

# Let peace begin with me: activity book

## **Introduction**

This activity book has been designed so that the teacher has a structured series of activities through which to introduce the concepts, values and attributes of Peace Education. Each activity has some general aims, but teachers should be aware that these aims are long term and may not be accomplished within the time of a single activity. In addition supplementary activities in the form of extension and enrichment will be provided by UNESCO-PEER as the programme is implemented.

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## LIVING WITH OURSELVES

“Self-esteem can help children to express their feelings and thoughts better. There will be fewer pent-up hostilities when children and adults learn to use words to express how they feel.”  
(*Discovering*, Susan Hopkins & J.Winters, NSB, Philadelphia, USA, 1990)

GAME

1	THE INTRODUCTION GAME
Grades	All grades (depending on where the programme starts)
Aims	To introduce the pupils to <i>Let Peace Begin With Me</i> and its objectives and rules To introduce pupils to each other To express a personal wish or feeling
Materials	Ball
Duration	35 minutes

What to do

During this year, we are going to learn about ourselves. Our strong parts and our weaknesses. We will also learn how to correct those weaknesses and help to make the world a better place to live in. To do this, we will have activities, stories, songs and games. We will also learn about our country, Somalia, and about the gifts given to us by Allah, and how to cherish those gifts and use them wisely. We will have fun and learn about cooperation, trust, friendship and peace.

To do this, there must be respect for ourselves and each other - therefore, we have a few rules to help us:

Rules

- When somebody speaks, the others must listen
- When you want to speak, raise a hand
- Never make fun of somebody who is speaking
- When the instructions are not clear, ask for an explanation
- Everyone must respect the contribution of others
- Everyone must keep to the time given for each exercise

The game

The pupils sit in circle. The teacher gives the ball to one of the pupils who throws the ball to another child. The child who receives the ball introduces him/herself saying, "I am ..... and I like..... " e.g. "I am Dhahabu and I like flowers."  
Each child should participate.

Comments

It is important to let the pupils know what they are going to do in order to familiarise them with new things and concepts. The teacher should listen to the pupils and make them feel that they are being taken seriously. This will facilitate their openness and sincerity. The teachers therefore should not pass judgement on anything the pupils say but concentrate on allowing them to say something.

GAME

2	CRAZY FACES
Grades	One and Two
Aims	To help pupils to express themselves To help pupils understand that all feelings are natural To help establish rapport in the classroom
Materials	None
Duration	15 minutes

What to do

The pupils should sit or stand in a large circle. The first child makes a face to reflect a feeling (e.g. sad) and then “passes” it to the next child. That child then makes the same face and then, passing their hand over their face, changes it to a new expression. This face is passed onto the next child and so on around the circle.

Comments
All feelings that we have are valid. Some are not often expressed, but if the pupils are to understand themselves preparatory to understanding others they must be aware of their own emotions and feelings.

DRAWING

3 A	A BOOK ABOUT ME
Grades	One to Four
Aims	To develop self-esteem and self-confidence in each pupil
Materials	Blank paper, coloured paper, coloured pencils, pencils, sharpener, a stapler and staples
Duration	3 x 30 minutes

What to do

The teacher asks the pupils to fulfill the following instructions by drawing a picture, one illustration per page.

Directions

- Draw yourself.
- Draw other people around you whom you like: parents, friends or neighbours.
- Draw your school.
- Draw the Mosque.
- Draw yourself doing your favourite thing.
- Draw yourself helping somebody else.
- Draw your favourite animal.
- Draw your favourite fruit.
- Draw your home before the war.
- Draw what you imagine the future will be like.

The pupils can spend the first two lessons on the illustrations. In the third lesson each pupil collects the drawings and makes them into ‘A Book about Me.’ The illustrations should be stapled together and a cover page can be made with coloured paper. Pupils should put their names on the cover of their book.

A book exhibition could be organised to involve the parents and the community in the pupils’ activities.

**Comments**

The teacher needs to respect the pupils’ creativity by being positive about what they produce. The teacher should help where necessary and encourage the pupils by observing and showing interest in their work.

‘A Book About Me’ is an excellent exercise for pupils because they create something they can identify with. This kind of exercise builds self-confidence which in turn breeds self-esteem. If pupils do not feel positive about themselves, it is difficult to feel positive about others. Teachers should encourage pupils through praise.



**WRITING**

<b>3 B</b>	<b>MY LIFE</b>
<b>Grades</b>	Five to Eight
<b>Aims</b>	To develop and reinforce a sense of self-worth
<b>Materials</b>	Blank paper, coloured paper, coloured pencils, pencils, sharpener, a stapler and staples
<b>Duration</b>	2 X 30 minutes

**What to do**

- Write 2 paragraphs about your best qualities (e.g. studious, helpful, good at sport). Give examples to show these qualities.
- Write about 3 people you admire.
- Write about 2 of your friends.
- Write 3 paragraphs about your village or town.
- Write ten things you would like for the future.
- Write one page about how you will try to make those things happen.

The pupils can spend the first lesson on the writing. During the second lesson, each pupil collects their sheets and makes them into 'A Book about Me.' The book together can then be stapled together and a cover page made with coloured paper. The pupils should write their names on the books.

A book exhibition could be organised to involve the parents and the community in the pupils' activities.

**Comments**

The teacher needs to respect the pupils' creativity by being positive about what they produce. The teacher should help where necessary and encourage the pupils by observing and showing interest in their work.

'A Book About Me' is an excellent exercise for pupils because they create something they can identify with. This kind of exercise builds self-confidence which in turn breeds self-esteem. If pupils do not feel positive about themselves, it is difficult to feel positive about others. Teachers should encourage pupils through praise.

DISCUSSION

4 A	MY NEEDS AND RESPONSIBILITIES
Grades	Three to Eight
Aims	To develop/promote pupils' awareness of their needs and responsibilities To develop the pupils' understanding that all pupils have rights To help develop pupils' understanding of the role of teachers, parents and the community in meeting pupils' needs
Materials	Notebooks, coloured pencils, charts
Duration	2 X 30 minute lessons

What to do

The teacher explains that all pupils have needs and then asks them to name some of their own needs. The teacher writes on the blackboard what the pupils say. This should include food, water, clothes, sleep, play, education, affection, self-expression and freedom.

Other questions the teacher may ask include:

What are pupils' most important needs?

What are your most important needs?

Do all pupils have the same needs?

The teacher explains that sometimes the children's needs are not met (e.g. health). The teacher explains that all children have the right to good health but in many countries this right is not respected for all children.

Comments

The teacher should read the UNICEF 'Rights of the Child' and the background information in the 'Peace Wins' game.

It is difficult to speak about pupils' rights in countries where these rights are often denied or not guaranteed. The aim, therefore, must be to encourage pupils to be aware of their rights and pave the way for a future just society.

DISCUSSION

4 B	MY NEEDS AND RESPONSIBILITIES
Grades	Three to Eight
Aims	To develop/promote pupils' awareness of their needs and responsibilities To develop the pupils' understanding that all pupils have rights To help develop pupils' understanding of the role of teachers, parents and the community in meeting pupils' needs
Materials	Notebooks, coloured pencils, charts
Duration	2 X 30 minute lessons

What to do

Show the picture 'Needs and Responsibilities' and discuss with the pupils what the picture means.

