

# Jr. Peacemakers Curriculum

## Session 1: Peace, Human Rights, and Children's Rights

(approximately 60 minutes)

### What you'll need:

- Paper for Activity #1 (icebreaker nametags)
- Universal Declaration of Human Rights, Plain Language Version
- "Rights" slips (for Activity #2)
- Ball and bucket (for Activity #3)
- Coloured paper (for Activity #4)

### Pre-session Prep:

- Write out real and fake rights on slips of paper to use for Activity #2
- Cut up the coloured paper for Activity #3

### Jr. Peacemakers's Rules and Volunteer's Names (3 minutes)

- Introduce yourselves, the Jr. Peacemakers program (an independent student group from McGill University), what program you are in (and what your program entails, if that seems necessary [i.e., "I'm in International Development Studies, which looks at the reasons why some countries have so much and some have so little, and how we can make things more fair for people all over the world," or something along those lines]).
- Ask students what they think the classroom rules should be (it is good to have them create them off the bat, because this means that they are establishing their own rules rather than having them laid out and enforced by the volunteers). Often the classroom will already have a set of rules, in which case you can ask the students to explain them to you. Some basic rules you may want to bring up if they aren't mentioned:
  - Raise hands if you wish to speak
  - Respect one another's opinions
  - Actively listen to Jr. Peacemakers volunteers and each other

### Activity #1: Icebreaker (5 minutes)

\*\*You can make up your own activity to get to know the names of the kids\*\*

Suggestion: Get students to write their name and an adjective (ex: Artistic Anna) on a piece of paper and put it on their desk. Ask them to keep the nametags so that they can be reused over the next four sessions.

### Introduction: Word Scramble (2 minutes)

#### **To grab the students' interest and to introduce the program**

- Mix up the letters of "peace" and write it on the board (i.e., CEEPA)
- Ask students to guess what the word is (if they need, give them hints, i.e., it starts with a "P".) If they are really enjoying it, you can do a few other words, such as "discrimination", "poverty", "conflict", and "environment".

### Discussion: What is Peace? (5 minutes)

#### **To introduce the concept of peace and the many meanings it has.**

- Ask class what they think when they hear the word "peace".
  - Write down their ideas on the board.
  - Some questions you may want ask as prompts:
    - Is peace only about not fighting?
    - What kinds of things represent peace?
      - Dove, olive branch, international sign of peace, etc.
    - What disturbs peace?
      - If not suggested, write down the following:
        - Poverty, hunger, violence, discrimination, war, environmental problems, inequality, disrespect, misunderstanding, bad communication, fear
- Explain that you are there for the next five weeks to talk about "peace." As you have just showed, there can be many interpretations and aspects of "peace," but here are the topics you'll be discussing:
  1. Human and Child Rights



2. Poverty and Hunger
  3. War and Conflict Resolution
  4. Promoting Peace
  5. Environmental Sustainability
- While these themes might sound vague, you will show over the next five weeks how they can be applied to everyone individually, within the community and country, and on a global scale.

Today, you will be talking about **Human and Child Rights**.

### **Activity #2: Ball Toss (5 minutes)**

1. Tell the class that you need six volunteers (two for each group).
2. Tell each group where they have to stand/sit:
  - a. Group 1: Stand far away from the bucket
  - b. Group 2: Stand between Groups 1 and 3
  - c. Group 3: Sit on the floor next to the bucket
3. Display with the ball how you want them to throw (under-handed) and have them try to throw it into bucket. (Have each member of each group try.)
4. Have the student volunteers sit down and ask them about the activity:
  - a. Who had the best chance of getting the ball in?
  - b. Was this fair?
  - c. What would make the game fairer?
5. Discuss what this game was about:
  - a. If people have unequal opportunities it makes it harder for some of them to achieve their goals and to be successful.
  - b. Do you think that people around the world all start off from the same positions?
  - c. Why does it matter if people are born into unequal circumstances?

To make it so that people are all treated equally and have equal opportunities, there exists a set of basic “human rights.” In many cases, they are disrespected, but trying to achieve human rights can represent a positive step forward for peace individually, locally, and globally.

### **Discussion: Introduction to Human and Child Rights (10 minutes)**

1. Does anyone know what “rights” are? (Write on the board if you wish.)
  - If class is not sure, explain that every person is entitled to certain rights – simply by the fact that they are a human being. They are “rights” because they are things you should be **allowed to be, to do, or to have**. These rights are there for your **protection** against people who might want to harm or hurt you. They are also there to help us **get along with each other** and live in peace.
  - Clarify that rights relate to your basic needs. Some countries do not grant their citizens these basic rights, and this is a human rights violation.
  - Also clarify that just because something is *legal* does not make it a right. For example, it is legal to eat ice cream all day, but this is not a basic human right that needs protecting.
  - Every country has different laws, and this is normal, but when the laws of a country don’t allow their citizens basic human rights, it is not fair and other countries may need to step in.
2. On a global level, there are common rights that exist for ALL people which are formally documented in the Universal Declaration of Human Rights.
3. This document was created by the United Nations. Ask: does anyone know what the purpose of the United Nations is or some of the activities it coordinates?
  - The United Nations was founded after a big war and is made up of representatives from almost every country in the world. They work together to talk about their problems and to prevent other large wars from happening in the future.
  - Shortly after the war, the United Nations created a document called the Universal Declaration of Human Rights.

- Ask a couple of student volunteers to read some of the rights (attached to the curricula).
- Remind the students that these rights are based on **basic need** and **basic safety**.

**Discuss with the class:**

Question I: Why do we need human rights, and why is everyone entitled to have human rights?

- Society can only exist if the people who are part of it **cooperate** with each other.
- We cooperate by **respecting each other's basic human rights** and following laws based on these rights.
- Some people's basic human rights are not respected, usually because of where they live, or for reasons that have nothing to do with being fundamentally human (e.g. religion, skin color, gender, or age). Sometimes governments withhold basic rights to assert their power, and the livelihoods of the citizens are damaged or ruined.
- All humans **share fundamental characteristics**, no matter where we live, what color our skin is, how old we are, what religion we practice (if any): we all have hopes and fears, feel joy and pain; we all need shelter, food, and water. Therefore **ALL humans deserve to be given the same basic freedoms and rights**.

Question II: Human rights are important throughout the world, but they are not followed everywhere. Why should we care about people's rights in other countries?

- We are all human beings, regardless of our backgrounds and therefore, we all deserve to be treated with respect and dignity.
- Countries around the world and the people in it are interacting with each other more than ever because they can benefit from each other by cooperating.
- This means that the world is becoming a smaller place every day and we are more connected to each other.

Three ways to demonstrate this (you may choose as many as you feel will be effective):

- Internationalization game: Have the students look at the tags on the backs of their shirts and ask them where they are from. Write the different countries on the board and, if there is a map available, point out where these countries are in geographical relation to each other and to Canada. If the students wear uniforms, they may look at their backpacks, jackets, or pencil cases. Tell them that a few years ago, you may not have found the same variety of clothing from around the world. Presently, many more products than just clothing are produced and exported from different corners of the globe, from toys to carpets to cars.
  - Ask how many students have MSN or use the Internet, and how they think this could be related to globalization. Beyond an individual level, these instant communications can be used by many companies not only to produce goods (like t-shirts, cars, furniture) abroad, but now, many services such as accounting, legal work, computer programming, and web design can be done too, with information sent instantly across the Internet.
  - Ask students how many of them have traveled to other countries, by a show of hands. Once again, if there is a map available, point out where these countries are in geographical relation to each other and to Canada. There was a time, many years ago, when travel to other countries was almost impossible, but now it can be very easy. This increases our connections to each other and makes the world seem even smaller. It is easier to care about the rights of people who we know personally.
- A global society has emerging and in order for that society to function at its best, everyone's rights have to be respected. If we have a good from abroad that was made by violating someone's rights, should we feel that this is okay because it is not our rights being violated?
  - Today, many people's basic rights are violated, and children are especially vulnerable.
  - Today, even our simple actions can have an effect halfway around the world.

**Activity #3: Child's Rights and the Right "Rights" Game (10 minutes)**

**At this point of the session Jr. Peacemakers volunteers take an interactive and fun approach to introducing the ten children's rights to the students.**

- Not only are there human rights, but there are also special rights that exist specifically for children!
- Remind students before starting that rights reflect basic human needs.

