuss as a network:
  - \* What worked well?
  - \* What would we change for next time?
  - \* Did our message get heard? How do we know this?
  - \* Do we have any new people who want to join our network?

## CASE STUDY

### **Joining a national children's conference**

The National Children in Development Conference was held in Kimbe, Papua New Guinea, on 19 and 20 November 2012. Universal Children's Day is also celebrated on 20 November.

Universal Children's Day is a day of worldwide friendship and understanding between children. Many children participated in the conference, advocating for peace to be maintained in the home, school and community. They composed a powerful song about the theme of the Conference 'See me, hear me and care for me'. It was recorded and played occasionally on the local radio station. Children also shared personal stories, poems and dramas. This gave the children an opportunity to share information about their cause and to participate.





## Speaking with confidence

You might be nervous about speaking in public or being in the spotlight. This is natural and gets easier with practice. This exercise will help you improve your confidence in self-expression.



*Students speaking about peace at the National Children in Development Conference, in Kimbe, Papua New Guinea, November 2012.*

## What to do



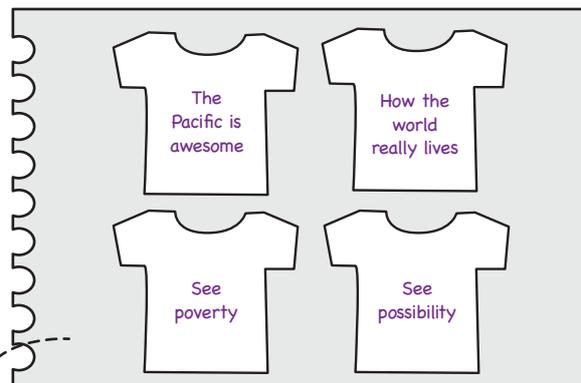
1. Choose someone from your group who is going to deliver the speech, or perhaps a couple of group members can.
2. Find or create an event to speak at.
3. Write your speech. Answer these questions to help you write your speech.
  - \* Why are you giving the speech? Why is it important that it comes from you? For example, the speech might be about community violence – you are the person delivering the speech because you are from the community and aware of the violence.
  - \* Why is the issue important? What are the key messages about the cause? For example, how is the violence affecting the community and preventing peace. Try to think of the three key messages you want to express.
  - \* What do you want the listeners to do? For example, you want them to think about the violence in their community and attend a peaceful march that is going to be held next week.
4. Practise your speech.
5. Deliver and enjoy!

### TIP

A handy way to remember your speech is to think of fun T-shirt slogans, similar to the ones you see on t-shirts.

Divide your speech into four or five slogans. Be as creative as you like. On a card or a piece of paper, draw the T-shirts like the ones below and write your slogans on them. You can just take a piece of paper with your T-shirts on it with you when you give the speech. You'll be able to talk around your slogan ideas.

This will stop you from just reading straight off the paper but give you support in case you forget.



*Slogans for a speech on the future of the Pacific. Can you guess what the speaker talked about around each t-shirt slogan?*



## Learning from our elders

Listening is a very important skill in peacebuilding. We can also learn a lot about how the world works through listening to our elders.

### What to do

1. Invite an elder from your community to visit your group and speak about their experiences in peacebuilding, how security has changed in the community or any other issue. Find both male and female elders to speak.
2. Your group should select one person who can welcome and thank this person for meeting with the group.
3. Plan your questions in advance. Spend time thinking about some questions you can ask this person when they meet with your group.
4. At the end of the meeting, thank this person for meeting with you and sharing their ideas.
5. Reflect on what you have learnt.





# SPORTS PROJECTS

Sports projects will get people moving and thinking about messages of peace



# PROJECT 18

## Peace chain

Get people joining together around town to share messages of peace and solidarity.

Linking arms is a sign of solidarity. Solidarity means harmony, unity and everyone working together. You can encourage your network and other children to meet and join arms in a public place to raise awareness of your cause.



## What to do

1. Select a place that will give you as much exposure as possible, for example, the market or shopping area. If possible, arrange to have someone bring a video camera to record the chain. Or you can contact your local media, for example, a radio or TV station, and get them to record your peace chain. Organise a day and time for everyone to meet at this place.
2. At a certain time everyone links arms and stretches as far as they can, perhaps circling a building.
3. People in the chain can say some key words so people know what it is for. You could say things like, 'Peace for all' or 'Peace is important'. You could also choose to hold signs or have slogans on your T-shirts. Encourage onlookers to join the chain.
4. Choose how long you want to stay in your peace chain and when you are ready to finish. Perhaps count down, call out a slogan and throw your arms in the air.
5. If people are interested in what you are doing, it may be useful to have a few group members around to keep people talking about the issue or hand out a flyer. It may be worth having a plan in place for people who want to find out more.



### TIP

To make it fun, start a wave that runs through the chain. Each person has a turn at lifting up their arms and making a noise.





## Peace run

Get people running for peace around your village or island.

Running is a great healthy activity and a terrific way to make your message travel through many villages.

You could either choose a fun run or a baton relay.

A **fun run** is where everybody joins in to run or walk the same distance. (You could have short-, medium- or long-distance options.)

A **baton relay** is where an item is passed along from one person to the next by running or walking. It is a great way to cover a long distance. You will need to plan which section each person runs. Your baton could be something that represents peace, for example, a bunch of flowers or a palm frond.

## What to do



1. Decide on what your run will promote.
2. Decide whether you will have a fun run or a baton relay and plan the route.
3. Speak to people in the villages and schools in the locations of the run. Choose a day they will all be free to participate. Set the date and start advertising. Contact the media so they know about it in advance and can help you promote it.
4. On the day of the run, you may want to invite a special guest to start the run. You may also like to invite someone to give a speech. Make sure people know what the run is for. Decide if you are going to have prizes for the winners.
5. If people are interested in what you are doing, it may be useful to have a few group members around to keep people talking about the issue. It may be worth having a plan in place for people who want to find out more. Perhaps you can prepare a brochure with information.
6. After the run, discuss the following questions as a network:
  - \* What worked well?
  - \* What would we change for next time?
  - \* Did our message get heard? How do we know this?
  - \* Do we have any new people who want to join our network?
  - \* Do you think the run was a success?





## Champions of peace

Identify your sporting heroes and think about how sports can contribute to peace.

### What to do

1. For this activity, ask a teacher from your school or a community leader to assist you.
2. Ask the group to identify their sporting heroes. If possible, ask the group to draw/find pictures of their heroes. Make sure you consider both male and female sporting heroes.
3. Each person can highlight at least one way they think that their sporting hero is spreading the message of peace.
4. Ask the group members to write a letter to their sporting heroes to explain why they think they are a 'Champion of Peace'. Invite them to visit your group and talk about peace to the community.



### Taking it further

Ask the sporting hero to take your message to their networks. Sporting heroes have a large network, including the media, and it is a great way to get your message out.

**TIP**



# ONLINE COMPUTER PROJECTS

Projects online allow you to widen your network, share your issue and ideas, as well as call people to action.





## Set up a website or blog

### Using the Internet

The Internet links networks from all over the world. These can be community, government, public, private and business networks – just to name a few. To use the Internet, you need a computer with Internet access.

The Internet is a place to:

- \* find and store information (like a massive library!)
- \* communicate to others
- \* network and speak out
- \* play games, and try many other fun and interesting activities.