The teacher points out that pupils have duties and responsibilities to their families and the community which, just like their needs, must be acknowledged and carried out. To encourage the pupils to think of their duties and responsibilities, the teacher such questions as:

What should pupils do at home?

What should pupils do at school?

At the end of the lesson, teachers and pupils prepare two posters, one on the needs of pupils and the other on their responsibilities.

Comments
The teacher should read the UNICEF 'Rights of the Child' and the background information in the 'Peace Wins' game.
It is difficult to speak about pupils' rights in countries where these rights are often denied or not guaranteed. The aim must, therefore, be to encourage pupils to be aware of their rights and pave the way for a future just society.

## STORY

<b>5</b>	<b>FEELINGS</b>
<b>Grades</b>	Two to Six
<b>Aims</b>	To help pupils recognise that we all have feelings To help pupils identify their own feelings To encourage pupils to express feelings To encourage pupils to recognise and acknowledge the feelings of others
<b>Materials</b>	<i>Abdi's Dream Comes True &amp; Other Stories</i> , paper, coloured pencils, adhesive tape
<b>Duration</b>	3 x 35 minutes

### What to do

This activity is divided into three lessons:

#### 1. Discussion

Students sit in a circle while the teacher reads the story called *Dhahabu* from the book *Abdi's Dream Comes True*. The teacher then asks the following questions and asks the pupils to complete the activities chosen by the teacher.

What happened to Dhahabu?

Tell me the story in your own words OR divide your page into 8 squares. Draw the story putting the pictures in the same order as the story. NB: The pupils may need guidance here. Ask 'what happened first?' Then 'what happened next?' etc.

What did Dhahabu's parents do?

Why do you think they did this?

Why was Dhahabu unhappy?

Why was she afraid?

Why do you think Dhahabu sang her songs?

Who first made friends with Dhahabu?

When Dhahabu reached the palace, what happened?

How did she feel about marrying the king?

How did Dhahabu feel when she recognised her step-mother?

How did the step-mother feel when she recognised Dhahabu?

What stopped Dhahabu taking her revenge?

What did Dhahabu do to her step-mother?

How did Dhahabu protect children from suffering as she had suffered?

The pupils are asked to talk about situations in which they felt like Dhahabu, i.e. lonely, hungry, happy etc. When the pupils do this, they learn to identify their different feelings.

## 2. Drama:

The teacher asks one group of pupils to mime feelings while the others have to guess what they are trying to convey.

## 3. Chart:

The teacher, together with the class, prepares a chart with pictures portraying different feelings; the chart is hung on the classroom wall. When the pupils come to class every day, they can point to the picture which best corresponds to their feelings that day

### Comments

The participation of the pupils in this activity is important but pupils who are not ready to participate should not be forced to. The teacher ought to encourage participation by listening and sympathising with all that the pupils express. (Understanding what the pupils are really saying is the key to the success of this lesson).

Helping children to express their feelings is vital for good communication. Keep the atmosphere positive and relaxed so that the class feels secure.

<b>6</b>	<b>JUMP IN</b>
<b>Grades</b>	One to Three
<b>Aims</b>	To allow pupils to demonstrate a range of feelings To provide a change of pace in the classroom
<b>Materials</b>	None
<b>Duration</b>	20 minutes

#### What to do

Take the class outside. Form a large circle with the class. Ask one pupil to jump into the circle in a way that demonstrates a particular feeling (e.g. anger). The other children should guess what the feeling is. Go around the circle with each pupil demonstrating a different feeling when they jump. Some feelings will duplicated and they should be accepted. However encourage the pupils to try and think of different emotions. Finish the activity by asking everybody to "jump happy."

#### Comments

This activity is a self-affirming one for pupils. They need to identify their feelings and then be able to express them in a non-threatening atmosphere.

7	PROUD OF BEING ME
Grades	Three to Six
Aims	To familiarise pupils with their feelings To introduce pupils to poetry
Duration	35 minutes

What to do

The teacher writes the following poem on the blackboard and recites it.

*I feel just right in the skin I wear.  
There is no one like me anywhere.  
I feel just right in the skin I wear.  
There is no one like me anywhere.*

*I have feelings and you do too.  
I'd like to share a few with you.  
Sometimes I am happy and sometimes I am sad.  
Sometimes I am scared and sometimes mad.  
The most important feeling, you see,  
Is that I am proud of being me.*

*No one sees the things I see  
Behind my eyes is only me.  
And no one knows where my feelings begin  
There is only me inside my skin.  
No one does what I can do.  
I will be me, and you, be you.*

(Title: *Proud of Being Me* has been adapted from *Discovering*, Source Unknown, NSB, Philadelphia, USA, 1990).

The pupils discuss the poem. The teacher asks the pupils what they understand from the poem and if they have heard it before. The teacher asks the pupils what they understand from the term ‘Proud of Being Me.’ The teacher can guide the discussion by asking questions such as:-

- What sort of feelings do you have?
- Do you think other people have similar feelings?
- What about adults?
- What about people in other countries?

What makes you different from others in the class?  
What makes you different from other children in the world?  
What is it that makes children alike?  
List 10 ways you think all children in the world are the same.

The pupils learn the poem by heart. The verse should be recited the following day in class and the pupils who recite it best get an appropriate reward from the teacher.

*Proud of Being Me* helps pupils reflect on the differences among people, to understand that each person is different from another and that other people also have emotions and sensitivities we all must respect.

#### Comments

Poems are an important part of Somali tradition. It is vital that pupils learn to appreciate this aspect of their culture. *Proud of Being Me* was adapted into Somali by the Somali writer Hassan Ali. Poems are an easy way of teaching because they are easily memorised. This poem is an excellent starting point to introduce the pupils to the concept of differences.



## LEARNING TO LIVE TOGETHER

“Life together with differences is a wealthy combination.”  
(J. Grant, UNICEF)

<b>8</b>	<b>LEARNING FROM OTHERS</b>
<b>Grades</b>	One to Five
<b>Aims</b>	To encourage pupils to be positive about others To develop in the pupils an interest in and understanding of others
<b>Materials</b>	Paper, adhesive tape, scissors, markers
<b>Duration</b>	30 minutes

### What to do

The teacher first explains the importance of appreciating good qualities in others. The pupils are told to think up reasons why they like their fellow pupils. The teacher should provide a vocabulary of positive attributes for the pupils to choose from, such as clever, generous, sincere, friendly, beautiful, helpful, kind, sociable, disciplined, talented, artistic, sensitive, hard working, etc.

The teacher then tapes a piece of paper onto the back of each pupil. The pupils can help the teacher. When this is done, the teacher divides the pupils into groups of 10. Then the teacher asks one pupil from each group to stand up against a wall. Each pupil then writes on the back of the pupil who is standing at the wall something they like about him/her. Each pupil should write a different thing. When everyone in the group has written something, then another pupil stands against the wall and the other pupils in the group all write something they like about him/her on the piece of paper. This should be repeated until everyone has written something on everyone's back. After this, the pupils remove the pieces of paper from their back and read what others have written.

### Points for discussion

What do you know about yourself that you didn't know before?

What do you know about others that you didn't know before?

Do you feel better about yourself than you did before the exercise?

Do you feel good by saying good things about others? Why?

### Comments

The activity builds self-confidence, self-esteem and facilitates friendship among the pupils. Children will discover more about themselves from the opinion of others. They also learn to perceive and appreciate the qualities of others. We live with others and being aware of their positive qualities is necessary for fostering trust and therefore a sense of togetherness.