- Hand out slips of paper to about 15 student volunteers. Half of them will read real rights, and the other half will read fake “rights”, but don’t tell them who has which. Have students “vote” on whether they think each “right” is real or fake by a show of hands. Feel free to make up your own, but some examples follow (note that in some classrooms, it may work best to read the rights aloud yourselves and have the students vote):
  - You have the right to basic education.
  - You have the right to sleep 15 hours a day.
  - You have the right to clean and safe water.
  - You have the right to eat 5 Happy Meals a week.
  - You have the right to gather peacefully for meetings, sports, clubs, etc.
  - You have the right to practice your religion peacefully.
  - You have the right to ruin your sibling’s clothes.
  - You have the right to be politically active as you choose in a peaceful manner.
  - You have the right to work in safe and fair conditions.
  - You have the right to download the newest Justin Timberlake song.
  - You have the right to live without fear of violence.
  - You have the right to destroy public property.
- The student volunteers will each read out their slips of paper, and you can ask the class how many people think that it is a real right, how many think that it is a fake right, and how many people are unsure. For each of these categories, ask why the students made their choice.
- After each slip, explain why it is or is not correct...or perhaps both. For example: you have the right to sleep, but not necessarily for 15 hours a day; you have the right to eat, but it does not necessarily have to be McDonald’s, etc.

### **Discussion: Violation of Children’s Rights**

**Introduce the students to violations of children’s rights. Ask why or how they think children’s rights are different from human rights overall, or deserve some special consideration.**

### **Activity #4: Statistics of Children’s Rights Violations Around the World (5 minutes)**

**To expose the students to the conditions that many children around the world face, Jr. Peacemaker volunteers take turns presenting samples of current statistics pertaining to various aspects of life.**

- There are roughly **2 billion children** in the world, and many have their rights abused. To illustrate the magnitude, tell the class that they represent the world’s 2 billion children (before starting the activity, you may want to give out the pieces of colored paper to the children and tell them to leave them on their desks).
- Tell the children with certain colours to stand up, and describe each group’s condition as they stand (these numbers are based off a class size of 30; some students should have more than one piece of paper, and some should have none):
  - GREEN: You have to work, preventing you from attending school (7 students)
  - BLUE: You have no access to clean drinking water, which means you are at risk of disease and illness. This means you don’t get your right to basic necessities (5 students)
  - RED: You have no access to education: you don’t get your right to equal opportunity. You can’t get a good job and develop as an individual (4 girls, 2 boys)
  - YELLOW: You live in poverty: this can mean that you do not have a proper house, adequate nutrition, decent health care, etc. (8 students)

\*This activity was based on statistics from: ILO Child Labor Statistics; UNICEF, The State of the World’s Children Report (2001 and 2002); UNICEF, Facts and Figures 2000.

### **Activity #5: Children’s Stories From Around the World (15 minutes)**

The purpose of this next activity is to put real faces on the overwhelming statistics about disadvantaged children. Read Gopi, Anwar, and Zawtun’ stories. You may want to have children close their eyes while the stories are being

read. As a group, identify and discuss how their human rights were violated. How could this situation be prevented or improved? What are some of the barriers they face in achieving their human rights?

### **Story #1: Gopi's Story**

My name is Gopi. Now, when you see me I may seem like any other normal girl, except that I have crutches. When I was two years old, I got sick with polio. My parents were very poor and they didn't have enough money to pay for medical treatment. There was nothing more they could do to help me. I started get sicker and I couldn't walk. I couldn't go to school and play like all the other kids. Then a miracle happened. People from a voluntary organization came to our village, looking for children who needed medical help. They found me. They took me to a hospital where doctors did surgery on me. Soon, I was able to walk with the help of two wooden crutches. I was excited to be able to walk again. Doctors told my parents that if I had been given a polio vaccine in time, I would have been spared the pain. Now I go to school and hope one day I will grow up to be a teacher. Then, I will tell everybody how important it is for children to get free polio vaccinations.

### **Questions to Ask:**

1. What is polio? (You might need to explain that it is a disease that damages your spinal cord).
2. Why did Gopi get so sick?
3. What happened when she got sick? (i.e., she couldn't go to school)
4. What is a vaccine? Do we have it in Canada? Why did Gopi not get a vaccine? (You might need to explain that it is a medical treatment to prevent getting polio and that they are free in Canada).
5. Which of Gopi's rights were violated?
  - Children have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
  - Children have a right to special care and protection and to good food, housing and medical services.
  - Children have the right to go to school, to play, to have an equal chance to develop themselves, and to learn to be responsible and useful.

<http://www.un.org/cyberschoolbus/humanrights/stories.asp>

### **Story #2: Anwar's story**

My name is Anwar. When I was seven, I was sent away to make money for my family. I started weaving carpets in another village where I was given only a little bit of food, no free time, and no medical care when I needed it. I was told repeatedly that I could not stop working until I earned enough money to pay a family debt. I was never told who in my family had borrowed money, or how much they had borrowed. Any time I made an error while working, I was fined and the debt increased. Once, when my work was considered be too slow, I was punished.

### **Questions to Ask:**

1. Why did Anwar have to work?
2. What is debt? Was Anwar the one that should pay it off?
3. What was it like where he worked (i.e., the conditions)?
4. Which of Anwar's rights were violated?
  - Children have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.
  - Children should not work before a minimum age and never when that would hinder their health and moral and physical development.
  - Children have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

<http://hrw.org/children/labor.htm>

### **Story #3: Zawtun's Story**

My name is Zawtun. When I was young, I was recruited by the army with force, against my will. One evening, while my friend and I were watching the television in my village, three army sergeants came. They checked whether we had identification cards and asked if we wanted to join the army. We explained that we were underage and hadn't gotten identification cards yet. An army recruitment truck arrived the next morning at my village and demanded new recruits. They said those who could not pay 3000 kyats (our currency) had to join the army. My family could not pay, so I had to go. Altogether, 19 of us kids were recruited in that way and we were all sent to an army training centre to join the army.

#### **Questions to Ask:**

1. Who came to Zawtun's home?
2. Why did Zawtun have to join the army?
3. Which of Zawtun's rights were violated?
  - Children have the right to be protected against cruel acts or exploitation.
  - Children have a right to special care and protection against harm.
  - Children have the right to live, and to live in freedom and safety (basic human rights).

[www.un.org/works/goingon/soldiers/stories.doc](http://www.un.org/works/goingon/soldiers/stories.doc)

#### **Discussion: Recap and Conclusion**

Ask: What did we talk about today?

- What is peace?
- Human rights and the United Nations
- Child rights
- Cooperation, respect
- Inequality
- Violation of rights on a global scale

# Jr. Peacemakers Curriculum

## Session 2: Poverty and Hunger

(approximately 60 minutes)

### What you'll need:

- Poverty Trap
- Bag of candy
- Envelopes (one for each student)
- Hunger map (if available)

### Pre-session Prep:

- Refresh memory on poverty trap (an ensure you know the intended order of your specific poverty trap puzzle)
- Fill envelopes with candy

### Introduction to Poverty (5 minutes)

- Re-introduce yourselves (Hi, remember us?! We're from McGill...) and ask them to remind you what the classroom rules are.
- Ask if anyone can remember what you covered last session:
  - Peace
  - Human rights
  - Children's rights
  - Cooperation, respect, inequality, understanding
- Tell them that today you're going to talk about poverty.

### Discussion: Poverty (5 minutes)

- Ask class what they think when they hear the word "poverty." Write down their answers, and add these if they don't think of them:
  - Not having enough money
  - No place to live
  - No access to healthcare

Explain: Poverty is a very broad term, and has many definitions. Poverty is not only having no money. A person can be considered poor when they don't have access to employment and basic healthcare, education, and essentials like food, clothing, and water. Think of all the things that a family must spend money on, and how maybe spending money on some things means giving up others.

Over **one-fifth of the world's population** lives in poverty. Around the world, poverty appears when people are not able to achieve the standard of living that is usual for their society and/or may not be able to support their basic human needs.

### Discussion: Basic Human Needs (5 minutes)

Ask class what they think is necessary for life and of what kinds/quantities (write on board as they give answers, and add more from this list as you see fit):

- Food
- Clothing
- Clean water
- Shelter (how safe, how often repaired, what location and quality?)
- Medical care (how often, how expensive, how ill before seeking help?)
- Education (how accessible, how expensive, what quality?)
- Fuel (how much and what for?)
- Transportation (how often, what distance, what mode – i.e. car or bus?)

Note: Feel free to tailor this and add more depending on what your students know already. For example, you can bring up that just because you can afford to send your children to school does not mean that the teachers or teaching material are high-quality; when a school is “free,” what other expenses might come up, such as uniforms, books, and transportation; if you don’t have transportation to a source of fresh and clean water, how do you get drinking water – what if you had to walk several miles just to get enough water for your family to drink? Once you have a full list of needs on the board, tell students to imagine that they only have enough money for one of these things. Going through the list, get students to raise their hands according to what they think is the most important, keeping in mind what sacrifices their choice would include. Expand the discussion to include what repercussions may occur as a result of those sacrifices.