If you have a computer with Internet access, setting up a website or blog can be interesting way to speak out to the world!

#### TIP

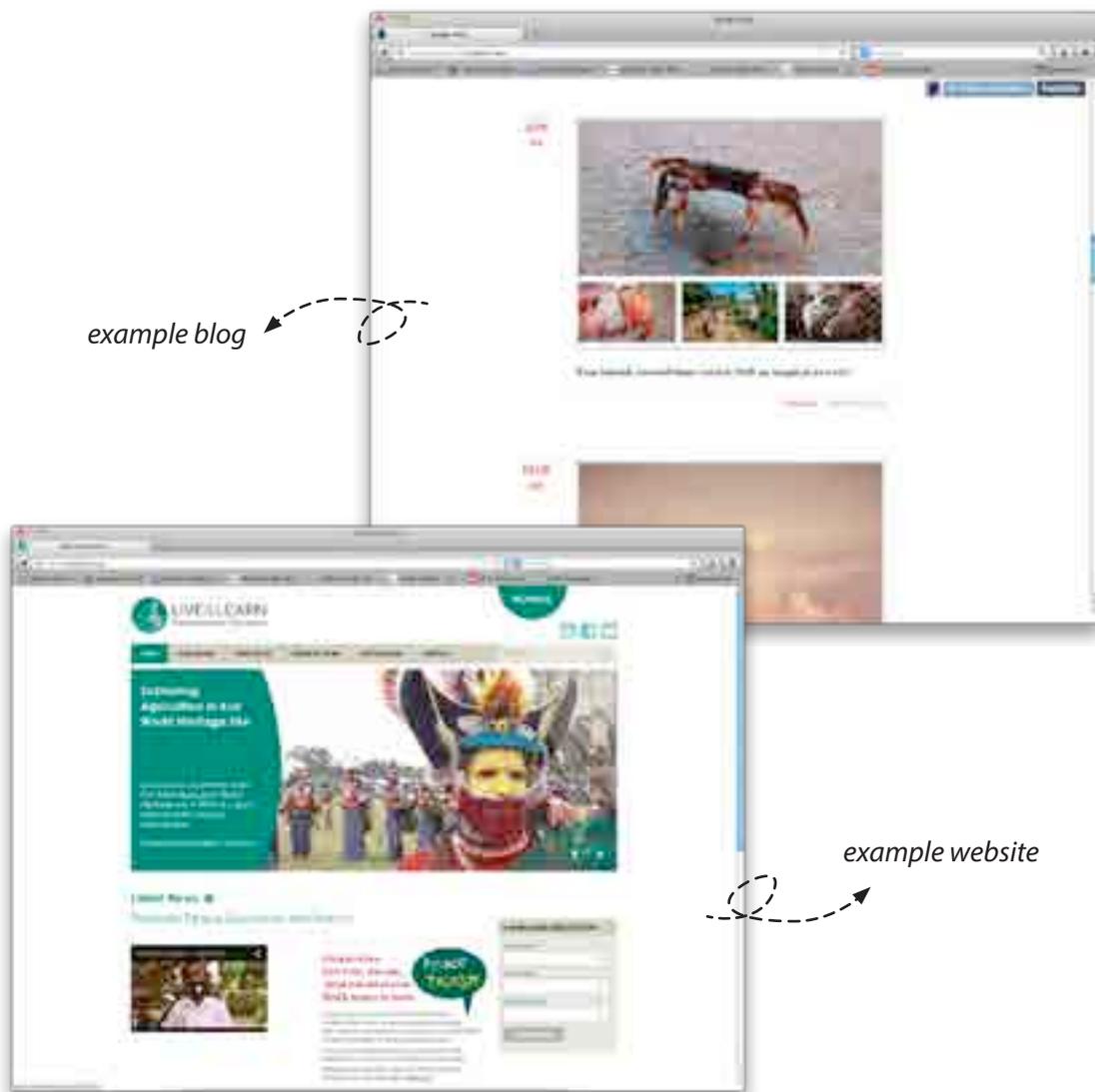
If you do not have a computer with Internet access, ask your networks – perhaps someone has one at home or in their workplace.

You can use the Internet to promote your network and cause. By setting up a website or blog, people can find out more information about your cause, learn how to join your network or contact you by using the Internet to search for your network name.

A website or a blog is a page on the Internet where you can share knowledge and information.

A website is more formal and contains factual information.

A blog is for continual updates, stories, ideas or experiences.



## Materials

- \* A computer connected to the Internet (Try your local library or an Internet café.)



## What to do

1. Ask a teacher or other trusted adult for support.
2. Plan your website or blog – what do you want on it, what information do you want to share, what kind of people do you want to attract?
3. Find a web host to host your website or blog. A web host is a business that will store your website or blog. They will store all of the information and make it available online. There are many free web hosts to choose from.
4. Build your website or blog.
5. Maintain it – perhaps one of the network members has experience in this or has access to the Internet.
6. Promote the site – share the address with your network and encourage them to share it. Include your website or blog address on any flyers, brochures or handouts you print.

### TIP

#### Free web hosts

A web host is an online network you can join. The network is for people who want to create a website. It allows you to create a website and will store all the information for you. Your website will then be available for everyone to see on the Internet. Some web hosts cost money and some are free. Here is a list of popular free web hosts.

- \* Biz.nf – [www.biz.nf](http://www.biz.nf)
- \* AwardSpace.net – [www.awardspace.com](http://www.awardspace.com)
- \* Biz.ly – [www.biz.ly](http://www.biz.ly)
- \* FreeHostia.com – [www.freehostia.com](http://www.freehostia.com)
- \* Wix.com – [www.wix.com](http://www.wix.com)
- \* ByetHost.com – [byethost.com](http://byethost.com)
- \* x10Hosting.com – [www.x10hosting.com](http://www.x10hosting.com)
- \* Webs.com – [www.webs.com](http://www.webs.com)

### Free blog sites

Some of the web hosts also provide the opportunity to create a blog. A blog is like a website but is used by an individual or a group to continually update and tell a story, report on something or record something. Generally, they are easier to set up than a website. There are many free Internet sites that provide space on the Internet for you to create a blog. Different sites offer different features, check which one provides you with everything you need.

- \* LiveJournal.com – [www.livejournal.com](http://www.livejournal.com)
- \* BusyThumbs.com – A blog site specifically for your text messages and camera phone images – [www.busythumbs.com](http://www.busythumbs.com)
- \* WordPress – [wordpress.com](http://wordpress.com)
- \* Blogsome.com – [www.blogsome.com](http://www.blogsome.com)
- \* Edublogs.com – Blogging for educators, including peer educators – <http://edublogs.org/>
- \* Tumblr.com – [www.tumblr.com](http://www.tumblr.com)



## Online petition

A petition is a request signed by many people, asking an individual, an organisation or a government to take action on an issue. You can use the Internet to raise awareness about your cause and then encourage people to sign your petition online. Getting people to sign a petition means they support your cause.

### Petition websites

Here are three websites for organising a petition.

- \* Change.org: <http://www.change.org/petition>
- \* iPetitions: <http://www.ipetitions.com/>
- \* PetitionOnline: <http://www.petitiononline.com/>

### TIP

#### **Power of the pen**

If you don't have access to a computer to make an online petition, you can always write one by hand and get people to sign it. Then send it to the person, organisation or government you are asking to take action.