IMAGINATION

9	A JOURNEY
Grades	One to Five
Aims	To give each pupil the opportunity to express himself/herself To give each pupil the opportunity to be able to discuss issues that are of importance to him/her
Materials	Paper, adhesive tape, scissors, markers
Duration	30 minutes

What to do

The teacher asks the pupils to imagine they are going on a trip. They will be away for one week and will go to a place two hundred kilometres away. They should make a list of the things they need to take with them. Then the teacher explains to the pupils that they cannot take too much luggage and so they can only take six things each. When the pupils have made their list put them into groups of four or five and allow them to discuss what they are taking on their journey and why.

Give the pupils fifteen minutes to discuss their individual lists and then ask if they want to change any of the things on their list. The teacher should then tell the pupils that the group will travel together and that altogether they will be able to take only six things. Each pupil in the group then must justify why they need to take the things that they have listed. Allow the groups to discuss the issues relating to each item and to reach a consensus list. The teacher should then ask the groups to tell the rest of the class their combined list of six items and the reasons why they were chosen.

If there is time, the teacher can have a full class discussion on needs and issues relating to them.

Comments
This exercise can be repeated several times (ensuring that the composition of the groups is different each time). As the pupils become more attuned to their own needs so the items that they choose will become more specific and related to those needs. The exercise can be extended by asking the pupils which <u>qualities</u> they would take for an imaginary journey, e.g. a sense of humour, honesty, cheerfulness, etc. This enrichment activity will really only work for the more advanced grades, as the children's emotional development will not have reached the stage of analysis.

10	THE ELEPHANT AND THE PALM TREE
Grades	One to Three
Aims	To help pupils understand the concept of cooperation To create a change of pace in the class
Materials	None
Duration	20 minutes

**What to do**

The children stand in one large circle. The teacher calls out “Elephant” pointing to one child. The child bends over and forms the elephant’s trunk with his/her hands. The child on the left becomes the left ear of the elephant lifting their arm into an arch. The child on the right does the same thing with their right arm. When the teacher calls out “Palm Tree” the centre child is the trunk and the children on either side hold out their arms as “fronds”. The teacher should move quickly through the game so that the children realise that they must stay observant, listen to which instruction the teacher gives and cooperate with one another.

**Comments**

The teacher may choose not to mention the term cooperation at this time. It is more important that the pupils learn the concept of cooperation (working together) than it is for them to understand the terms.  
If the pupils enjoy the game, encourage them to develop their own versions of it. Remember that the aim of the game is to have children working together to produce something.

DISCUSSION

11	WORDS AND REACTIONS
Grades	Three to Eight
Aims	To help pupils differentiate between positive words and negative words To help pupils to identify the feelings that could lead to conflict To ensure that pupils can recognise that words can be hurtful
Materials	Notebook, pencil or pen, eraser, sharpener and Word Game
Duration	35 minutes

What to do

The teacher introduces the lesson by drawing the pupils' attention to words that hurt such as stupid, ugly, idiot and coward. The teacher asks each pupil to recall incidents when they were hurt by words others called them.

The teacher divides the pupils into groups of 6 and discusses with the pupils the following questions:

- How did you feel when that word was used on you?
- What did you feel like doing?
- What did you actually do?

The pupils can use the cards from the Word Game to help them express their feelings. If there is time, ask the pupils to discuss situations where they have seen conflict arising from the use of a word.

Older pupils should write the questions in their books and after group discussion write a paragraph on their feelings.

Comments

It is important for pupils to discuss not only what they have learned but also how it has affected them. There are words that can excite emotions and lead to fights, which could in turn encourage vengeance, with such extreme consequences as pupils dropping out of school.

The pupils should understand that verbal aggression can breed conflict. The pupils need to be aware that all people have their own values and emotions and all of us are capable of being hurt. In the process of reconciliation we must transcend the negative images and prejudices we may have of others and instead look at them as fellow human beings.

The teacher must create a climate of trust in the classroom in which pupils can honestly and freely discuss situations which have been hurtful and can express and share their feelings.

ROLE PLAY

12	BEHAVIOUR
Grades	Two to Eight
Aims	To enable pupils to differentiate between friendly and hostile behaviour To encourage the pupils to display friendly behaviour
Materials	Word Game cards
Duration	35 minutes

What to do

The teacher encourages the pupils to give examples of:

- (a) Hostile behaviour
- (b) Friendly behaviour
- (c) Circumstances under which people behave badly

The pupils can list examples of bad behaviour observed among themselves, in the family or between neighbours. Two pupils act out the following situations: one friendly, another hostile.

The friendly actor comes close, moves slowly, speaks quietly, makes eye contact, smiles, holds out a hand, puts an arm around the other and greets them politely.

The hostile one approaches screaming and shouting while using threatening and intimidating gestures. The activity can be concluded by discussing some of the issues raised from the performances.

If there is time for more discussion, use cards from the Word Game to demonstrate negative behaviour. Use them as discussion starters.

**Comments**

This is a useful exercise to introduce the pupils to body language or non-verbal communication. We can express our feelings with our eyes, hands, face and other parts of our bodies. This, the teacher explains, is why people often speak volumes by the way they carry themselves. All gestures convey some meaning. The meanings are different. If the pupils readily understand the concept, try more subtle forms of friendly and hostile behaviour, e.g. hands on hips half-facing away from the speaker, avoiding eye contact, etc.

13	MIRRORS
Grades	One and Two
Aims	To encourage observation skills To encourage full class participation To assist in the development of the pupils' motor skills
Materials	None
Duration	10 minutes

**What to do**

Each pupil should choose a partner. One is the person, the other is the mirror. The mirror must mimic exactly what the person is doing. Start with something simple (e.g. scratching the nose) but encourage the pupils to try more complicated actions and to move quickly from one action to another. After a few minutes the pupils should swap so that each has a turn at being the mirror. If this activity needs more challenge, put the pupils in groups of four. Then two are the people and two the mirror. But the two should perform joint actions and see how quickly the mirror pair can mimic them.

**Comments**

This exercise asks the pupils to be very observant. Good observation and sensitivity are necessary for good communication; the cornerstone of peace building. The children do not need a lesson on observation; if the game is played regularly then the skill will become internalised.

SONG

14	OUR MUSIC
Grades	One to Six
Aims	To enable positive relationships to be fostered in the classroom To encourage harmony
Material	<i>Singing for Solidarity</i> , tape recorder and cassette (if possible)
Duration	2 lessons of 30 minutes each.

What to do

The teacher writes on the blackboard the song 'The Colour of Life' from the song book *Singing for Solidarity*. The teacher reads the words with the pupils repeating each line.

After they have familiarised themselves with the song, they learn to sing it. The song can be accompanied by dancing. Pupils may also create new songs by using different words with a similar theme but keeping the melody of this particular song.

Pupils write a song on peace. Other schools of the district can do the same thing. A school committee including some local authorities can select the best songs/ideas of each school and compose a song or prayer for peace. A local composer can assist with the composition.

Comments

Music is a pleasant way of learning and singing often diffuses tension in a classroom thereby encouraging harmony. It is generally acknowledged that group singing is an expression and a creator of solidarity.



## COMMUNICATION

“...And then a scholar said,  
“there are those among you who seek the talkative through fear of being alone and there are those who talk and without knowledge or forethought reveal a truth which they themselves do not understand... and there are those who have the truth within them, but tell it not in words...”