Adapted from: *Change the World in Eight Steps: A set of posters and activities for 7-14 year olds investigating the Millennium Development Goals*, Oxfam 2005.

### **Activity #1: Poverty Trap (20 minutes)**

**To introduce the challenges of poverty and the self-perpetuating cycle that can develop from living in poverty.**

With regards to the last exercise, point out that many people around the world cannot afford basic needs.

Discuss with the class:

- What is a “trap”? (Mention a mouse trap and what the trap does to the mouse caught inside.)
- How might people who have very little money be stuck in a “trap”?
- Give a brief example of a poverty cycle: a person is poor, and cannot go to school. Without an education, they cannot get a well-paying job, and stay poor (poor → cannot afford school → cannot get good job → poor).

Now it’s their turn!

- Make sure all pieces of the poverty trap are jumbled and visible.
- Start with “You are poor” jigsaw piece, and stick it in the appropriate spot on the wall or whiteboard using tape or a magnet.
- Encourage students to guess which piece will come next, and why they think so.
- Ensure that the link between the cause and the consequence is clear.

Discuss with the class:

- Why do you think that we called this a poverty trap? Why is it difficult to escape?
- Cycles can include many more factors than could be included in this activity; ask: can anyone think of what these might be? For example: age, gender, ethnicity, class, rural/urban location, religious beliefs, sickness, mental illness, discrimination.
- Remind the children that people rarely *choose* to be poor and that there are many factors at play in the poverty trap

### **Discussion: Hunger (5 minutes)**

Now, relate the discussion on poverty to hunger; enough nutritious food is a basic need that many cannot afford.

Ask class: Why do we need food?

6. To grow and have energy
7. To think clearly (you can ask: how do you feel when you forget to eat breakfast in the morning/miss lunch?)
8. To be healthy

Talk about other issues that relate to hunger, as hunger is a complex issue. Enough food exists in the world to feed every person, yet some people are going hungry because they don’t have access to enough food for their bodies. We will talk about three of the main issues surrounding food distribution: poverty, environment, and war.

Food is a basic necessity. Those who are fortunate try to eat three square meals a day; however, many people are food insecure, meaning they are not sure when they will eat their next meal. And more than a billion people – that’s one in six worldwide – are malnourished. They do not get enough vitamins and minerals from the food that they eat to stay healthy. These problems exist locally too – ask the class: when you go to the supermarket with your families, which food is less expensive: “junk food” like chips and cookies or fresh, healthy food like fruits and vegetables?

When you go out to eat, which food is less expensive: nutritious, food at health-conscious restaurants or greasy, unhealthy food like burgers, fries, and pizza? People with less money are often forced to choose less healthy foods. Hunger can also be an environmental problem involving fresh water, land, forests, and fisheries continually being used too much. In the competition for resources, poor and hungry people, who are not economically or politically powerful, become even more distant from society. This is true especially in countries where land holdings are not even or fair, and poor families are forced to move onto fragile land and overcrowded cities.

War is also a cause for hunger. War slows or stops food production and marketing. Food supplies are often taken and used as instruments of war, crop cycles are interrupted, seeds and breeding livestock are consumed in desperation, and children suffer lasting damage as a result of insufficient food. Even if fighting never occurs, lots of government spending on the military means less money spent on food production, education, and health care.

## **Activity #2: Food Distribution (15 minutes)**

**To demonstrate unequal distribution of food and introduce the topic of hunger.**

**Before class** distribute candies in envelopes and close the envelopes after they are filled. Distribute the candy as follows (this is a rough estimate based on real figures):

4. One out of every seven students should get one-sixth of the candies each.
5. One out of every four students gets one-thirtieth of the candies each.
6. One out of every two students gets one candy each.

Assuming a class with about 100 candies and a class with about 26 students, 4 students get about 17 candies each; 6 students get about 3 candies each, and 15 students get 1 candy each. **TELL STUDENTS NOT TO EAT THEM** until given permission.

Give students time to open and be shocked by the candy. By raising their hands, ask class to share how many they each received in their envelopes.

- Ask the students with the most candies if they would be willing to share them. Why or why not?
  - Ask the students with no candies what it felt like to have nothing. Was it difficult to convince or bargain with people to give you some of their candy?
  - How do you think this represents the food distribution in the world? How could it relate to the poverty trap? The ball toss activity from Session 1? How can inequality affect everyone?
  - Talk about the places in the world where hunger is highest using the hunger map, if available.
  - High inequality *between* countries is not the only factor. Inequality can exist within countries, based on gender, regional location, age, class, and/or ethnicity.
  - If a country is “wealthy” on the map, does that mean that there is no hunger? For example, in Canada?
4. If you lived in the poorest group, what are some other things you may not have besides food?

\*Activity adapted from <http://www.ipl.org/div/kidspace>

## **Reflection on Poverty and Hunger: What It Means For Peace (5 minutes)**

- Hunger
  - Food distribution

What did we talk about today?

- Poverty
- The poverty trap

How may these issues affect peace?

Next time we'll talk about **war and conflict resolution**.

Give out homework assignment for next week if applicable.

## **Session 3: Conflict Resolution**

(approximately 60 minutes)

### **Pre-session Prep:**

- Decide which volunteer will be which character in the drama presentation and go over your lines once or twice
- Decide which conflicts to assign during the role play (Activity #1)

### **Brief Reintroduction (5 minutes)**

Briefly reintroduce yourselves and Jr. Peacemakers and ask students to bring out their name tags. Ask students to remind you of the classroom rules (you might want to spend an extra minute on this if there has been rule – breaking in the past few sessions, such as talking out of turn or not respecting the comments of other students). Ask: Do you remember what we talked about last time or the goals of the activities (you can prompt them with the activities and ask them what they learned from them if they have trouble remembering)?

- Poverty trap: cycles and interconnectedness of the aspects of poverty
- Ball toss: inequality/fairness; not everyone has equal access and opportunities based on their social locations – age, ethnicity, gender, country or region
- Guessing real and fake rights: human rights; common needs for survival and well-being:
  - Universal Declaration of Human (and Child) Rights
  - United Nations
- Choosing which basic needs you would give up if you could only afford one: lack of money and sacrificing basic needs
- Activity with candy in envelopes: global distribution of hunger

Go over any homework you assigned from previous week.

This time we are going to talk about **conflict resolution and communication skills**. This will work on an individual level, and in the fourth session we will show how these simple principles can be applied on a community and global scale.

### **Drama Presentation (5 minutes)**

**Before you start the drama presentation, set up two desks next to each other and, if you plan to include the teacher, ask him or her beforehand and tell them their lines and clues.**

**The purpose of this drama presentation is to demonstrate how a conflict can quickly get out of hand if it is allowed to continue without the application of any type of conflict resolution skills.**

For the drama presentation, you need either three Jr. Peacemakers volunteers or two volunteers and the classroom teacher/student. The two Jr. Peacemaker volunteers pretend they are elementary school children who get into a conflict in the classroom. The conflict begins when the teacher leaves the room unattended while all the “students” are working on an assignment.

One of the students, David, is known for being a little pushy and a little bit of a bully and the other, Peter is known for getting high grades but lacks social skills. Peter insults David’s intelligence and a conflict escalates. While they fight they insult each other, and at one point the Jr. Peacemakers volunteers freeze at a cue word. The cue is usually an insult that is said by the fighting students, and one of the characters explains his backstory. The students unfreeze again and continue to fight. The sketch ends abruptly with the conflict at a climax, by the reentrance of the teacher.

Feel free to alter the script, including changing the gender and/or circumstances surrounding the children’s backstories. You also might want to change the characters’ names if there is a Peter or a David in the class. Keep in mind that the circumstances have to match the student’s behavior and that both students should be at fault in the conflict. This is to make the point that usually each party in a conflict is at least partially responsible for creating and perpetuating the conflict.

### **Script for the Drama Presentation**

**Teacher** (can be the third volunteer or real teacher): Okay class, I am leaving the room for a few minutes. I want you to continue working on your math problems, and I expect you all to behave. [Teacher leaves]

**David:** [Sitting next to Peter's desk] So, Petey, I'm sure you've finished all of your math by now. Gimme some of your answers, I'm not wasting my time with this stuff...