## What to do

1. Be clear about what your cause is – what do you want to happen once the petition is handed to the intended person, organisation or government?
2. Be clear about the cause people are signing for.
3. Provide facts to make your petition strong and motivate people to sign it.
4. Choose an online petition site and draft the petition.
5. Distribute the petition through email or on your website/blog.
6. Allow sufficient time for people to sign the petition – perhaps you can promote your petition through the media. Try and get as many signatures as possible to increase the power of the petition.
7. Print out the petition and present it to the person or group you want to target. Perhaps, you can create an event where you can do this.
8. At a later date, follow up with the person or group to see if they have changed their view or taken action on the issue.

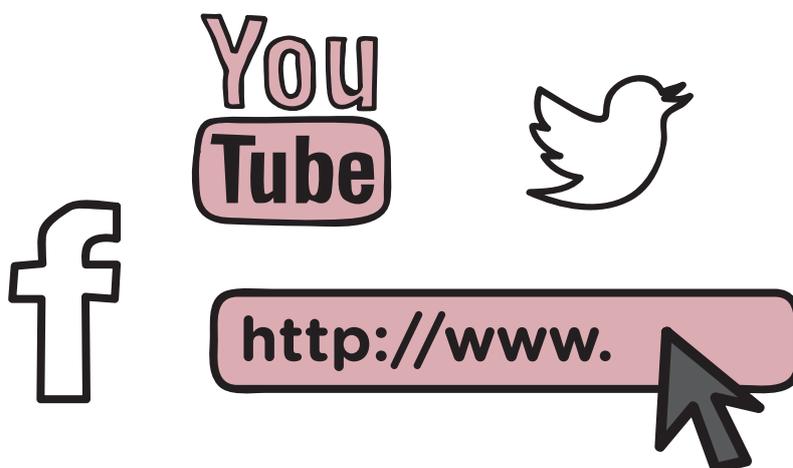




## Social network

### Social media

The term social media refers to websites used to connect people via computers. Social media uses the Internet and phones to create networks, share information and promote causes in a fast way. Facebook, Twitter and MySpace are examples of social networking websites. Your group could set up a social network by joining one of these websites. Ask your teacher to help your group access a computer to use social media. This is a great way to reach thousands of people around the world to promote your cause.



## TIP

### Safety and strangers

Networking online means you will meet a lot of new people. Be careful with what information you share and with meeting people in person. Some safety tips for meeting people online are:

1. Never share your address, banking details, phone number or anything personal.
2. Never agree to meet someone outside of an organised event.
3. Always talk to an adult if someone says something strange to you.
4. Don't share photos of yourself with strangers.
5. Never arrange to meet someone you've met online.  
Always ask an adult's advice.
6. If you follow these steps, social networking can be a safe and rewarding experience.

### What to do

1. Be clear about what you want to use social media for – to increase the size of your network, educate, inform about an event or get people to do something.
2. Think of clear messages and images you can use.
3. Choose the social network site you want to use and register to join. Follow the instructions to set up the site. Most sites have information guides.
4. Start posting!
5. Give someone in your team the responsibility of managing the social media – perhaps a couple of people who can easily access the Internet.



### Social media websites

Here are some websites for social media.

- \* Facebook: [www.facebook.com](http://www.facebook.com)
- \* Twitter: [www.twitter.com](http://www.twitter.com)
- \* MySpace: <https://new.myspace.com>

## Share YOUR stories online

Through the Internet you can easily share your network's activities locally and across the world by uploading photos or videos of your projects!

**TIP**

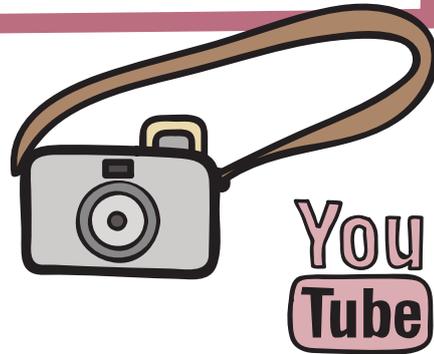
### Respecting others

Anyone around the world can view your video or photos so be careful about what you upload. Make sure you have permission from all the people who appear in your video or photos before posting on the Internet.

### Video and photo stories

Youtube and Vimeo are two websites where you can upload, share and view videos.

- \* <https://www.youtube.com>
- \* <https://vimeo.com/>



You can also share photos on <http://www.flickr.com/>

### Send us your feedback on Facebook

If your network has enjoyed a project in this guide, you can share your success stories and photos on the Live & Learn Facebook page.

- \* <https://www.facebook.com/LiveAndLearnInternational>

We can't wait to see your activities in ACTION!



Ask parents or teachers for permission to share photos on Live & Learn's Facebook page.

**Ask permission!**



# Working with the media and sharing with the world

**This section explains how you can work with the media and spread your message further!**

The 'media' is a general term for the places we get our news and information, for example, TV, radio, newspaper and the Internet. Not only do we get information from the media but we can also use the media to spread messages of peace.

## The role of the media

The media can play a vital role in creating awareness and discussion about important issues in our community. The media is a tool to tell stories. Journalists are people who write the stories that appear in the media. A 'journalist' can be viewed as a storyteller – a person who has the important job of sharing a story that has happened in our community, country or in the world. The journalist's role is to tell the story exactly how it happened, however, journalists can also put their personal view or opinion into a story.

## You and the media

Your role as a peacebuilder in your community is to tell the media your story about how to build peace. They will then publicise your story and spread it further. By sharing your story with the media, you play an important role in raising awareness of the important issues that affect you, your family and friends. You will also promote principles of peace and meaningful participation.

To understand the role of the media, it is important to familiarise yourself with the media around you. Where do you and your family get information – the TV, newspaper or radio? Does your family listen to talkback radio? Can you tell the difference between fact and opinion (in other words, the journalist's opinion)?

You can use the media to promote every project in this guide. If the media is not able to attend your activities, you can help by taking photos and sharing them with your local newspaper or posting them on the Internet. Often journalists are busy, so if you help them out by providing the story already written (in a media release) and the photos, they'll be more likely to use them.

### FACTS

Facts are the bits of information that tell exactly what happened or is happening. Facts are the truth.

### OPINION

Opinion is the personal viewpoint or thoughts of the journalist, or person writing or presenting the story.

## Working with the media

There are four key phases to using the media to promote your event:

Step 1: Contacting the media

Step 2: Distributing your media release

Step 3: Speaking with the media

Step 4: Following up on media coverage

### Step 1: Contacting the media

There are many ways of getting in touch with the media. You can call a newspaper, TV or radio station and speak with the editor, producer or a reporter about your event. You could also call a talkback radio show and share your message. However, the most common way to share information with the media is by writing a 'media release'. A media release can contain details of a particular event, or other newsworthy story about your group. Journalists are very busy and not always available to see you or speak with you on the telephone, so a media release is the best way to reach them.

### Writing a media release

A media release is a type of 'letter' you write to the media to tell them about an event or a cause. You can use a media release to promote an event so the media attend or report on an event/activity/project that has already happened. It is a short document that tells the journalist key information about your idea, event or news. The key information in a media release is 'what', 'when', 'where', 'who' and 'why'.