“...when you meet your friend on the roadside, let the spirit in you move your lips and direct your tongue...let your voice speak to the ear of his ear.”

(*The Prophet*: Kahlil Gibran, Pan Books, London, 1991, Pp 82. First published 1920 by William Heinemann).

The ability to communicate well is a vital part of good human relationships.  
Learning to express oneself and to truly listen and understand others is important for the development of mutual understanding and co-operation.

WRITING

15	WRITING STORIES
Grades	Four to Eight
Aims	To improve the listening skills of each pupil To encourage the imagination of each pupil To encourage each pupil to create positive relationships To facilitate the improvement of the writing skills of each pupil
Materials	Paper, pencils, sharpener, rubber
Duration	35 minutes

What to do

The teacher explains that the pupils are going to write a story and then distributes pencils to each child and one sheet of paper.

The teacher opens a discussion about stories by asking the following questions:

- What kind of stories do you like?
- Do you have a story that you especially like?
- Can we make a new story?
- What would you like our story to be about?
- If you were going to start a story, what would be the first line?

With older pupils discuss the possible themes of the story. If necessary use the cards from the Word Game to stimulate constructive discussion.

A pupil starts by writing the first sentence on the piece of paper and the next pupil writes the next sentence. The piece of paper is passed round so that each pupil contributes to the story. At the end, one of the pupils reads the completed story. After this, the class may try and dramatise it. If you have a large class, form groups of ten children for this activity. Leave time for discussion.

**Comments**

Creating a story is a good technique of helping pupils to express their feelings and desires and use and develop their imagination. Imagination is a human power which enables people to feel the pain and the pleasure of other lives. Poets and children possess this power. The power of imagination can bring people into a closer relationship with all living things.

Pupils should be able to use their imagination in order to create a supportive atmosphere, positive relations and mutual understanding.

## REPEATING AND PARAPHRASING

<b>16 (A)</b>	<b>SAY IT AGAIN</b>
<b>Grades</b>	One to Three
<b>Aims</b>	To encourage the improvement of listening and comprehension skills To facilitate the improvement of each pupil's vocabulary and capacity of expression To stimulate discussion
<b>Materials</b>	None
<b>Duration</b>	35 minutes

### What to do

The teacher introduces an activity called 'The telephone game.' The pupils stand in a circle and the first boy/girl sends a message to the last boy/girl by whispering a message into the ear of the pupil standing next to him/her. The pupil who received the message passes it on to the next pupil until the message reaches the last pupil who then repeats aloud what he/she was told.

### Comments

This game helps the pupils to understand how quickly communication can be faulty. Good communication is when the message that is received is the same as the message that is sent. Ask the pupils what the word "misunderstanding" means. Ask if they think that misunderstandings lead to conflicts.

## REPEATING AND PARAPHRASING

<b>16 (B)</b>	<b>SAY IT AGAIN</b>
<b>Grades</b>	Four to Eight
<b>Aims</b>	To facilitate the improvement of the listening and comprehension skills of the pupils To facilitate the improvement of the vocabulary and capacity of expression of the pupils To stimulate discussion
<b>Materials</b>	None
<b>Duration</b>	35 minutes

### What to do

The teacher starts by explaining what paraphrasing means. The teacher could explain it by using the following phrase: "Paraphrasing is using different words to express what someone else has said."

The teacher divides the class into small groups of five or six. The teacher picks a topic of discussion relevant to the pupils. Use the Word Game cards if necessary to help the pupils decide on a topic, e.g. What is inequality? The teacher then asks someone to say something about it. A pupil in another group repeats, using different words, what has just been said. Each pupil's paraphrase must be approved by the original speaker before the next person takes a turn. The sentences should not be very long.

### Comments

This is a challenging activity for pupils. It is a useful way of improving their vocabulary. The activity also helps pupils develop their capacities for listening by rephrasing the speaker's original words and expression. Only when we are listening to others can we better understand others' thoughts, feelings, desires - listening can help us avoid daily situations of misunderstanding and conflict.

LISTENING

17	WHAT WE HEAR
Grades	One to Eight
Aims	To cultivate good listening behaviour amongst the pupils To help the pupils appreciate silence and to explore different meanings
Materials	None
Duration	35 minutes

What to do

The activity begins with the teacher reading the 'Cricket Story' from the book *Abdi's Dream Comes True & Other Stories*. He/she then asks the pupils what they understand from the story.

After this, the teacher asks the pupils to listen to the sounds outside the classroom and say what they hear. The sounds should include voices, music, noise, cars, animals, etc. This will help pupils to differentiate between one sound and another. The teacher should direct the exercise.

When this is done, the teacher asks the pupils to listen to the silence. Then the teacher asks the pupils to describe silence and what they feel when the silence is around them.

This exercise is important and should be repeated every day at the start of the lesson to keep pupils' attention (concentration) and create a peaceful environment.

Comments

The activity teaches pupils the value of silence – silence allows us to listen to nature, to others, to ourselves. Children learn that silence is positive and not always the result of bad moods or punishment.

<b>18</b>	<b>BLIND BUTTERFLY</b>
<b>Grades</b>	One to Eight
<b>Aims</b>	To facilitate the pupils' development of their powers of observation. To help the pupils recognise that people have different physical appearances
<b>Materials</b>	A handkerchief or piece of cloth
<b>Duration</b>	35 minutes

### What to do

The teacher divides the pupils into two groups, one of boys and the other of girls, and then organises them into a circle. A volunteer is asked to stand in the centre of each circle and is then blindfolded. This person is the blind butterfly. The game is about the blind butterfly trying to identify friends by touching their face, hair, clothes, hands etc. The teacher should give each pupil two minutes within which to do it. When they guess correctly, then the person whom they have identified becomes the next butterfly.

All pupils ought to participate. The game can be more fun if the pupils in the circle change position in an attempt to escape recognition.

In the classroom the winners should discuss the factors that made them recognise the other pupils (e.g. by the skirt, by some marks on the face or on the hand etc). Those who were not able to recognise someone should say why they found it difficult.

### Comments

This is a fun game, bringing pupils together and enabling them to discover more about each other. Creating a positive 'fun' atmosphere encourages the children to become more extroverted and expressive.

NATURE WALK

19	A TREE ON MY ROAD
Grades	One to Four
Aims	To develop in each pupil a good capacity for observation To encourage the pupils to discover the environment To encourage pupils to recognise the differences among living things To introduce pupils to sciences
Materials	Blank paper, coloured pencils, adhesive tape
Duration	35 minutes

What to do

The teacher tells the pupils that they will go for a nature walk. Everyone is asked to look out for the different kinds of trees and their features such as trunks, leaves, fruit, flowers and branches. The pupils are also asked to note which birds live in a particular tree and which insects are found on it.

Back in the classroom, the pupils discuss what they saw and then each pupil draws what he/she saw. They then compare their drawings.

While the pupils are drawing, the teacher classifies the trees observed in five categories, e.g. trees of the season, trees with flowers, trees with fruit, etc., and sticks the written papers on the classroom walls. The teacher asks the pupils to stick their drawings under the appropriate heading.

**Comments**

The nature walk could also focus on animals, flowers, water and food. For pupils in the first classes of lower primary, the classifications need to be simpler such as tall trees and short trees. This lesson is an approach to environmental awareness.