**Peter:** No, I'm not finished! Besides, you do your own work, it's only fair.

**David:** [Starts poking at his work book and teasing him] I said gimme your answers, if you don't I'm gonna take them.

**Peter:** No, leave me alone! It's not my fault you're so stupid. Go away!

**David:** Oh yeah?! [Grabs Peter's booklet away from him]

**Peter:** [Grabs unsuccessfully at his book, while David holds it over his head and out of his reach] I have to finish my work! Give it back you stupid ugly idiot!

*FREEZE* at IDIOT → Peter tells his story.

Peter's Story: I'm Peter. I don't have many friends. At home, my parents put a lot of pressure on me to do well in school, and that doesn't leave too much time for play. When I bring home marks that aren't very high, my parents get upset. I think that my classmates don't like me, so I think that when someone tries to talk to me they'll make fun of me so I get mad. Sometimes I insult my classmates, especially the classmates who don't seem to care too much about their school work.

*UNFREEZE*

**David:** Who are you calling stupid, sissy? The teacher's not here for you to hide behind. Big baby, what are you gonna do now, cry? Petey wants his mommy?

*FREEZE* at MOMMY → David tells his story.

David's Story: I'm David. At home my parents don't pay much attention to me and they tell me I'm no good whenever I do something wrong. I do not do very well at school, but I don't even try to do my work well because I think I can't ever learn or get good grades. I pick on the other kids for attention, and some are easier to pick on than others, especially the ones who work hard in school and who aren't very good at standing up for themselves.

*UNFREEZE*

**Peter:** [Gets furious, lunges at and pushes David]

**David:** [Pushes him to the ground]

**Teacher:** [Walks in at that moment] Boys! Stop this instant! [Rushes over to them] What's going on?! I want an explanation now! What happened?!

**David:** [Quickly puts Peter's book back on his desk and bends to help Peter up.

**Peter:** [Crying, gets up] Nothing, I just tripped and hurt myself.

**Teacher:** Is he telling me the truth, David?

**David:** [Shrugs his shoulders] Yeah.

**Teacher:** [Eyes them suspiciously] Get in your seats and finish your assignments.

**David:** [As he moves to his seat and once the teacher is out of earshot, to the class] If you know what's best, ya'll better keep quiet.

## **Discussion of Drama Presentation (5 minutes)**

Discuss: When there is a conflict, there are at least two sides to the story. Like in the conflict you just witnessed, both Peter and David played some role in the conflict. Also, both had their own side to the story. What may these different sides be? When we look at this, it is important to remember what we learned about both Peter and David, in terms of their background and circumstances. First, let's go back to the conflict.

Discuss with the class:

- Did someone win?
- In the long-term, do you think this event will have positive or negative consequences, regardless of the fact that the teacher didn't "catch" them?
- Who was at fault?
  - Notice that everyone in a conflict is usually responsible for creating or continuing the conflict.
  - Clarify that just because someone instigated the conflict, it does not mean that the other person is blameless or did not perpetuate the dispute.
- After the Peter and David talked about their backgrounds, or perspectives, did it change your immediate judgment of the conflict?
  - What does David's side of the story tell us?
    - Wants to impress his parents
    - Desires attention
    - Thinks that Peter should share his answers

- Because Peter started the shoving, thinks that it is fair to fight back
  - What does Peter’s side of the story tell us?
    - Feels pressure at home to succeed
    - Feels that it is unfair that he should work hard when David doesn’t
    - Thinks violence is a reasonable way to respond to David stealing his book
  - Why should considering their backgrounds matter?
    - Think of the old expression, “Before you criticize someone, walk a mile in their shoes.” While their backgrounds are not *excuses* for their behavior, they help us understand how to solve the conflict and prevent it from occurring again in the future.
- How do you think that this conflict could have been resolved?
  - In order to solve or prevent conflict, it’s very helpful to understand the other’s point of view AND background. Trying to walk in someone else’s shoes can help you understand where that person is coming from, also known as **empathy**.
  - Can anyone think of another example of empathy?
    - My friend’s cat died, and it reminded me how upset I was when my dog was lost, so I empathized with his loss.

So how *do* you **resolve** a conflict? We are now going to talk about **conflict resolution skills**.

- Rather than making accusations and escalating the conflict, these simple measures can help you to resolve disputes. This way, you do not ignore something that is bothering you; rather, you take positive steps toward a peaceful solution.
- It is useful, after you state **how you feel**, to give an explanation of **why you feel** this way.
  - For example: “You are so mean; you always play with her and not me,” could be made more effective and accurate by saying, “I feel hurt when you play with only her and don’t ask me to join you because I feel as though I am not important to you.”
  - Also, you could state what you think might make the situation better. “I think if we played together more often, I would not feel this way.”
- Write this skeleton statement on the board:
  - I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_. I would feel better if \_\_\_\_\_.
  - Ask students to come up with examples that would fit into the skeleton statement.
  - Make sure students understand that what is important is that you aren’t accusing, you are simply stating how you feel, since you want to give them an opportunity to express their **side of the story** as well.

\*Inspired by and modified from Peace by PEACE 2007 Curriculum.

## **Discussion: Listening To The Other Side**

Ask what the differences between a good listener and a bad listener are, giving examples.

- There are two components to listening: verbal and non-verbal. Does anyone know what these mean? For example, a thumbs-up is a non-verbal signal that replaces saying “okay”. It may be productive to go around the classroom having student volunteers read these aloud, one by one:
- **Bad listening:**
  - Interrupting (verbal)
  - Disrespecting what the person is saying, or laughing (verbal)
  - Not listening (verbal/non-verbal)
  - Not paying attention (verbal/non-verbal)
  - Bad eye contact (non-verbal)
- **Good listening:**
  - Not interrupting (non-verbal)
  - Engaged body language: eye contact, facial expressions, and body position
  - Not judging (non-verbal)
  - Empathize/sympathize (verbal)

- Asking questions and asking for clarification (verbal)
- Confidentiality (verbal)
- Understanding and respect (verbal)
- Not diverting the subject (verbal)

**Ask:** Does anyone know what active listening is?

- A listener's attempt to restate the **feeling and/or content** of what the speaker has said. It requires that you **listen for the main idea**. Ask **questions** to be sure that you understand meaning. **Restate** what you think you heard so the speaker can clarify if necessary.
- Active listening is an important component of peace summits to solve global conflicts. Unless it is clear what both parties hope to gain (land, freedom, more rights, resources, etc.), and how they envision peaceful reconciliation, resolving the dispute will be difficult.
- Of course, conflict resolution can be more complex, with more factors and actors determining the outcome or the sustainability of peace (how long will peace last?), but the point is that, with enough time, most conflicts can make positive steps to resolution.

### **Activity #1: Active Listening Presentation**

Have a pair of volunteers come up. Have one of them be the "speaker" and one be the "listener" and, without the rest of the class knowing, assign the listener to be either an "active listener" or a "poor listener." Have the speaker speak and the listener act out either good listening or bad listening based on the lists from above. Have the class guess which one they are, and then point out what makes them a good or bad listener. Have another pair come up

### **Discussion: Finding a Solution or Compromise To Solve this Situation For The Present And For The Future**

Write these on the board:

- Try to think of a **win-win situation**, where both people like the outcome.
- Write down or note what both sides want or believe.
- Try to find a way to a solution which both can agree to.

How would you have solved the Peter/David conflict (i.e., they could have discussed their problems and maybe become friends because of it)?

Recap what has been learnt:

9. Hearing both sides of the story and not blaming or accusing, but making your argument reflective of how you feel
10. Good and active listening
11. Finding a solution that both people can agree to

### **Discussion: Mediator**

Another tool that can be used is **mediation**. Ask the class: what is a mediator?

7. A mediator would follow the same steps as above, but should not take sides (unbiased).
8. Their goal should be to help resolve the conflict.

Next, the class will be doing a role play. When you do the role play, one member of each group of three will play the role of a mediator – a third, non-involved person who helps both sides solve the conflict.

Remember the United Nations? We can think of the United Nations like a mediator: many groups are brought together to talk about the conflicts so that they do not become wars, or mediator countries try to stop wars and prevent further conflict.

### **Activity #2: Role Play (15 minutes)**

This is for the students to apply what they just learned and find strategies to solve problems using a mediator.

- Get into groups of threes (if class size is not a multiple of three, the teacher or Jr. Peacemakers volunteers can help to form a group).

From the list of conflicts below or other conflicts that you prepare beforehand, present each group with a conflict, being clear about **who** is involved and **why** they both want what they want. Two members will be involved in the conflict, and the third will mediate. They should practice for a few minutes, during which time you can go around the classroom and make sure every group is on track.