It is important to keep the media release short – within one page. The key information should always be at the beginning of the release. Journalists are often working to very tight schedules and may not have the time to read long documents, so you need to get their attention from the start. You should always include a quote from a person involved in your event or cause. Many of the news articles we read or hear about started out as media releases. On p. 107 there is an example of a media release about an event. It is to inform the journalist so they hopefully report on the event to increase publicity and attend the event to write more stories.

**TIP**

#### Getting in contact

Ask members of your network and teachers for the contact details of the media in your area. Or try to find the numbers in your national phone directory.

See p.122 for a media list with some contact details.

### Preparing a media release

When preparing a media release, the important information to include is the 'what', 'when', 'where', 'who' and 'why'. You can use the template below to help write these details.

**What?** What is going to happen?/What happened?

.....

**When?** When is it taking place?/When did it take place?

.....

**Where?** Where is it taking place?/Where did it take place?

.....

**Who?** Who is/was involved?

.....

**Why?** Why is it interesting or important?

.....

### Tips for writing a media release

- \* Keep it short – one page is enough. If you need to include more information, send the journalist a fact sheet about the topic you are raising awareness about.
- \* The first paragraph should include the key details of your event – what, when, where, who and why.
- \* The important information needs to be at the beginning of the media release.
- \* Make sure your media release has a 'hook' – an interesting fact, or connection that is relevant to the readers.
- \* Use simple language.
- \* Try to include a quote from a key representative.
- \* Always include the name and contact details of a key representative from your group or organisation that the journalist could contact if they need more information.

**Example media release:**

**Young people for peace**

Live & Learn Environmental Education will hold a Mini Music Marathon on Tuesday 2 January 2013 to raise awareness of the important role that young people play in peacebuilding.

The free event will take place at Albert Park from 10–3pm and people of all ages are encouraged to come along and to share their stories of peacebuilding in Fiji and the Pacific region.

Event organiser, Dorah Anise, said that music is a great way to engage people to learn about important issues in the community.

‘The songs and music in the marathon are all created by young people and a great way to raise awareness about topics like peace, democracy and children’s rights,’ she said.

Live & Learn Environmental Education is a Non-Government Organisation (NGO) that works with communities to strengthen sustainable development in the Fiji Islands.

For more information on this event, contact Wilson Tavava on 685 123456.

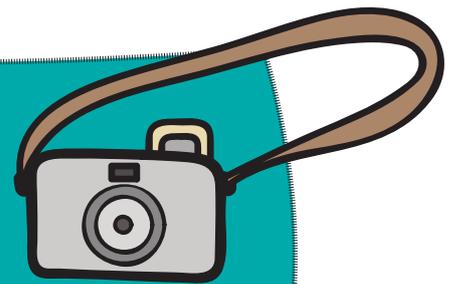
who  
when  
where

what

why

**A picture’s worth a thousand words**

While the media tries to cover all events it is aware of, sometimes it is unable to. In that case, it is worth taking photos of your event and sending them to the media with a media release after the event. If the photos are good quality they may be printed, or may be used for other promotional purposes. Ensure that any people in the photos have given their permission to use their image. Taking photos is also a really good way to record your event for your own group’s/organisation’s records or reflection.



## Step 2: Distributing your media release

The next important step after writing a media release is working out who to send it to. If you want the local newspaper to cover your story, who is the editor of the local paper? What are their contact details?

Although it may take a little time to develop, it always helps to have a media list available for your group with the names and contact details of the editors and journalists who may be interested in your story. You can send the media release by fax or email. It is always best to call and find out the best way to send in your release.

**TIP**

### Put it in a box to get the journalist's attention

If the project or event you are promoting involves making something or giving something out, or you have some sample art, you may like to put it in a box with your media release and post it to a journalist. The journalist will notice the package first and open it straight away. You will make a lasting impression and raise the journalist's interest.

## Step 3: Speaking with the media

Once the media has expressed an interest in the story, they may visit the event and speak with the organisers to collect more quotes. There are different ways to speak to journalists depending on whether they are from a newspaper, TV or radio. A tip for all media is to have three key messages that you return to in your discussion.

Here are some tips to keep in mind when speaking with members of the media.

### How to talk to journalists from a newspaper or magazine



- \* Select one person from your group or organisation who is confident to speak with the media.
- \* Be prepared. Work out the key messages you want to share and mention them throughout your interview.
- \* Talk in 'quotes'. Be aware that anything you mention to a journalist may be printed.
- \* Keep the discussion light but sincere. The journalist is trying to find a story to print – as much as possible, provide them with a good story. If you establish a good relationship with the journalist, they may want to speak with you again in the future about your cause.
- \* At the end of the interview, check that the journalist has enough information for their story.

### **How to talk to TV journalists**



- \* Look smart.
- \* Look at the person asking the questions (or one of their ears) not directly in the camera.
- \* Stand straight and remember to smile when you can.
- \* Talk in 'sound bites' – short quotes that may be used during the news. Although the interview might be 5–10 minutes, you may only be on air for 10–20 seconds.
- \* Use strong and memorable words. Remember to state your message, clearly and powerfully.

### **How to talk to radio journalists**

- \* Talk in 'sound bites' – short quotes that may be used during the news. Although the interview might be 5–10 minutes, your story will only be a few minutes long, and you may only be on air for 10–20 seconds.
- \* Speak clearly and slowly.
- \* Use examples from your life so people can relate to what you are saying and even picture it in their minds.



### **Learning from the media**

One of the best ways to learn about how the media works is to learn directly from the media. Contact the media in your country and ask if they are able to visit your group to speak about how the media works, and to provide tips to help your group promote your activities or events.

**TIP**

#### **Talkback radio**

Talkback radio is a great way to raise awareness and start discussions. You can ring up a popular talkback show and discuss your cause. Why is it important? How is it affecting people? What needs to happen? Share details of your project activities. Ask listeners for their comments and ideas. You can use talkback at the same time as any other media.

Continue to the next page

## Tips on calling talkback radio

### Before your call:

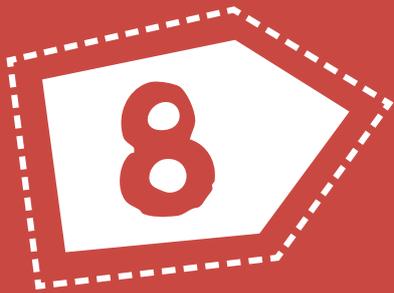
- \* Identify which talkback radio show you want to call. Do you need an adult to be with you when you call? Is there a particular program that focuses on community issues or that invites children to call? Find the phone number.
- \* Plan what you are going to say. Are you going to convince, to educate, to advocate or to encourage people to attend an event, such as an art exhibition? Write down your key messages and have them in front of you when you call.
- \* Listen to the radio show and wait for the presenter to announce that calls are being taken.
- \* Call and, when on hold, make sure your radio is off. Listen to the show via your phone.

### When you're on the air:

- \* Be concise. You'll probably have 60 seconds maximum.
- \* Tell a compelling first-hand story. Give an amazing statistic or an incredible story. Give out information (e.g. [website](#), phone number and meeting place) so interested listeners can take action.
- \* Remember that the listeners are your audience and not the talkback radio host.
- \* Never be rude and keep the conversation friendly. Don't make negative comments about the talkback radio host.
- \* Speak slowly and clearly.
- \* Thank the host for his or her time.