NB: This lesson is prepared with regard to areas which have plenty of vegetation. Where there are no trees, focus on what nature has provided.

#### SEEDS OF PEACE

‘...if we can teach young people to think ethically and to think for themselves, the world they build will know the blessing of tolerance and peace.’

Federico Mayor, Newsletter, M.4. UNESCO, Paris, September 1995.



GAME

20	CAN I COME IN?
Grades	One and Two
Aims	To help the pupils understand (empathise with) those who are excluded To encourage friendliness and openness among the pupils
Materials	None
Duration	20 minutes

What to do

Take the class outside. The class forms a tight circle holding hands and standing close together. One pupil is left outside the circle. The one left outside tries to get inside calling out: "Can I come in?". The circle tries to keep the child out. When the pupil manages to get in another pupil takes his place.

Comments

If one pupil is left outside for a long time, stop the game and change players. When many have had a turn sit the pupils down (still in their circle) and discuss with them how it felt to be left out. Point out to them that we all have feelings. Nobody likes to be left out of activities and that it is more fun when everyone has a chance to play together.

ROLE PLAY

21	TO EACH HIS OWN WAY
Grades	Four to Eight
Aims	To enable pupils to understand that there are different ways of dealing with conflict To encourage pupils to try and find possible solutions to real-life conflicts
Materials	Pictures of animals
Duration	35 minutes

What to do

The teacher introduces the lesson by defining conflict. The teacher then draws the class's attention to the need to solve conflicts. The teacher then tells the class that conflicts can be solved by violent means or by peaceful means. To demonstrate this, the teacher introduces the pupils to three animals that have varying trends of behaviour when dealing with conflicts. These are the turtle, the shark and the fox.

The Turtle: Stays away from places of conflict. They believe it is better to flee from conflict than to face it.

The Shark: Assumes that conflict is settled by one person winning. He attacks, overpowers and overwhelms his opponent.

The Fox: Seeks a compromise. They are ready to moderate their goals and opinions for the common good.

The teacher then asks three volunteers to act out these characters. The other pupils then comment on the play with the help of the teacher who asks questions such as: Which animal do you like best and why?

**Comments**

Knowledge is the first step towards awareness and awareness is the first step towards change. Letting pupils know that there are different ways of dealing with conflict is a way of helping them find their own positive solutions to conflicts. Indeed different people have different ways of handling conflicts. These ways are usually learned early in life. Simple conflict can be solved quickly by conversation, taking turns, apologising, sharing.

Situations of potential conflict are not always bad. They are opportunities of learning about ourselves when we see how we handle such situations. Understanding and communication are important in dealing with conflict.

GAME

22	WORD GAME
Grades	Three to Eight
Aims	To help each pupil to differentiate between conflict and peaceful situations To encourage positive behaviour in the pupils To improve the vocabulary skills of the pupils To help each pupil gain an understanding of his/her rights
Materials	Word Game, paper, pencils
Duration	35 minutes

What to do

The teacher explains to the pupils that they are going to play a game using pictures and words. The teacher divides the pupils into groups.

There are three games to choose from. Games 1 and 3 can be played by the whole class (in groups). Game 2 is a game for just one small group.

Games

RULES OF GAME 1.

1. The teacher puts pupils into groups of six.
2. The teacher mixes the cards showing situations of conflict and peace and distributes an equal number to each group. (10 cards per group).
3. The teacher asks each group to look at the cards and the written words and to separate the cards on the basis of behaviour that can bring peace or cause conflict.
4. The teacher checks to see if the cards have been grouped correctly.
5. The teacher awards one point for every card correctly grouped.

GAME 2 (A SMALL GROUP GAME).

1. Six pupils are selected from the class (such pupils who finished their work early or deserve a reward for good work).
2. The cards are shuffled and dealt face down, 10 to each player.
3. Each player must discard 4 cards.
4. Once the cards are discarded each player picks up one card.
5. Repeat step 3 discarding only 2 cards.
6. The aim of the game is that all remaining 5 cards are peace cards.
7. The winner is the player with the highest number of peace cards.

GAME 3.

1. The teacher puts pupils into six groups.
2. Each group has 10 cards.
3. The cards should be grouped according to whether they are peace cards or conflict cards.

4. The group gives an example of the word that appears on the card (not the same example as the one shown).
5. For the conflict cards the group must try to look for ways of solving the problem.
6. For the peace cards the groups must be able to explain what methods people use to respond peacefully.
7. The group with the most number of constructive solutions wins.

**Comment**

This game is useful in introducing pupils to issues that breed conflict such as inequality, prejudice, violence, etc., as well as many new situations that aid peace.

Because peace is also a behaviour we want to create in the minds of children images in their daily lives. Teachers, parents, friends should also demonstrate the value of peace and acting as an agent of change.

23	SIT DOWN NOW
Grades	One to Five
Aims	To demonstrate to the pupils the concept of trust
Materials	None
Duration	15 minutes

**What to do**

Take the children outside and form a circle. Ask the pupils to stand very close together and then everybody turn right. Tell them to stand very, very close behind the person in front.

Now tell the pupils that when you say 'sit' everybody should sit down as if there is a chair. Tell the pupils to trust that there will be something to sit on. Say 'sit.' All pupils should sit together. When this is done correctly each pupil will be seated on the knees of the person behind. If this is not acceptable - have the pupils form two circles; one of the boys and the other of girls.

**Comments**

This activity is a lot of fun and demonstrates to the pupils that they must trust if they are to achieve something together.

## GAME

<b>24</b>	<b>HOLD MY HAND</b>
<b>Grades</b>	One to Three
<b>Aims</b>	To encourage class participation and cooperation To develop the pupils' gross motor skills
<b>Materials</b>	None
<b>Duration</b>	15 minutes

Take the class outside. Ask the pupils to join hands and spread out so that the whole class is connected. Now ask them to twist together, weaving in and out, stepping over others' arms, etc. When they are thoroughly tangled ask them if they can untangle themselves. At no time should anyone let go hands.

### Comments

This exercise should create a strong feeling of unity. The class must work together to make the knot and then to untie it. Unity and a feeling of togetherness is a good basis for building cooperation and trust which are "Seeds of Peace."

CASE STUDY

25	ON THE PATH
Grades	Four to Eight
Aims	To help pupils understand that conflict is a part of life To provide the opportunity for pupils to improve their writing skills
Materials	A story provided below
Duration	35 minutes

What to do

The teacher reads the following story to the pupils. When the teacher has finished, the pupils answer the questions that follow.

*Abdi and his smaller brother Hassan were going to school. As they walked along a path, they saw a neighbour, Ismail coming towards them. Everyone knew that Ismail was a bully. When he was close enough, Ismail told the brothers, "This is my path, you cannot use it and if you do, I will beat you up." Abdi said to his brother, "Let us use another path." The brothers walked off and found another way of getting to school.*

*On another day, Mohammed used the path Abdi and his brother Hassan had used on his way to school. Ismail saw him coming and told him exactly what he had told the brothers. He said, 'This is my path, you cannot use it and if you do, I will beat you up.' Mohammed had a reply for Ismail. "This path is for everyone who wants to use it." The two boys started throwing stones at one another. One of the stones thrown by Mohammed hit Ismail on the head. Hurt and bleeding, Ismail went home to ask his mother to help.*

The teacher asks the pupils to answer the following questions (this can be as discussion or in writing).