Conflict examples:

- Two siblings go to the movies with their parents and each want to see a different movie (you may choose to pick real, current movies to make this more fun).
  - A group at recess is playing volleyball and two students are in disagreement about whether a serve was out of bounds.
  - A student is having a birthday party and has excluded one friend, who is hurt and confronts him/her.
  - Someone accuses someone else of stealing chips from his/her lunch.
  - When all groups are prepared (this should only take around five minutes), have each group come up, one at a time, to act out their situation and resolution in front of the class (make sure to tell them in advance that they should not hit, shove, etc.). Because the steps should already be written on the board, have the mediator refer to them if he/she seems to be struggling to remember them all. Emphasize that each is important and ensure that every group uses all the steps.
- So, we learned how to resolve conflicts, but how do they start?

### **Discussion: Global Conflict (3 minutes)**

Ask students about causes of conflict/war on board (both global and local).

Causes of conflict

- e. Resources (e.g. food, water, or land)
- f. Needs (e.g. healthcare or education)
- g. Beliefs (e.g. one group believes in something that they feel is very different from another)

What happens when they aren't resolved?

- g. They sometimes turn violent
- h. Ask: has anyone heard about world conflicts, past or present? (Try not to go into too much detail about it.) What about wars? Remember when we talked about the United Nations, and how the United Nations was formed after a big war to prevent conflict in the future?
- i. When big conflicts, like global conflicts, occur, many people are involved, even if they don't want to be.
- j. We will now do an activity to show how this can happen.

### **Activity #2: Simulation (5 minutes)**

This exercise will demonstrate how conflict affects children in regions around the world.

Have the whole class involved in this simulation. Get all the students stay in their desks and close their eyes. Say that the entire classroom represents a region in conflict, and they are all innocent children who happen to live in this region with their families, friends, home, school, library, restaurants, parks, and other hangouts.

When you tap a student on the head, have them stand up (keeping their eyes closed).

The simulation will go as follows (it works well if only one volunteer conducts the entire simulation so as not to get confusing):

- Read out the description of the conflict given (from attached "Additional Materials").
- Read out the section on child soldiers and tap 1/5 of the children on the head (in a class of 25, this will be five children).
- Read the orphans section and do the same.
- Read the section on refugees and internally displaced persons and do the same.
- Read the section on those affected by landmines and do the same.

### Description of conflict: (DO NOT READ TITLE)

There is war where you all live. This war has been going on for years in one form or another. But now, the conflict has escalated (gotten worse) and almost everyone living in your region is somehow affected by it. Not only has the number of deaths risen, but the suffering of those who are still alive as well.

The war began as a conflict over resources and power. There were two major groups in the region, and the government was providing better health care and better schools in the region where one group lived. This group generally had much higher living standards. They were also more politically powerful - this meant that they could have more of a say in important decisions that would affect your country. The other major group lived in the poorer regions of your country. Basic necessities such as clean water, food, and shelter were not easily available to them and the government did not provide as many services to them, such as healthcare and good schools. If there were such services, they were at a great distance and were difficult to reach. So, what happened was that as this group began to realize that there were others who were at a much greater advantage, they began to ask the government for better healthcare, cleaner water, and more food. They wanted to be able to send their children to good schools that were nearby and they wanted a chance for their children to grow up and get good jobs and maybe even go into politics. With more chances for a better life, this group believed that they could gain more political power - again, this would mean that they could have a greater say in making important decisions that would affect their country and the people in it. However, this started to raise tension – meaning discomfort and anger – between the two groups, as both wanted to make sure that they could have their resources (such as clean water, food, health care, education) and power to make important decisions their country.

As both groups began to argue over what they wanted, the conflict began to escalate. The first group was afraid that the second group would take away their resources and power and the second group was afraid that the first would not give them anything they asked for. The conflict escalated a point where both sides began to buy and collect arms and weapons and the conflict soon turned into an armed and violent conflict, or war.

Not only have adults lost their lives and suffered pain in this conflict, but the children of this region have as well. You all, the children of this war, have had to deal with things that children should never see or experience. Here are some ways that this conflict has negatively affected you, the children.

### Child Soldiers (DO NOT READ TITLE)

There are a variety of armed groups in this war. Not only is there the government army, but also various groups of people have taken up arms as well. Many children have begun to be forced into picking up weapons and fighting alongside these armed adults. They are not given any choice in the matter, and often their lives are at risk if they refuse to fight or if they try to run away. Children who are forced to fight are as young as 8 years old. They can no longer attend school as they are forced into war. This means that as other children are learning and developing, these children are being held back and having to face horrible demands from their commanders. They are forced to cause harm to others when they do not want to do so.

### Children Orphaned by War (DO NOT READ TITLE)

Children have also lost their parents or their guardians this war. Their parents or guardians may or may not have been fighting in the war, but were killed as a result of the violence. These children are not only living in a terrifying environment, filled with violence and sadness, but have also lost the people who are supposed to shield and protect them from the horrors of war. Children need a source of protection and comfort which parents or guardians can provide and when they lose their parents or guardians they become even more sensitive to the effects of war.

### Children Refugees and Internally Displaced (DO NOT READ TITLE)

Many families in war are forced to flee (meaning leave) their homes for a very long time, and some do not return. This may be because their lives and wellbeing are threatened by the war and all the violence and destruction around them. They may go to another part of their country, or they may even go to another country close-by or far away to get away from the situation. Oftentimes leaving their homes is a very difficult process. When they go to another country, the other country may or may not accept them. They must often live in 'camps' which are places where many others who have left their homes must stay. Life in these camps is not always easy, because it is difficult

to obtain all the services they need, like healthcare and education, and also because access to resources such as food and water might be limited. While there are organizations which help these people living in these camps, often because the limited amount of money and materials of they may have, not everyone can be helped as much as is necessary.

### Children & Landmines (DO NOT READ TITLE)

Landmines are small devices which explode when pressure placed on them, for example by stepping on them. They are often used in war zones and they are designed to be difficult to notice. Some look interesting and small to children who do not know that they to can be deadly instruments. Often even after wars, areas are not properly de-mined: that is, the mines are not removed. Sometimes, signs are put up to warn people of the presence of such landmines. But when there are small and curious children around, especially those who cannot read the signs, such warnings do not always help. Children are especially at risk when it comes to landmines because their small bodies are more likely to be badly hurt than adults. Many lose their limbs when they come into contact with landmines, but some lose their lives.

After the volunteer has read all the parts to the simulation, ask the students to open their eyes. Tell them to look around themselves and note that most children were seriously impacted by the conflict. Go on to explain that this exercise was used to demonstrate that though many people, including many children, aren't directly responsible for the conflict, they are often seriously affect by the conflict, as it ravages different aspects of their lives. Some may be forced to fight, others may be forced to flee their homes, to leave school, may lose their parents, or may lose their lives or become seriously injured.

Ask students:

- How can a conflict cause pain? And is pain only when you get physically hurt?
- Conflict can harm children when their bodies are still developing. Additionally, there is psychological and emotional pain. Emotional and psychological pain means that children may not only hurt a part of their body, but they also might experience feelings of pain and a lot of sadness and confusion because of what is going on around them. It is very hard for anyone to lose their home or family or health, but it is especially difficult for children, who are most vulnerable.
- Many children are also often unable to attend school and this causes even more problems for their development and education.
- Remember when we talked about **rights**? It is a child's right to be safe and live in an area free of violence, and their rights are further violated when they are denied an education.

### **Discussion: Recap and Conclusion (2 minutes)**

Recap on the steps to conflict resolution and the impacts of global conflict.

How can we help stop conflicts before they escalate? How can we help put an end to conflicts once they've already escalated? How can a conflict affect everyone around?

Next time we'll talk about **Discrimination and Activism**.

Give out homework assignment for next week if applicable.

## Session 4: Discrimination and Child Participation & Activism

(approximately 60 minutes)

### What you'll need:

- Action Booklets (one for each student in the class)

### Reintroduction and Re-cap (5 minutes)

Briefly re-introduce yourselves and Jr. Peacemakers; ask students to bring out their name tags.

Ask students to briefly remind you of the classroom rules. If they've broken a rule, ask them why and how things went wrong, and what can be done better next time.

Ask: Can anyone tell us what we covered last week?

- Conflict resolution
- Mediation
- Empathy
- Active listening
- Looking at the background and perspective of those on both sides of a conflict
- Instigation and placing blame in conflicts; who "wins" or benefits from the fight?
- Global conflict and the causes
  - Resources, needs, power, beliefs

Today we are going to look at how different beliefs and values can cause conflicts.