## Step 4: Following up on media coverage

Once your event has taken place, it is a good idea to read the newspaper, or watch or listen to the TV or radio to see whether your story was used. Most of the newspapers have a presence online, making it easy to search for stories to see if your activity or event received media attention. If you get media attention, sometimes it's a good idea to contact the [journalist](#) and editor to thank them for their support and interest.



## Reflect, learn and adjust

**In this section you can take time to look back at your activities and reflect.**

If you take the time to stop, reflect and adjust your actions based on your learning, you can make a huge impact on yourself and the world.

You can reflect on your involvement in the project and your project activities.

To reflect means to think seriously about your actions and project activities.

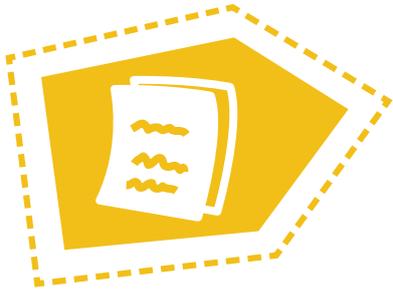
To adjust means to change your actions or ideas based on what you have learnt.

*Peacebuilding reflection loop*



Here are some example reflection questions you can discuss in your network after each activity or project:

- \* What did you like best about this activity?
- \* What did you like least about this activity?
- \* What did you learn by participating in this activity?
- \* What are two or three words you can use to describe how you feel about this activity?
- \* Was this activity a success? Why or why not?
- \* Do you think you have contributed to peace growing? Why or why not?
- \* Were there any risks while doing this activity? If so, how could you have reduced them?
- \* Would you like to participate in this activity again? Why or why not?
- \* If you did this activity again, what could be done to make it better? How could you make a bigger impact?
- \* Would you change anything you did?
- \* How could you improve your involvement in the activity?



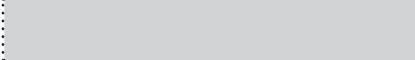
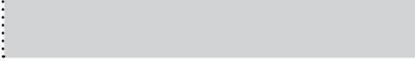
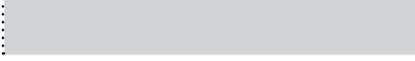
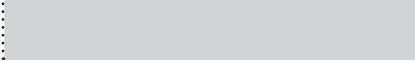
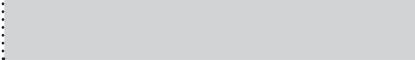
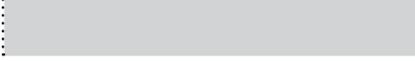
# Helpful bits

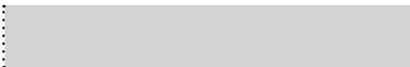
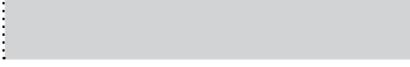


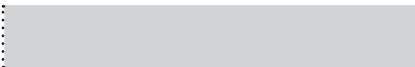
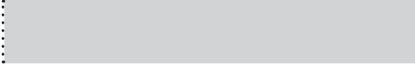
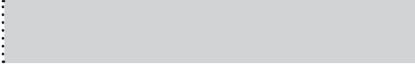
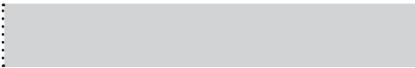
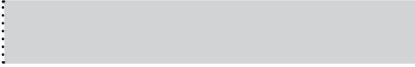
## Glossary words

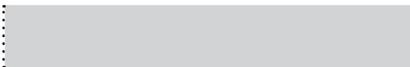
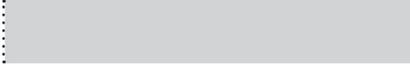
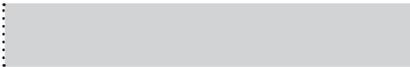
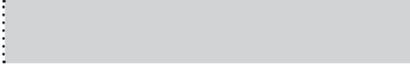
This section helps you understand some of the difficult words.

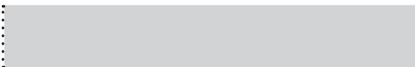
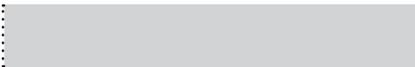
Word	Local Language
<b>A</b> <b>Ability</b> The physical or mental power, or a skill to do something. <i>She has the <u>ability</u> to climb the tree.</i>	 [Blank space for local language translation]
<b>Abuse</b> The mean treatment of someone, often repeated many times. <i>She experienced many years of <u>abuse</u>.</i>	[Blank space for local language translation]
<b>Advocacy</b> Taking action, or the things that you can do to help change something. <i><u>Advocacy</u> for human rights.</i>	[Blank space for local language translation]
<b>Alternative</b> Available as another possibility. <i>An <u>alternative</u> way to walk to school.</i>	[Blank space for local language translation]
<b>B</b> <b>Barrier</b> A structure that prevents or challenges movement of action. <i>Violence is a <u>barrier</u> to peace.</i>	[Blank space for local language translation]

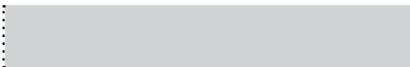
Word	Local Language
<p><b>Blog</b> A page on the Internet where you can share knowledge and information. <i>A <u>blog</u> is for continual updates, stories, ideas or experiences.</i></p>	
<p><b>C Cause</b> Two meanings: 1. The reason something happens. <i>The fight I had with my friend is the <u>cause</u> of my sadness.</i> 2. An aim or movement someone is committed to/passionate about and will work for/advocate for. <i>He advocated for the <u>cause</u> of peace.</i></p>	
<p><b>Ceremony</b> A formal occasion, usually celebrating an event. <i>We held a ceremony for World Environment Day.</i></p>	
<p><b>Citizen</b> Someone from a country. <i>I am a <u>citizen</u> of Fiji.</i></p>	
<p><b>Compassion</b> A strong feeling of sympathy for people who are suffering and a desire to help them. <i>She showed great <u>compassion</u>.</i></p>	
<p><b>Compliment</b> An expression of praise, congratulations or encouragement. <i>He gave her a <u>compliment</u>.</i></p>	
<p><b>Constitution</b> The main law of a country that sets out the rules for the way other laws are made and that the government must follow. Usually made at the time a country is formed or becomes independent. <i>Our <u>constitution</u> includes human rights.</i></p>	

Word	Local Language
<p><b>Convention</b></p> <p>Also called a treaty. An international agreement that must be followed.</p> <p>Fiji, PNG, Solomon Islands and Vanuatu signed the international <i>convention</i>.</p>	
<p><b>Crowd funding</b></p> <p>Is usually done on the Internet. A person or organisation promotes a cause and individuals network together to donate money and support the cause.</p> <p>We raised money through <i>crowd funding</i>.</p>	
<p><b>D</b> <b>Democracy</b></p> <p>Democracy means 'rule by the people'. Democratic decision-making is where everyone votes on an issue to make a decision. Alternatively, people may elect representatives who will make decisions for the group.</p> <p><i>Our government is a <u>democracy</u>.</i></p>	
<p><b>Dialogue</b></p> <p>A discussion between two or more people or groups.</p> <p><i>The groups started a <u>dialogue</u> about human rights in the country.</i></p>	
<p><b>Discrimination</b></p> <p>When one group of people is treated differently from another group of people, and is not given the same opportunities or the same rights.</p> <p><i>She experienced <u>discrimination</u> because of her disability.</i></p>	
<p><b>E</b> <b>Environment</b></p> <p>Two meanings:</p> <ol style="list-style-type: none"> <li>1. The surrounds or conditions in which a human, animal or plant lives. <i>The <u>environment</u> was safe.</i></li> <li>2. The natural world that is often affected by humans. <i>The <u>environment</u> has been damaged due to logging.</i></li> </ol>	