- What do you think of Ismail?
- Who made the better decision: Mohammed or Abdi and Hassan?
- Which behaviour would you adopt if you were in a similar situation?
- Would you have asked your parents, teachers or neighbours for help?

After this, the teacher, with the help of the pupils, writes the remarks on the blackboard.

Use the 'traditional game' and the 'war games' cards from the Word Game. Ask the pupils which activity is likely to promote peace. Why?

Comments
Conflict is part of life. It is a result of differences among individuals and communities and must be handled positively. In this, the teacher's role and example are invaluable.

26	A PEACEFUL CLASSROOM
Grades	One to Eight
Aims	To help each pupil to look for positive solutions to conflicts
Materials	Notebooks, pens
Duration	35 minutes

**What to do**

The teacher presents the following situations that either lead to conflict or could have led to conflict.

- (a) A boy was beaten by another because he ran into him on his bicycle.
- (b) Ibrahim refused to lend his mathematics book to Mohammed, so Mohammed destroyed the book.
- (c) Asha went to the teacher to complain that Rashid had stolen her pen.

After each situation, the pupils are asked to answer the following questions:

What kind of behaviour is shown here?

What provoked this kind of behaviour?

Can you think of any other examples of situations which can cause conflict in the classroom?

The teacher organises the pupils into discussion groups and asks each group to give reasons for conflict and to list possible solutions. Teachers and pupils decide which of those solutions can be practised in the classroom.

**Comments**

The teacher notes that solutions to conflict are not always simple. e.g in the case of Ibrahim not lending his book to Mohammed, the reason may have been because there were not enough books and this is something neither Mohammed nor Ibrahim could help.

However, the day to day happenings in a classroom could breed situations of conflict can be easily and quickly diffused. e.g., a book can be used by a group of pupils in class, noisy pupils can be seated at the front of the class etc.



27	CATCH AND THROW
Grades	One to Three
Objectives	To encourage cooperation and teamwork To help develop the pupils' gross motor skills
Materials	One ball for every 10 pupils
Duration	30 minutes

**What to do**

Take the class outside. Divide the class into teams of ten. The teams should form straight lines parallel to each other. About one metre in front of the teams draw a line in the dirt. Draw a line immediately in front of the teams. Nobody should step in front of this line. The leader of each team stands behind the metre line facing their own team. This person has the ball. The leader then throws the ball to the first person in the team, who throws it back and then squats down. The leader then throws it to the next person, who squats down in turn. The throwing continues until the last person, who catches the ball, keeps it and runs to the leader. The leader then becomes the first person in the team. When all members of the team have had a turn at being leader, that team wins.

**Comments**

This game is very active and provides good physical exercise for the children. In addition, like all other team sports, it promotes good cooperation and an appreciation of team work, a situation where winning depends on working together. It is not necessary to discuss this with the children unless you want to make the point specifically, perhaps after a class incident or after a more formal lesson on this subject.

28	PREVENTION OF VIOLENCE
Grades	Five to Eight
Aims	To demonstrate to the pupils various types of conflict and ways of preventing these conflicts
Materials	Coloured paper, coloured pencils, scissors, markers, rulers, paper (or large card).
Duration	35 minutes

What to do

The teacher introduces the lesson and explains the term 'Violence.' The teacher presents three categories of violence: physical, verbal and moral -- violence means 'fighting', 'use of arms', 'hurtful words', 'aggression -- physical and verbal.'

The teacher then asks the pupils whether violence can ever be used in self-defence. The pupils will have to answer 'yes,' 'no' or 'maybe.' Those who answer 'yes' will get a green card from the teacher, those who answer 'no' get a red card from the teacher and those who answer 'maybe' get a yellow card. Children with the same colour cards sit together and discuss their answers for 10 minutes, then for another 15 minutes, they discuss those answers with the other groups. Children should be able to support their answers with reasons. During the discussions, the pupils who change their mind can join whichever group they agree with.

The teacher asks the following question: "How can we defend ourselves without resorting to violence?"

The pupils write down their answers. Then, with the teacher's help, they prepare a poster with alternatives to violence which they call: 'Seeds of Peace.' After this, the exercise should be repeated. The teacher should see how many pupils now think that violence can be rightly used in self-defence.

Comments

Violence and violent situations are found everywhere: in schools, in homes and in the community. It is important to always strive for peaceful ways of resolving conflicts. The poster prepared in this activity can be presented in a school committee meeting.

"War and violence can have their origin in the human mind in suspicion and mistrust between the peoples of the world in a denial of the democratic principle of the dignity and mutual respect of men and... the propagation, in their place, of the inequality of men and races through ignorance and prejudice."

Federico Mayor, *International Conference on Screen Violence and the Rights of the Child.* Lund, Sweden, 20 September 1995.

## TOWARDS PEACE

“Peace is not the absence of conflict. Conflict is an inevitable fact of daily life: internal, interpersonal, intergroup and international conflict. Peace is the process of working to resolve conflicts in such a way that both sides win.”  
(Susanne Wichert, *Keeping the Peace*, New society Publishers, Philadelphia, PA, 1989).

29	JUSTICE IN THE CLASSROOM
Grades	Two to Eight
Aims	To promote obedience to school rules To promote justice in the school
Materials	Notebooks, pens
Duration	35 minutes

**What to do**

The teacher tells the pupils that they are going to hear a story and that they will need to listen well so that they can give their opinion about the story.

*Hassan was not prepared for a test that was given to the class. He wanted to pass the test but he knew that he had not studied and did not know the work. He sat at the back of the class and cheated by copying from a book. When the teacher marked the tests Hassan received very good marks. His friends knew that he had not studied and in the school yard they asked him how he got such good marks. Hassan boasted that he did not need to study because he could always copy from a book and get good marks. Many of his friends were angry with Hassan because they studied and worked hard and Hassan was cheating. One day the teacher gave the class a surprise test. All the class were taken outside to sit under the trees and given a new book and a new pen to write their test. Nobody had any other books because they were outside. Hassan was suddenly very afraid.*

The teacher asks the pupils what they think happened. The teacher should also ask if the pupils think that Hassan deserved what happened to him. The teacher should lead the discussion about cheating and the injustice of breaking the rules; not just the injustice for the rest of the class (in the case of cheating) but for the person who was cheating as well, as they have not gained in knowledge and understanding. The teacher should discuss with the pupils what school rules exist and the reasons for those rules. The pupils need to understand that the rules exist so that justice for all is possible.

Comments
The teacher should be able to justify all the rules that exist in the school. Rules should exist to promote justice and to allow each person to achieve their work (whether pupil, teacher, director or support staff). The pupils need to understand why the rules exist as then obedience is the result of logic and understanding, not of fear. The teachers role is to help the pupil develop a moral code, rather than just laying down rules and then having to police situations.

PRACTICAL ACTIVITY

30	PETALS OF KINDNESS
Grade	Two to Six
Aims	To help the pupils to practice positive behaviour and to be peacemakers To help the pupils to recognise the importance of being a member of the family
Material	Coloured paper, glue, pens, pencils, eraser, scissors
Duration	35 minutes

What to do

The teacher discusses with the pupils the possibility of children becoming 'carriers of peace' in their families. The teacher and pupils agree upon one positive quality (e.g. patience, kindness,) to practice in the family in four circumstances and during one week. Then every child cuts of four 'petals' of paper of one colour and four of another colour.