### Activity: Cultural Differences Game (10 minutes)

*Purpose: To explore cultural differences through intercultural communication. Through this activity, participants explore their reactions when faced with behavior and characteristics different from their own.*

#### Directions:

- Divide the class into four groups according to seating
- Tell each group the etiquette rules of their "culture" (below) and tell them that they are not supposed to tell others what their rules are.
- Once everyone is informed of their etiquette rules and ready to begin, tell the students to stand up and walk around, interacting (calmly and quietly!) with their classmates. The first thing they should do when they encounter a classmate is to tell them which culture group they are in. Then, they perform the etiquette rules of their culture group.
- After a few minutes, ask everyone to stop and return to their seats to talk about the game.

#### Etiquette Rules:

Important: the first thing anyone from any culture group should do when they come across a classmate is let them know which group they are in.

#### Blue Culture Group

- **When you say hello to someone:** cross your arms in front of your body
- **It is rude in your culture:** to use your right arm or hand
- Your culture is very interested in the Green culture, so you try to say hello to as many Green people as possible.

#### Red Culture Group

- **When you say hello to someone:** wink at the person
- **It is rude in your culture:** to touch someone else or be touched by someone else
- Your culture thinks the Yellow culture is easily scared, so you speak especially quietly to them.

#### Yellow Culture Group

- **When you say hello to someone:** point your finger and look the person in the eye
- **It is rude in your culture:** to *not* touch someone on the shoulder when you ask them a question
- Your culture is very scared of the Red culture so you try not to speak to very many of them.

#### Green Culture Group

- **When you say hello to someone:** shake their right hand

- **It is rude in your culture:** to look someone in the eye
- Your culture thinks that the Blue people talk funny so you laugh a little when they speak.

### **Discussion and Further Suggestions:**

If the discussion begins to get a bit rowdy, you may want to ask each group questions one at a time – for example, ask the Green culture group how their interactions went with the Yellow, then Blue, then Red, etc.

- What did you think about the game?
- How did you feel towards the members of the other cultures?
- Were you frustrated at any time? Why?
- Was there one culture in particular which was easy to communicate with? Was there one that was difficult to communicate with?
- What methods could you have used to allow you to better understand the members of the other cultures?

To wrap it up:

- When faced with something we don't know, we often tend to feel afraid or frustrated because we feel misunderstood within that specific situation.
- With this game, for example, we were easily frustrated by the behavior of others.
- We often experience similar situations at school or in our surroundings when we interact with people of different backgrounds than ours.
- The challenge is to find ways of communicating with each other instead of reacting negatively to each other and nourishing stereotypes and divisions.

When someone treats someone else or a group of people unequally or unfairly because they look, talk, or talk differently, what is this called?

Have the class guess **discrimination**.

### **Discussion: Discrimination and Stereotypes (5 minutes)**

- There are about 6.7 billion people in the world today.
- With so many people, there are also many differences. We don't all look the same, talk the same, or act the same.
- This, though, doesn't mean that we should treat different people differently.
- In many cases, unequal treatment is based on characteristics that have nothing to do with character, who someone really is, or the fact that they are fundamentally human, just like us, but rather is based on characteristics like skin color, language, gender, disability, etc.
- Also, just because one person in a group acts a certain way, it does not mean that every member of that group acts the same way. For example, some girls may like the color pink, but that doesn't mean that all girls like the color pink. (This is just one example).

### **Activity: Is It A Stereotype? (5 minutes)**

Use a show of hands to determine if each of the following is a stereotype or not. You can make up your own in addition to, or instead of, these.

12. Every girl hates sports.
13. Some tall people are good at basketball.
14. All Canadians like Tim Hortons.
15. Japanese people sometimes eat sushi.
16. Boys are good hockey players.
17. Only boys like action movies.
18. All grade six students like Justin Bieber.

### **Discussion: How To Avoid Stereotypes and Discrimination (3 minutes)**

What can we do to avoid making stereotypes and causing discrimination? Get suggestions from the class and use your own suggestions:

9. Don't make generalized statements about certain groups of people.
10. Don't treat others unfairly based on skin color, language, gender, disability, age, culture, etc.
11. Examine things you hear about other people before you believe them and spread them. Ask yourself, "Is that really true, or could it be just a stereotype?"
12. Learn more about people from different backgrounds by reading books, seeing movies, attending events, or making friends with them!
13. Join groups at school that welcome people of all backgrounds, and avoid groups that exclude people.
14. Don't tell jokes or make fun of people based on their differences.
15. Speak up when you hear people making fun of others based on their differences.
16. Ask yourself: "Is it kind? Is it true? Is it necessary?" If you cannot answer *yes* to all three, you shouldn't say it.

Discuss: Remember how we walked about how we are all connected all over the world? By doing these things, we can prevent and avoid discrimination so that our classroom, school, city, country, and world can be more peaceful.

### **Discussion: Recap – What Is Peace? (3 minutes)**

Let's talk about the ways that we can create peace or what we need to have peace.

- Human rights
- No poverty or hunger
- Resolve conflicts
- No discrimination

Ask the students to come up with a list of things that help create peace or hinder it. You may be as creative as you like.

- You can bring in poster board and ask each student to write something down, as they say it, about what peace means to them.
- You can look at lyrics to a song that promotes peace.
- How would we imagine a future and what would it look like?
- Why is it important to look at peace holistically?
  - If a society has no conflict, but does have widespread poverty, is it peaceful?
  - If the environment is significantly damaged or depleted, can a society be peaceful? For how long?

This section should be interactive and each time an idea for "why [such and such] is necessary for peace" comes up, restate what the students have said and ask "Why?" questions. Make sure the students understand the connections between concepts learned (as well as others) and peace.

### **Participation – You CAN do something for peace! (25 minutes)**

How can we create peace?

#### **Discussion – Child Activism (2 minutes)**

This section is focused on child participation and activism for peace. It is intended to show the students that they do not have to wait until they are adults to make a change and make a difference. The focus is on ANY positive action, not only BIG actions, but small as well. While examples will be given of children who have done extraordinary things, this is just for inspiration. It must be emphasized that actions do not have to be BIG to make a DIFFERENCE. Prompt the children to have an interactive discussion with you. For example:

Now we are going to talk about what YOU and I can do for peace. What can we all give to make a more peaceful world?

- h. Who is able to be a peacemaker? Can senior citizens promote peace? What about your parents? What about YOU?
- i. Can kids make a difference? Can kids be activists? What is the meaning of these words: "participation" and "activism"?

You may want to start the discussion of participation as: The first step is always to raise awareness for yourself. Define awareness and talk about how what they have been learning with Jr. Peacemakers was part of this “raising awareness.”

### **Activity: Examples of Children’s Activism (5 minutes)**

We believe that all human beings, young and old, are able to make a difference – are able to make peace. Kids all over the world make change for peace, but here we will give you some examples of Canadian kids who have made a significant difference in their societies and the world.

Get volunteers to read the stories (you can adjust the number of stories depending on time constraints).

- k. Ryan’s story
- l. Craig’s story
- m. Hannah’s story

#### Ryan's Story: Ryan Hreljac journeys to Uganda to visit Ryan's Well at Ansolo Primary School and meet the students

Article excerpt from WaterCan's Website

WaterCan's young hero, nine-year-old, Ryan Hreljac, will remember the summer of 2000 for a long, long time. While his playmates back home were jumping through a backyard lawn sprinkler and enjoying some cool refreshing fruit juice, Ryan was meeting his newfound friends at Ryan's Well in the remote village of Angolo in rural Uganda. When Ryan learned from WaterCan that other children his age did not have clean water to drink, he simply decided to do something about it, and his dream of Ryan's Well was born. He began by saving the small change he and classmates received money for household chores and putting it aside in a cookie tin. When his teachers and classmates learned about Ryan’s Well, they wanted to help. As word spread, many others joined in. And this summer Ryan and his parents stood at Ryan's Well and sipped a drink of cool, clean water near the Angolo school in far-off northern Uganda.

But for Ryan the well near the school was just a beginning. Through his efforts and the example he has shown to others, he has made it possible for WaterCan to purchase drilling rig that is being used to bring the precious gift of safe and clean water to many other village children in northern Uganda.

Two precious gifts flow from Ryan's well...WATER and TIME. Village women will set aside a 50lb.water barrel and say good-bye to the grinding daily trek to the waterhole. They plan to use this gift of time to plant a small, community vegetable plots that will continue to flourish even if the rains fail.

Here at WaterCan we are often asked. "Does our help make a difference?"and "What do the people in the villages think about Canadians?" When young Ryan arrived at Angolo school, the roadside the school building, about 300 yards, was lined three deep on both sides by a welcoming "committee" of every child in the school-over 2000 students! Their young friend from Canada got out of the jeep, the sound of hand-clapping and shouts of welcome began building to the kind of unbounded enthusiasm that only children can generate. This was their thank-you to Ryan.