Word	Local Language
<p><b>Exploitation</b></p> <p>When one group or person takes advantage of another group or person for their own benefit.</p> <p><i>For years the immigrants suffered <u>exploitation</u>.</i></p>	
<p><b>Exposure</b></p> <p>To make something public or introduce someone to a new subject or knowledge.</p> <p><i>She had <u>exposure</u> to English in primary school.</i></p>	
<p><b>F</b> <b>Fact</b></p> <p>Bits of information about what exactly happened or is happening.</p> <p><i>We learnt about the <u>facts</u> of the war.</i></p>	
<p><b>Fundraising</b></p> <p>An event or action taken to make money for an organisation.</p> <p><i>They held a disco for <u>fundraising</u>.</i></p>	
<p><b>G</b> <b>Gender</b></p> <p>Gender is not something we are born with, it is something we learn through the process of socialisation (the way our society teaches us). It is made up by society.</p> <p><i>I am often discriminated against because of my <u>gender</u>.</i></p>	
<p><b>Grant</b></p> <p>A sum of money given by an organisation for a particular purpose.</p> <p><i>The government gave us a <u>grant</u> to run our program.</i></p>	
<p><b>H</b> <b>Harm</b></p> <p>Physical injury, which is often done on purpose.</p> <p><i>His behaviour caused her <u>harm</u>.</i></p>	
<p><b>Human rights</b></p> <p>We are all born with important rights, our human rights, but we must also respect the rights of others. All people have the same rights. This is called the 'universality' of human rights. Human rights standards are contained in internationally agreed human rights instruments.</p> <p><i>We all have <u>human rights</u>.</i></p>	

Word	Local Language
<p><b>I</b> <b>Illegal</b>            Something that is not allowed. There is a formal law, policy or rule stating it is not allowed.  <i>Child abuse is <u>illegal</u>.</i></p>	
<p><b>Impact</b>            The effect or influence of something.  <i>Our peace project had a big <u>impact</u> on our parents.            They are doing everything they can to support us participate in peacebuilding activities.</i></p>	
<p><b>J</b> <b>Journalist</b>            People who write the stories that appear in the media.  <i>The <u>journalist</u> wrote a story about our event.</i></p>	
<p><b>K</b> <b>Knowledge</b>            Facts, information or skills someone learns from education or practice (experience).  <i>He has <u>knowledge</u> of climate change.</i></p>	
<p><b>M</b> <b>Meaningful participation</b>            Meaningful participation occurs when children are trusted with responsibilities, and their ideas and thoughts are considered important and useful, and are factored into decision-making.  <i>She gained confidence from <u>meaningful participation</u>.</i></p>	
<p><b>Motivate</b>            To stimulate interest or enthusiasm to do something.  <i>The peer educator <u>motivated</u> her network to act on climate change.</i></p>	
<p><b>N</b> <b>Neglect</b>            As a child's carer, the act of not providing for the child's development in health, education, emotional needs, nutrition, shelter, and/or safe living conditions is neglect. This includes the failure to properly look after and protect the child from harm.  <i>A parent who does not allow their child to go to school is <u>neglecting</u> their child.</i></p>	

Word	Local Language
<p><b>Network</b> A group individuals or organisations interacting or engaging in informal communication and activities with others for shared assistance or support. <i>The students joined together to create a <u>network</u> to advocate for peace.</i></p>	
<p><b>O</b> <b>Opinion</b> The personal viewpoint or thoughts of a person. <i>The journalist included her <u>opinion</u> in the article.</i></p>	
<p><b>P</b> <b>Passionate</b> Used to describe someone who has a strong feeling or belief. <i>He's <u>passionate</u> about environmental education.</i></p>	
<p><b>Peer</b> Someone the same age or slightly older or younger. <i>I have learnt a lot from my <u>peers</u>.</i></p>	
<p><b>Peer education</b> Peer education is where children and youths educate their peers. Peer educators are usually the same age or slightly older than the group they are educating. <i><u>Peer education</u> allows children to teach each other children using their own words and examples.</i></p>	
<p><b>Petition</b> A request signed by many people, asking an individual, an organisation or government to take action on an issue. <i>I signed a <u>petition</u> to ask the government to do something about the litter in town.</i></p>	
<p><b>R</b> <b>Resilience</b> Able to survive or recover quickly from a challenge. <i>She showed great <u>resilience</u>.</i></p>	

Word	Local Language
<p><b>Respect</b></p> <p>To accept others no matter how different they are. It means having good thoughts and feelings about others – appreciating everyone’s differences.</p> <p><i>I <u>respect</u> everyone, no matter what language they speak.</i></p>	
<p><b>Responsibility</b></p> <p>Responsibility means having a duty to do something as part of a role. When we have a right, we have a duty to ensure others enjoy that right too!</p> <p><i>I have a <u>responsibility</u> to ensure other people enjoy their human rights.</i></p>	
<p><b>Rights</b></p> <p>A moral or legal entitlement or freedom to have or obtain something, or to act in a certain way.</p> <p><i>She has a <u>right</u> to be heard.</i></p>	
<p><b>S</b> <b>Solidarity</b></p> <p>Harmony and unity – everyone working together.</p> <p><i>When we all work together we create a feeling of solidarity.</i></p>	
<p><b>Supervise</b></p> <p>To attend and watch over.</p> <p><i>Our teacher <u>supervised</u> our activities.</i></p>	
<p><b>T</b> <b>Tolerance</b></p> <p>Allowing people who are different to continue to live different lives. It means not pressuring them to be like you.</p> <p><i>The government advocates for religious <u>tolerance</u>.</i></p>	
<p><b>U</b> <b>United Nations</b></p> <p>An international organisation consisting of 193 member countries. The United Nations meets and makes international laws and agreements to achieve peace and prosperity throughout the world.</p> <p><i>Papua New Guinea is a member state of the <u>United Nations</u>.</i></p>	

## Word

## Local Language

### **United Nations Convention on the Rights of the Child (UNCRC)**

The United Nations Convention on the Rights of the Child (UNCRC) is a legal document adopted by the United Nations in 1998. It outlines the primary rights of the child and promotes the positive development of children. The UNCRC has 54 rights that are important for a child to be cared for, happy, healthy, safe and strong.

*Children's rights are human rights for children. They are listed in the United Nations Convention on the Rights of the Child (UNCRC).*

### **Universal Declaration of Human Rights (UDHR)**

The Universal Declaration of Human Rights (UDHR) is an expression of fundamental values that are shared by all members of the international community. It is the basis for the protection and promotion of human rights around the world. Many countries have included parts of it in their laws and constitutions. The UDHR stresses that human rights apply to everyone, everywhere, every day.

*Respect is an important value in the UDHR.*

### **Universality**

Applies everywhere to everyone.

*The universality of human rights.*

### **V**

### **Values**

Values are the meanings we attach to certain beliefs, experiences and objects. Different people have different beliefs and values. When we care about something we might say we 'value' it.

*I value honesty.*

### **Violation**

The act of hurting, damaging, causing injury or taking away.