During one week, everybody tries to practice the qualities chosen in four situations (e.g. for kindness, if your brother asks for something you respond positively...) and note the actions in one of the petals of the same colour. By discussion or dialogue every pupil is asked to describe the reaction of their family to this action and note it on one of the other four petals of the second colour.

At the conclusion every pupil creates the flowers that can be located in any visible place in the classroom.

Comments

Peace is a condition for development but development cannot be sustainable without a respect for human rights. In a world in transformation, the family is a small structure where the children can learn about human rights and their ensuing responsibilities. If there is harmony in the family then it can be achieved in the social structures (including government). Harmony is a goal which can be achieved through many steps linking with behaviour changes and qualities, of which kindness is one. The parents should be invited to see the pupils' flowers and to discuss their feelings about the 'changes' made by the pupils during the week of experimentation.

QUIZ

31 (A)	TRUE OR FALSE
Grades	Four to Five
Aims	To recognise that some statements are not always true To recognise prejudices which could be a source of conflict
Materials	Pencils, pen, colour paper, A3 sheets of paper.
Duration	35 minutes

What to do

The teacher divides the pupils into small groups and reads out some sentences to them. The pupils discuss the sentences as they are read. Their responses can be true, false or partially true.

- 1. Girls cry all the time
- 2. Children love animals
- 3. The dik-dik is a shy animal
- 4. Boys are stronger than girls
- 5. Men are stronger than women
- 6. Women are not good workers
- 7. Men do not know how to carry water
- 8. Girls don't know how to write
- 9. Men do not know how to tell stories
- 10. You work like a donkey
- 11. You are as lazy as a pregnant woman
- 12. You are as smart as a leopard

The teacher explains that some sentences are not always true and could be based on prejudices. The teacher asks the pupils to give other examples and write down sentences they think are prejudices.

**Comments**

This activity ought to help the pupils understand what prejudices are and how they affect relationships. Prejudice is about differences and beliefs that are at times not supported by reality but are formed solely on the basis of colour, gender, ethnic background including clan affiliation, nationality, religion, social grouping, etc.

QUIZ

31 (B)	PREJUDICE
Grades	Six to Eight
Aims	To recognise that some statements are not always true To recognise prejudices which could be a source of conflict
Materials	Pencils, pen, colour paper, paper.
Duration	35 minutes

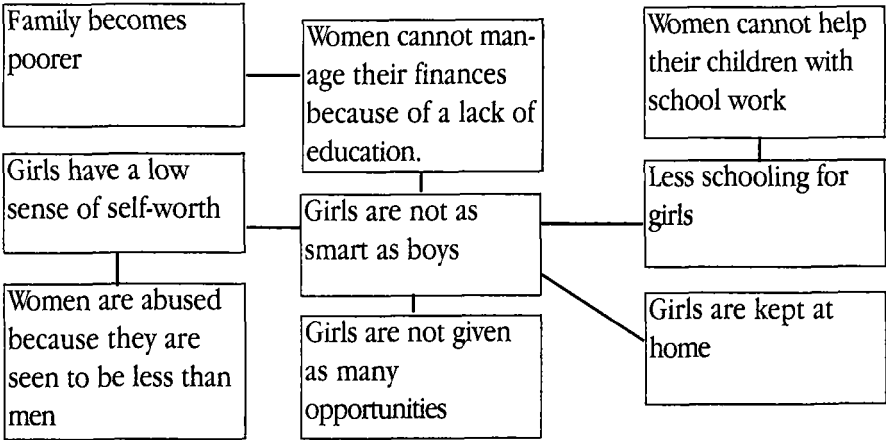
What to do

The teacher introduces the term 'Prejudices' and explains that it is the result of generalised statements that are believed to be true but that may not be.

Pupils decide on one statement (this may come from the list of Lesson 31 A) that they think is prejudicial and write it on a piece of paper. This statement is put in the centre of a chart or directly onto the wall.

The group then discusses what sort of behaviour develops as a result of this statement. Each behaviour is then written onto a separate sheet of paper and taped around the centre statement. Draw lines (or put pieces of string) from the centre statement out to the resulting behaviours. The groups will then have completed a web chart.

E.G.



32	TOLERANCE NOTES
Grades	Three to Eight
Aims	To promote tolerant behaviour To encourage the pupils to understand others who are different To help pupils recognise that tolerant behaviour can reduce conflict
Materials	Paper, pen, pencil, sharpener
Duration	35 minutes

**What to do**

The teacher tells the following story to the pupils.

*There was a small school in the village. All the pupils knew each other and often played together. They were happy. They were smiling and playing together. One day a new pupil arrived from another village. She was not familiar with the other pupils, did not know how to write and was very ill at ease. She was also very shy. The other pupils made fun of her because of her dialect. When the class was in session, she always sat alone and during recess, she played alone. But Fatuma decided to speak to her. She asked her about her village, her family and the games she used to play. She also helped her with her homework. The other pupils did not approve of Fatuma's actions and did not understand why she was so friendly towards her. In spite of the other pupils' opinion, Fatuma became close friends with the new girl.*

The teacher then asks the pupils to answer the following questions:

- What do you think of the behaviour of other pupils towards the new pupil?
- What do you think of Fatuma's actions?
- Why did the pupils not accept the new girl?
- Is it right to make fun of other pupils, especially those in difficult situations?
- How can we help pupils who are unable to speak our language or understand lessons?
- How can we help pupils who feel isolated and afraid when in a new school?
- How can we help pupils who do not have enough to eat or wear?
- Are other people important? Why?
- What qualities do you like best in others?
- Do you reject people just because they are different from you? Why?

The pupils should write down their answers. The answers should then be made into a leaflet which should be called 'Notes on Tolerance.'



### Comments

Acceptance is really tolerance. Children should learn to support each other especially those pupils in difficult circumstances. The integration of pupils into school is the basis of the learning process. The teacher has to encourage integration by helping pupils accept others who are different from them.

"Individuals must become tolerance teachers within their own families and communities -- we must get to know our neighbours and the cultures and the religion that surrounds us in order to achieve an appreciation of diversity --- Education for tolerance is the best investment we can make in our own future security --- we do not want young people to be docile. We want to encourage debate and even dissent."

Federico Mayor, UN, New York, 21 February 1995.

VISITING

33	EMPATHY
Grades	One to Eight
Aims	To promote the concept of solidarity To introduce a way of demonstrating solidarity
Material	Notebooks, pen, pencil
Duration	35 minutes

What to do

The teacher asks pupils the following questions:

- Have you ever been in a bad situation?
- What is it you wished that other people had done for you at this time?

The teacher helps pupils to identify someone in the community who needs attention such as a sick person, a very poor person, etc. The pupils then decide what they will do for that particular individual. The teacher helps the pupils prepare for the visit by asking the following questions:

- What we are going to bring with us?
- How else can we help this person?

The teacher gives the older pupils heavier duties during the visit such as carrying wood or water, or cooking. Once back in class the pupils discuss the visit, using the following questions as guidelines:

- Who did they visit?
- What did they do to help?
- What was the neighbour’s reaction?
- What did they learn from this experience?
- Is it important to help others in need? Why?
- How did it make them feel?

The teacher explains that what the pupils did was an act of service to their neighbour (solidarity). Life offers us the opportunity to serve (to demonstrate solidarity) each day if we are sensitive to the needs of others.