#### Craig’s Story: Free The Children

Excerpts taken from: <http://www.freethechildren.com/aboutus/history/>

Free The Children was founded by 12-year-old Craig Kielburger 1995when he gathered school friends to begin fighting child labour. Ten years later and Free The Children is the largest network of children helping children through education in the world, with more than one million young people involved in our programs in 45 countries. So, how did it happen? Looking for the comics section one morning before school, Craig came across an article in the Toronto Star. The front page caught his eye, showing a picture of a boy wearing a bright red vest and his fist held high. The headline read, "Battled child labour, boy, 12, murdered". The article told the story of a young boy from Pakistan, Iqbal Masih, who was sold into child labour at the age of four as a carpet weaver to pay back a loan his parents had acquired. Iqbal worked 12 hours a day, six days a week, tying tiny knots to make carpets. Iqbal lost his freedom to laugh and to play. He lost his freedom to go to school. And, after he began speaking out against child labour, he lost his life. The article said he was murdered for raising the issue in the press and in politics at the age of 12, the same age as Craig at the time.

Craig had never heard about child labour, and wasn't even certain where Pakistan was on the world map, but the differences between his life and Iqbal's shocked him. He soon discovered that there are 250 million child

labourers in the world, one half of them working full time, many in hazardous conditions. Craig knew that he had to help, so he did the only thing he could. He gathered a group of his friends together, most of them 12 years old like him, and they started Free The Children. The goal they set out then is the same as it is today, although now more than a million supporters are working together toward their goal: to free children from abuse, exploitation, and the idea that they are not old enough or smart enough or capable enough to change the world.

Free The Children has now changed the lives of more than one million young people. Under Craig's leadership, the organization has built more than 450 primary schools, providing daily education to more than 40,000 children around the world.

Free The Children's many accomplishments the areas of education, alternative income, health care, water and sanitation provision and peacebuilding have earned three Nobel Peace Prize nominations and facilitated high profile partnerships with organizations such as the United Nations and Oprah's Angel Network. Today, we know children are capable of incredible things. Through cooperation, we've shown it.

### Hannah's Story: Girl, 9, brings message of love to Bay Street

Excerpts taken from: <http://www.cbc.ca/news/canada/story/2005/04/21/hannah-taylor050421.html>

A nine-year-old Winnipeg girl brought a simple message love to Bay Street's captains of business Thursday as she pursued her quest to help the homeless – a personal campaign that has already raised \$500,000 in donations. Hannah Taylor was the featured speaker at the Empire Club, and her inspirational speech was enough to move some people to tears.

Hannah knew nothing about the homeless when she and her mother saw a man eating out of a garbage can on a cold winter day four years ago. "I felt very, very sad," Hannah said in an interview later on CBC Newsworld. "I didn't know there were homeless people, because I was only five years old. I asked my mom why he was doing that, and she said because he was homeless." Hannah turned that experience into a home and classroom project, teaching her three siblings and her schoolmates about the most underprivileged people in their community. Then she started collecting spare coins in old baby-food jars, gaily painted red and black like good-luck ladybugs.

Those jars, to "make change" for the homeless, were the start of the Ladybug Foundation, which raises money for charities that help homeless people.

She talked about "my homeless people," and one friend named Rick, who "goes for food and love" to a shelter in Winnipeg. "He is a beautiful person," she said, "and when I met him he cried. I asked him why he was crying, and he said it because I was hugging him and looking at him and talking to him. He said they were happy tears. Now when I see him he doesn't do that so much.

"I have a picture of us together. He wore his best shirt the day they took our picture. He is just like you and me – he just needs someone to care about him. I told him I care about him, and I always will."

Donations of food, clothing and money are good ways to help the homeless, Hannah said, "But mostly what you can do is be nice to them."

### **Discussion: Making a difference (3 minutes)**

We read these stories to show you that kids can do incredible things. But what we believe is most important is that these things don't need to be HUGE. You can make a big difference just by opening your heart. By taking small, everyday actions, you can make extraordinary change.

What can people your age do to make peace, here in Canada or in the world? We can think of big ways to make peace, such as those in the stories of Kimmie, Craig, Ryan and Hannah. But let's also think of SMALL actions that can make BIG differences. What is important is the intention – that you want to make a difference and you want to help.

You may want to start off the discussion by giving an example of how you can make peace. For example, "I was thinking that I could contribute to peace by trying to mediate a conflict between my friends if I find that they are having trouble resolving the conflict themselves and they want help." Or "I was thinking that I could save up my money for one week and ask my parents to buy a blanket or canned food for a homeless person or a shelter." Or "I can write a letter to someone in government to tell them I think we should work harder to eliminate world hunger." Other examples might be to start a petition (might have to explain the word) in class to send to an MP

(might have to explain this too), save allowance money to donate to charity, start a fundraiser with your friends, lend an ear to someone who's sad or lonely or even just giving them a big warm smile, etc.

Have the students come up with a few ideas and write them on the board.

### **Activity: Action Booklet and Action Plan! (5 minutes)**

Explain the activity to students. They will have to come up with a way to raise funds for an organization listed in the booklet. Go through the booklet with the students. Have the class read the description of the organizations and what they can do. Then go through and explain the list of actions that the students can take. Note down any other suggestions from the students. Tell them that the action booklet has several examples of actions they can take to make a difference but we thought it be fun to focus on fundraising for now. If they really want to write about another action, they definitely can – allow them to be creative!

Sample organizations:

- CIDA
- Water Can
- Club de Petits Dejeuners de Quebec (Breakfast Club)
- Oxfam
- UNICEF
- Leave out violence

Sample actions:

- Letter writing
- Crating and/or signing petitions
- Fund-raisers (such as bake sales, craft sales, talent show, food drive, saving allowance money)
- Mediating a conflict
- Raising awareness about an issue you consider important
- Doing research, talking to friends and family, putting up a poster, helping an organization, informing your class about a current event, give a presentation, write a story, etc.
- Volunteering
- Listening to a friend in need or helping someone through a hard time
- Being a good listener and friend

### **Discussion of classroom project (10 minutes)**

Talk about what sort of classroom project the students might want to do – it may be productive to brainstorm and write ideas on the board. Tell the students that next week, you'll be back to check in on the progress, and what sort of project they've decided to do!

### **Discussion: Conclusion**

Ask: What did we talk about today?

6. Cultural differences
7. Stereotypes and discrimination
8. Activism and what you can do!

You'll be back next week to see what the students have decided to do, and to talk about **Environmental Sustainability**.

## **Session 5: Environmental Sustainability**

(approximately 60 minutes)

### **What you'll need:**

- EnviroBingo sheets (one for each member of the class)

Before you start, you may want to ask the teacher how much knowledge the students will have on the topic (for example, if they've had life sciences class). This will help to target your vocabulary and make sure that everyone understands what you are saying.

Also remember that this session involves quite a bit of "lecturing," which the students may not be used to. Try to keep the discussions as interactive as possible so that they don't zone out.

### **Brief Reintroduction (5 minutes)**

Briefly reintroduce yourselves and Jr. Peacemakers and ask students to bring out their name tags. Ask students to remind you of the classroom rules.

Ask: Do you remember what we talked about last time or the goals of the activities (you can prompt them with the activities and ask them what they learned from them if they have trouble remembering)?

- Cultural differences game: looking at the different cultures everyone we interact with comes from
- Is it a stereotype guessing game: stereotypes and discrimination
- The Action Booklets: Activism and what YOU can do to help!

Ask the class if they have thought about their classroom project, and whether they have any idea what they want to do for it. Get them excited to start if they have not already!

Today we are going to talk about the **environment** and how we can make it stay healthy.

### **Discussion: Introduction (3 minutes)**

Ask students:

- What is the Environment?
- What kinds of things make up our environment?

It is very important to remember that our environment is everything around us and we share it with all the plants and animals, not just with people. This time we are going to talk about what it means to be environmentally-friendly (friendly to the environment, to the Earth), and why this is important.

### **Activity #1: EnviroBingo ("How Green Is This Class?") (7 minutes)**

The bingo cards are 3x3 cards containing these actions or similar actions:

- I turn off lights when I leave a room.
- I walk, carpool, or take the bus to school.
- I always turn off the water when I'm brushing my teeth.
- I recycle.
- I bring reusable grocery bags to the grocery store.
- I try not to buy things I don't need.
- I grow fruits/vegetables in a garden at home.
- I care about endangered animals.
- I don't buy bottled water.