*He went to prison for committing a violation.*



## Media list

### Solomon Islands

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#### Newspapers

Solomon Star newspaper

Location: New Chinatown, Honiara  
PO Box 255  
Honiara, Solomon Islands  
Tel: (+677) 22062/22048/20859  
F: (+677) 25290/24818  
E: solstar@solomon.com.sb

Island Sun newspaper

Location: Point Cruz  
PO Box 1170  
Honiara, Solomon Islands  
Tel: (+677) 28077  
E: islandsun@solomon.com.sb

National Express newspaper

Location: Room 21, NPF  
PO Box 1268  
Honiara, Solomon Islands  
Tel: (+677) 26891  
F: (+677) 28461  
E: niuspepa@solomon.com.sb

Sunday Isles newspaper

Location: Red Cross building,  
New Chinatown  
PO Box 1751  
Honiara, Solomon Islands  
Tel: (+677) 22058

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#### Television stations

One News Limited

PO Box 851  
Honiara, Solomon Islands  
Tel: (+677) 24446

#### Radio stations

Solomon Island Broadcasting Corporation (SIBC)

Location: Rove  
PO Box 654  
Honiara, Solomon Islands  
Tel: (+677) 20051  
F: (+677) 23159  
E: sibcnews@solomon.com.sb  
W: www.sibc.online.com.sb

One tok FM

c/o SIBC  
Paoa FM  
Panatina Plaza  
PO Box R331  
Honiara, Solomon Islands  
Tel: (+677) 38984  
E: paoafm@solomon.com.sb

Radio Hapi Lagoon

c/o SIBC  
Location: Gizo Western Province

### Papua New Guinea

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#### Newspapers

Post-Courier

Lawes Road, Konedobu  
PO Box 85 Port Moresby,  
National Capital District,  
Papua New Guinea  
Tel: (+675) 309 1000/309 1023  
F: (+675) 321 2721  
E: postcourier@spp.com.pg  
W: www.postcourier.com.pg

The National  
Allotment 13,  
Section 38, Waigani Drive  
P.O. Box 6817  
NCD  
Port Moresby  
Tel: (+675) 324 6888/324 6722  
E: [editorial@thenational.com.pg](mailto:editorial@thenational.com.pg)

Wantok Niuspepa  
P.O. Box 1982  
Boroko, NCD 111  
Papua New Guinea  
Tel: (+675) 325 2500  
F: (+675) 325 2579  
E: [word@wantok.com.pg](mailto:word@wantok.com.pg)  
W: [www.wantokniuspepa.com](http://www.wantokniuspepa.com)

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## Television stations

EMTV  
PO Box 443, Boroko  
National Capital District 111  
Papua New Guinea  
Tel: (+675) 325 7322  
F: (+675) 325 6991/325 4450  
W: [www.emtvpng.com](http://www.emtvpng.com)

Kundu 2 TV  
P.O. Box 1359  
Boroko  
National Capital District  
Tel: (+675)325 9353/323 7241  
F: (+675) 323 9353  
E: [kundu2news@nbc.com.pg](mailto:kundu2news@nbc.com.pg)

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## Radio stations

National Broadcasting Corporation (NBC)  
P.O. Box 1359  
Tel: (+675) 325 5233/ Talkback 325 0084  
Studio 325 9384  
F: (+675) 325 6296

FM 100  
P.O. Box 1534  
National Capital District  
Port Moresby  
Tel: (+675) 300 4300  
Studio: 323 3777/323 3999  
F: (+675) 3004316

NauFM  
P.O. Box 774  
Port Moresby, NCD  
T: (+675) 323 288  
F: (+675) 3231682

PNGFM Company Limited  
P.O. Box 774  
National Capital District  
Port Moresby  
E: [bkora@pngfm.com.pg](mailto:bkora@pngfm.com.pg)

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## Vanuatu

### Newspapers

Vanuatu Daily Post  
Tel: (+678) 23 111  
F: (+678) 24 111  
E: [info@dailypost.vu](mailto:info@dailypost.vu)  
W: [www.dailypost.vu](http://www.dailypost.vu)

The Independent  
PO Box 1555  
Port Vila, Vanuatu  
Tel: (+678) 29999  
F: (+678) 29991

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## Television stations

Vanuatu Broadcasting & Television Corporation  
PMB 9049  
Port Vila, Vanuatu  
Tel: (+678) 22999  
F: (+678) 22852

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## Radio stations

### FM 107 Radio Station

PO Box 258  
Port Vila, Vanuatu  
Tel: (+678) 23847

## **Fiji**

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## Newspapers

### The Fiji Times

177 Victoria Parade,  
Suva, Fiji  
Tel: (+679) 3304 209  
(+679) 3309 044  
F: (+679) 3301 521  
E: timesnews@fjitime.com.fj

### The Fiji Sun

12 Amra Street,  
Walu Bay  
Suva, Fiji  
Tel: (+679) 3307 555  
F: (+679) 3311 455

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## Television stations

### FijiTV

Fiji Television Limited  
20 Gorrie Street  
Suva, Fiji  
Tel: (+679) 330 5100  
F: (+679) 330 4630

### Mai Life (Fiji) Ltd

Skylite Productions (Fiji) Ltd  
PO Box 1365  
Suva, Fiji  
Tel: (+679) 327 5051  
F: (+679) 327 5052  
E: info@tv.com.fj

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## Radio stations

### Fiji Broadcasting Corporation (FBC)

69 Gladstone Road  
Suva, Fiji  
PO Box 334  
Tel: (+679) 331 4333  
F: (+679) 322 0990  
E: fbcnews@fbc.com.fj

### Communications Fiji Ltd

231 Waimanu Road  
Suva, Fiji  
Tel: (+679) 331 4766

## Useful resources

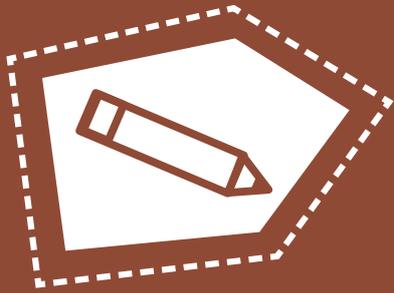
### Books

Halpin, Mikki, *It's Your World – If You Don't Like It, CHANGE IT: Activism for Teenagers*, Simon Pulse, New York, 2004.

Lewis, Barbara A, *The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Change*, Free Spirit Publishing, Minneapolis, 2008.

Norton, Michael, *Click2Change: A Better World at Your Fingertips*, Turnaround Books, London, 2012.

Smith, Kerri, *The Guerilla Art Kit: Everything You Need to Put Your Message Out into the World*, Princeton Architectural Press, New York, 2007.



# Note to teachers and parents, grandparents or carers

Peace is the freedom to pursue our dreams. It is our ability to express ourselves. It is the opportunity to relate to others with understanding, good will and cooperation. We all want peace, but often there are barriers to peace, such as violence, conflict, discrimination and environmental destruction.



The world needs creative solutions right now to overcome barriers to peace. Young people are the future of the Pacific and they need to be involved in creating these solutions.

This guide has been produced as part of the 'Strengthening Participation of Children in Peacebuilding in Small Island Nations with a High Prevalence of Violence, Ethnic Discrimination and Tribal Conflict' project. Funded by the European Union, the aim of the project is to strengthen the participation of children in peacebuilding activities in their homes, schools, communities and beyond.