### Comments

The exercise promotes a sense of community and empathy among people. It encourages pupils to be responsible for others. Empathy brings people closer to each other. We empathise with others when we share their feelings, when we support and cooperate with each other in moments of need -- Solidarity is an expression of human sensitivity, to support and cooperate with others in moments of need. A pupil without parents needs protection and support. A person who has been a victim of war or natural disaster also needs help. We are all living in the same world and should be concerned about calamities and problems that befall and afflict others and try to see how best we can help. Service to others is a good way of building a harmonious society.

INTERVIEW

34	INTERNATIONAL DAY OF PEACE
Grades	Four to Eight
Aims	To raise awareness among the pupils that there is an international day of peace To help pupils recognise that they can be a channel of peace To promote peace
Materials	Papers, pens, coloured pencils, pencils, erasers, staples, balloons, rulers and <i>Singing for Solidarity</i> .
Duration	35 minutes

What to do

The teacher explains to the pupils that living in peace is very important, so much so that there is one special day every year set aside to celebrate peace all over the world. The teacher tells the pupils that Somalia also should celebrate this world day of peace and informs the pupils that next time the third Thursday in September comes around, the class will do something to celebrate this special day.

The teacher then asks the pupils to carry out a survey on peace, first with the school staff, then with their family and then with local authorities. The survey should include questions such as:

- What are the benefits of peace?
- How would you feel if peace was restored to Somalia?
- How, in your opinion, can we maintain peace?

The teacher organises the pupils into three groups: one for the school, one for the family and one for the local authority and gives them a sample of a survey questionnaire and the number of people to be interviewed. The teacher allocates a certain amount of time to the survey, leaving some time for discussion. The results can be presented in the form of a school bulletin and distributed. This activity can be concluded with a song from the song book.

- Ask the pupils to:
- Draw what 'Peace' means to you.
- List five ways of building peace.

**Comments**

Peace is a behaviour. This behaviour implies mutual respect and collaboration. It requires a capacity to accept individual differences, attitudes and values. It also requires conditions of justice, equality and respect for human rights. All these contribute to a 'Culture of Peace.'

The International Day of Peace which is celebrated on the third Thursday in September was decreed by the United Nations General Assembly. It is a special day to learn more about peace and its role in the world.

The younger pupils could celebrate this day through such activities as decorating the walls of their classrooms, the school and local institutions. Pupils can sing 'Let Peace Begin With Me' 'We are lucky' and 'Let us be Together' from *Singing for Solidarity*.

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<b>35</b>	<b>PEACE MESSAGES</b>
<b>Grades</b>	Three to Eight
<b>Aims</b>	To encourage the pupils to promote peace and positive behaviour
<b>Materials</b>	Paper, scissors, glue, envelopes, coloured pencils
<b>Duration</b>	35 minutes

**What to do**

The teacher asks the pupils the following questions:

What does peace mean to you?

Why do you think peace is important?

The teacher then explains the concept of peace and all it encompasses. The teacher asks the pupils to write or draw on a piece of paper a message of peace to a friend or relative. These messages will be collected and sent to friends, relatives and other schools in neighbouring villages, towns, districts and regions. After the messages have been sent, the teacher asks the pupils how they felt about sending messages of peace.

**Comments**

This activity should help pupils understand the concept of peace and that they can spread the notion of peace not just in their classroom but in their homes and even beyond. This exercise ought to help promote the ideals of peace in Somalia.

## GAME

<b>36</b>	<b>PEACE WINS</b>
<b>Grades</b>	Three to Eight
<b>Aims</b>	To encourage pupils to learn ways of building peace To create an awareness of human rights and the Rights of the Child To encourage a positive attitude towards life To reinforce a national identity
<b>Materials</b>	Peace Wins Game
<b>Duration</b>	35 minutes

### What to do

The teacher introduces the rules of the game and organizes the players.

Each player throws the dice. (Specify the number of players and boards available). Whoever gets the highest score starts. In case of a tie, the dice are thrown again.

If a player lands on a square giving an instruction, he or she has to carry it out. The first one to finish the game 'wins peace.' The game can be repeated many times so that each pupil has a chance to play. A final competition can be organised for the winners.

At the end, the teacher explains the objectives of the game using the following words:

We only earn peace if we don't fight, if we are able to communicate and express to others what we are thinking, if we are ready to accept others and their differences, if we are ready to forgive injuries and to be friendly and tolerant.

### Comments

It is a culture of peace that is introduced through this game. Children learn about peace. All the values of peace are represented in this game: understanding, work, education, love, help, responsibility, alternatives to conflict, agreement, trust, appreciation of other people's equality, value of human life, childrens' rights and appreciation of the Somali country and environment.

## PRACTICAL ACTIVITY

<b>37</b>	<b>A PEACEFUL WORLD</b>
<b>Grades</b>	Three to Eight
<b>Aims</b>	To help pupils to improve their cooperation skills To encourage the pupils to learn about other countries
<b>Materials</b>	Papers, scissors, glue, adhesive tape, coloured pencil, stapler, globe, or natural materials
<b>Duration</b>	35 minutes

### What to do

The teacher familiarises the pupils with the globe -- pointing out the continents (North America, Europe, Africa, Asia, Australia, South America), explaining the differences among them: language, culture, environment.

The teacher organizes the pupils into six groups. Each group chooses a continent or area to work on. The pupils try to draw or indicate some differences: fruit, clothes, religion, language. In the case of Africa, the pupils can take ideas from the 'Peace Game.'

### Comments

This activity is a good introduction to the cultures of other people. It raises the pupils' awareness of the existence of other peoples just as they, the pupils, exist in Somalia. It ought to make them aware that we are all living on one planet with many others who are different, speaking different languages, eating different foods, wearing different clothes, following different faiths (religions) and living in different environments. These people must be respected.

<b>38</b>	<b>PEACE ON DISPLAY</b>
<b>Grades</b>	One to Eight
<b>Aim</b>	To evaluate pupils' understanding of peace activities
<b>Materials</b>	Pen, colour paper, coloured pencils, rulers, glue
<b>Duration</b>	35 minutes

### What to do

The teacher asks the pupils the following questions:

Can you tell us what kind of behaviour promotes peace?

Can you describe peace?

How can pupils encourage peace?

Why do we need peace?

The teacher explains that this is the last activity in the programme. The teacher discusses the experience the pupils have had with the Peace Education Package. Ask: Which activity did you like best? Why? Is it important to work for peace? Why? What work do you want to do, to show your family what this package is about?

The teacher organises the pupils into four groups (one for each question) and asks the pupils to discuss and then answer the question in the form of a drawing. The pupils can also make drawings of the different activities facilitated by peace, such as going to school, industrial growth, agriculture, etc. The teacher and pupils may organise an exhibition of the final work for other schools, parents and local authorities. The illustrations should be put to good use, such as making a calendar so that the messages reach more people.

The work should be reviewed by the school committee. The school committees from each district can choose the best works and send them to UNESCO and UNICEF. UNESCO will choose the best work from each region and will send these to UNESCO HQ Paris for use in their many messages of promoting world peace.

### Comments

As a conclusion of the Peace Education Programme, the teachers can organise an exhibition for all the work done by the pupils during the programme implementation (charts, globes, posters, postal cards, games, theatre). The same exhibition can be held in other schools. Material such as calendars, posters and post cards prepared from the drawings could be sold and the income utilised as a social fund for the school.





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