Tell the students:

- Each square in your Bingo card contains an action that is friendly to the environment, that helps keep the Earth healthy for everything that lives here. We're going to spend the next few minutes getting to know how "green" (environmentally-friendly) everyone in this class is!
- Walk around the room and find classmates who can answer "yes" to each question. For example, if a square says, "I recycle and compost at home with my family," ask your classmates, "Do you recycle and compost at home with your family?" When you have found someone who can answer "yes," ask them to sign their name on your card. The goal is to get your entire card filled up.

## **Discussion: EnviroBingo (5 minutes)**

Ask students:

- What does it mean to be green?

Being “green” means doing your part to keep the planet safe and healthy for *everything* that lives here. These can be small steps like recycling or choosing to carpool – maybe you and your family already do these things. Or it can be bigger things like telling people in your school or community about climate change and how to protect the environment.

Discuss with the class:

- What kinds of harm (hurt) the environment?
- What are some other things we can do to protect the environment (in addition to the things we names in the Bingo game)?
  1. Turn off the TV when you leave the room
  2. Recycle plastic, glass, and cardboard
  3. Start an Earth Hour campaign in your school
  4. Encourage your family to drive a vehicle that doesn’t use too much gasoline, and that is the right size for your family. Many large cars like SUVs use a lot of gasoline and produce unhealthy gases called carbon dioxide that makes holes in the ozone layer and cause climate change.

## **Activity Cradle to Cradle (7 minutes)**

It’s important to remember that it’s not just actions of individuals that can hurt the environment. Factories can produce a lot of bad chemicals and gases that pollute our air and our water as they make things for us to buy. That’s why it’s important for us not to buy more things than we need.

Just like people and animals, the things we buy have a lifecycle with five stages:

- Raw Materials
- Production
- Distribution
- Use
- Elimination

Write these on the board and ask students to explain what each stage means. Then ask someone to give an example. If they need help, you can offer some prompts based on these examples:

19. Paper

- a. Raw Materials: trees
- b. Production: factory
- c. Distribution: trucks driving it to stores
- d. Use: to write something or make drawings
- e. Elimination: thrown away or recycled

20. Plastic bottles

- a. Raw Materials: petroleum (plastic is made from petroleum)
- b. Production: factory turning petroleum into plastic and then plastic into a bottle
- c. Distribution: trucks driving it to stores
- d. Use: to store water or juice
- e. Elimination: throwing away to sit in a landfill for a long time, or recycle

Ask: What are the things that happen at each of these stages that can hurt the environment?

21. Cutting down trees: taking away habitats from animals; taking away a plant that keeps soil healthy and cleans the air
22. Factories: give off gases and chemicals that hurt the Earth; use a lot of energy
23. Trucks: drive all over, using a lot of gas
24. Things that are thrown away in landfills may never go away, or may take hundreds of years to decompose (break down).

25. Even though recycling is better than throwing away (if the item you're disposing of is recyclable), recycling is a process that also takes a lot of time and energy.

We can be responsible stewards of the Earth by not buying products that harm people, animals, and the environment. This means two things: looking for "green" products that are made in a safe way, like organic foods or "green" cleaning products, and not buying more than you need (moderation). We can think of this as "pre-cycling": before you even buy a product, ask yourself these questions:

- Did this product hurt any people or the environment when it was made?
- Do I really need it?
- Do I have one, or something like it, already?
- Can I borrow this from someone else?
- How long will I use it for?

After you've thought about these questions, you'll know whether or not it's worth it.

Discuss: Was there ever a time when you realized, by asking yourself these questions or similar questions, that you didn't need to buy a new item? If you can think of one, share it with the class.

### **We're All Connected Activity (5 minutes)**

Discuss: We've talked a lot about how we can protect our environment, but why is it important to protect our environment and our ecosystems?

- We are simply one part of the web of life – the majority of all living things are microscopic! This means that they are invisible to the human eye, but even though we can't see them, we depend on them to keep the Earth healthy, and we need to help them, too. All living things depend on each other, which is why it is important to protect our entire environment – for the livelihood of humans and all the other creatures that share our planet.

To illustrate this, pass out cards assigning each student an aspect of our environment: trees, clean air, clean water, fish, plants, herbivores, carnivores, humans, etc. (you can break it down as much as you wish). Have students stand in a circle facing the back of the person in front of them (so one shoulder is towards the inside of the circle and the other shoulder to the outside). They should stand very close together and on the count of 3, everyone sits down onto the lap of the person behind them. When they are situated, say something like "Now we've cut down the trees, so the trees must leave the circle" or "Now we've polluted the water, so all the fish leave the circle." They will find that it's impossible for one person to stand up and leave without the whole thing falling apart. This illustrates that everything in our world is interconnected.

As an alternative, if this doesn't work in the space provided in the classroom, is to have everyone stand up. Announce "Now we've cut down the trees," and have all the trees sit down. If all the trees are down, all the students who represent the clean air must sit down. If there is no more clean air, all the animals who breathe must sit down, etc. It should have the same effect of showing that it's impossible for one person to sit down without everyone else being forced to sit down, too.

### **Climate Change Discussion (7 minutes)**

Discuss: Now we know that of course it is important to think carefully about our actions and what effect they may have on the planet, since we only have ONE planet. But HOW is it that the actions that we talked about are affecting the planet?

Global warming is...

- A layer of gases called the atmosphere surrounds the Earth. When sunlight reaches our planet, it warms the land and the oceans. Excess heat rises back into the atmosphere. Some of the gases in the atmosphere, known as greenhouse gases, trap heat and act like a giant blanket keeping our planet warm. This is similar to the way an actual greenhouse works to keep plants warm and healthy during colder months, and that's why it's called the **greenhouse effect**. Sunlight passes in through the glass of a greenhouse and warms plants, but the heat is then trapped inside and cannot escape back out.
- Some greenhouse gas is good. Without a blanket of these gases, you'd be freezing right now – the Earth would be about 60 degrees colder! But too much greenhouse gas means a thicker blanket covering the

planet, trapping more heat. The result is what scientists call **global warming**. Ask the class: A lot of the world has ice covering it – places like the Arctic. If this ice melts, what could it mean for people who live near the oceans (hint: the sea levels would rise)?

- **Carbon dioxide** is the primary greenhouse gas. It pours out of factory chimneys and the exhaust pipes of cars. The more energy we use in power plants, vehicles, factories, and in our homes, the more carbon dioxide we create, and the warmer the planet gets.
- Trees do something heroic for our environment: they take carbon dioxide out of the environment and “breathe” it in! But more forests are being cut down to make products like paper towels and notebooks, and to clear land for roads, houses, factories, and farmland. Fewer trees mean that less carbon dioxide is absorbed and more stays in the atmosphere. This increases the greenhouse effect.
- Scientists say that the Earth’s temperature has increased by about one degree Fahrenheit in the past 100 years. That may not sound like much, but it’s already having an effect on the planet. Ice sheets in the Polar Regions and on the highest mountains are shrinking, oceans are warming up, and sea levels are rising. Scientists don’t know for sure how higher temperatures will change Earth, but they predict out ecosystems and wildlife will be affected.

### **Globalization Discussion (3 minutes)**

Ask: Do you remember when we talked about globalization? Can someone remind us what this means?

Through globalization, all humans have become much more linked, especially through communication methods such as the internet and transportation such as air travel. This means you can travel, and so can information, products, and your **pollution!** Everyone, everywhere in the world has to be a steward of the Earth and take care of our planet. Just like in your classroom, if I throw trash on the floor or spray something stinky in the air, it affects everyone in the room. Just like you need to be a good steward of your classroom and your school and your community, it’s also very important to be a good steward of our planet. It is EVERYONE’S responsibility to take care of our earth.

### **Educate your peers! (15 minutes)**

Have your students break into groups of 3 or 4 and make posters (on the back of the EnviroBingo papers to save trees!) to hang in the classroom or school hallways to tell people about something they learned today – things you can do at home to reduce the amount you hurt the environment, how global warming works, why it’s important to protect the environment, etc.

Recap on what can be done to improve our environment in our daily lives, and have each student pledge one new action.

### **Discussion: Wrap up/Goodbye (2 minutes)**

Conclude what you have done in the classroom and what you hope the children have gained from this experience (or discuss whatever you feel necessary.) Remember to collect the evaluation form from the teacher.

- j. How does what we do affect everyone else on the planet?
- k. What sorts of things can we do to keep our planet healthy?
- l. What are the important aspects of what we’ve covered in these five sessions?
- m. Do you think differently about peace now?