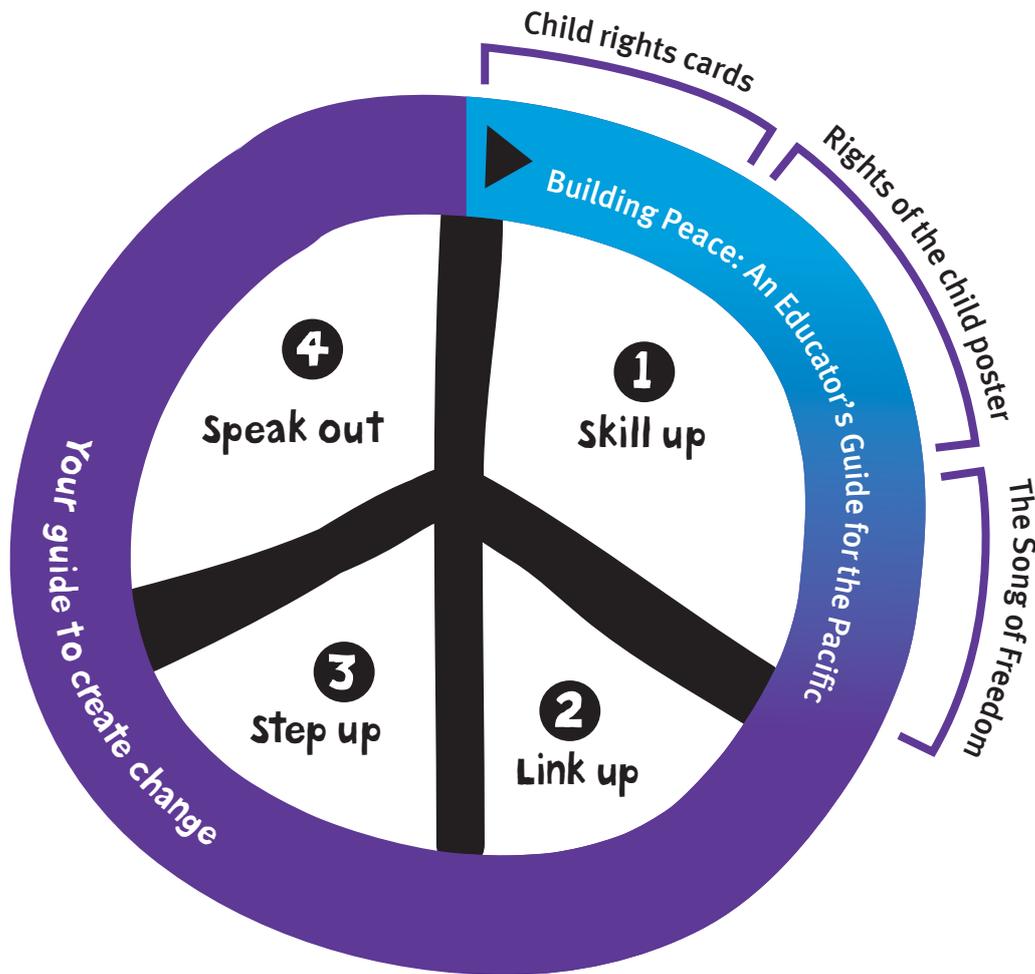
## Teaching approach

In support of this initiative, Live & Learn has devised a teaching approach to help promote peace education in the Pacific. The 'Peace Education Cycle' (PEC) builds on the existing and ongoing work of Live & Learn through the Asia-Pacific region. It comprises the following four stages:

1. Skill up – Building knowledge, attitudes and practising skills
2. Link up – Participating in leadership networks and practising peer education
3. Step up – Designing and implementing projects
4. Speak out – Promoting projects and advocating on issues

While the Peace Education Cycle has been devised for this peace education initiative, it can be adapted to support teaching and learning throughout the Pacific.

How the 'Be the future!' toolkit resources fit into the Peace Education Cycle



The resources should be included in your copy of the 'Be the future!' toolkit. In the case that you need additional resources, contact your nearest Live & Learn office (see contact details at the front of this book).

## The aim of this guide

This guide encourages children to join leadership networks and participate in creating spaces for peace to grow through implementing fun community projects. The projects will provide opportunities for children to have increased responsibilities, and begin to practise speaking out to their peers, school, community, the media and the world about peace issues important to them.

The suggested projects have been written for peer education. They encourage peer educators to be creative and adapt/develop projects to suit the needs of the children in their communities and networks.

## What is peer education?

Peer education is one of the best ways to spread knowledge, skills and attitudes for peacebuilding. Children learn from their peers in a language and context that is relevant to them. Supporting children to become peer educators and then supporting them to link with networks and teams will increase the reach and impact of the peace education and the children's peacebuilding efforts. Networks and teams are also a safe place to practise peer education and peacebuilding activities.

Peer education is a way for children to engage, raise awareness and influence their peers on issues important to them. Peer education can be used to help children encourage their friends to act and speak out.

Peer educators are typically the same age or slightly older than the group they are educating. They may work alongside the teacher, run educational activities on their own, or actually take the lead in organising and implementing activities.

## How you can help

### Your support is vital

You are in a position to support the children and ensure they are safe and healthy. By supporting children to participate in peacebuilding, they will learn the skills and build confidence to participate in their communities. They will build an understanding that their voice is important and can make a difference. Furthermore, children will learn effective ways to prevent and resolve conflict and avoid violence.

Teaching peacebuilding will encourage good habits and help with behaviour management, because children will learn more about their responsibilities as citizens. The children will learn about the values of **compassion, respect** and **tolerance**. These values are the building blocks of peace, and children are encouraged to practise them. They are enshrined in the United Nations Convention on the Rights of the Child (UNCRC).

When children are in the community, it is important that they are supervised to ensure their safety. There will be times when an adult needs to provide support for preparing some of the projects. When you are requested by the group to support an activity, it is important that you listen to the peer educators and the group about their needs. Your role is to support and in some cases, gently guide. Young people can learn incredibly valuable life lessons through increased responsibility, decision-making, organising and participating in these projects and through working together. It is important to allow them to find their way, and provide help and support where required.

Beyond these projects, you have the opportunity to continue to create opportunities for children to participate in their family, school and community lives.

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We suggest you photocopy this form or write/type out the questions and your responses, rather than tearing out this page, so other children can also tell us what they think. You can fax or mail this form to one of the Live & Learn offices listed on the inside front cover. Or you can provide feedback via email: [resources@livelearn.org](mailto:resources@livelearn.org)

Your name and location:

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How did you use this book?

.....

Is this book easy to follow? (If not please tell us what was not clear.)

.....

How could this book be improved?

.....

Did you like/dislike some projects more than others? Which ones?

.....

Do you have any other comments or suggestions?

.....

.....

Thank you!



BE THE FUTURE!

LINK UP > STEP UP > SPEAK OUT

# Your guide to create change

You have a dream about how the world should be – and now you can make it happen.

*Your guide to create change* will show you how to connect with others, create fun projects and share your ideas with the world.

You have a voice and the power to build a peaceful future.

Start now!



LIVE&LEARN  
Environmental Education

This guide was produced by Live & Learn Environmental Education and funded through the European Union

ISBN 978-982-9108-08-1



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