

Culture of Peace in the classroom



The Activity Cards

The Activity Cards have been prepared to provide teachers with a wide range of suggestions on ways and means to promote peace and tolerance in the classroom. Select the card and topic that most interests you and further suggestions and ideas for each card are presented in this booklet.

Card 1: What is Peace?

Further information

Peace was naturally the major topic for discussion at the different Festivals. A very good starting point is to ask children to describe various situations in which they feel at peace. Many of the children at the Festivals came from war torn areas of the world or areas of trouble or unrest and so there was much discussion of war and how to stop it. Although the Cold War is over, many nuclear weapons remain in the world. A number of countries are still developing independent nuclear weapons and there is always the possibility that terrorist groups will obtain the ingredients to make a nuclear bomb and use it to threaten other countries. Nuclear testing was also discussed by many of the children, especially those who live in the Pacific region. Children from as far away as Africa and Central America also showed concern.

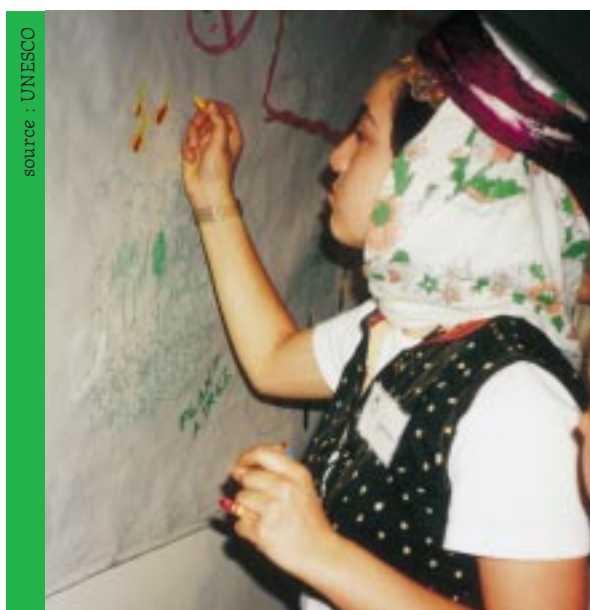
Activities and Ideas

Tell the children the story of the thousand cranes.

Sadako, a Japanese girl, was just one and half miles from where the bomb exploded in Hiroshima, but she was not hurt immediately. Ten years later she became ill, as many children did, with leukaemia (cancer of the blood) and had to go to the hospital. She thought she might die. Chizuko, her best friend, told her that she would get better if she folded 1,000 paper cranes, and she would also help the sacred bird of Japan live for 1,000 years. She decided to try it. For months she folded the cranes, and even when she was very ill she kept trying. Eventually she died, after having folded 644 paper cranes. The rest of her class decided to fold the other 356 cranes. The paper cranes were buried with her. It was decided to build a monument to her in Hiroshima and so a club was formed. Thousands of children from all over the world sent in money. Three years later they had enough to build the Children's Peace Monument that now stands in the Peace Park in Hiroshima. Carved into the stone are the words...

*This is our cry
This is our prayer
Peace in the World*

→ Invite the children to make their own statue or peace model to place in the grounds of the school or neighbourhood. It may be possible to obtain the help of a local artist or sculptor.



At the European Festival the children painted a mural for peace, Chios, Greece

Declaration on a Culture of Peace:

Art. 1

A Culture of Peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on:

- Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and co-operation;
- Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;
- Full Respect for and promotion of all human rights and fundamental freedoms;
- Commitment to peaceful settlement of conflicts;
- Efforts to meet the developmental and environmental needs of present and future generations;
- Respect for and promotion of the right to development;
- Respect for and promotion of equal rights of and opportunities for women and men;
- Respect for and promotion of the rights of everyone to freedom of expression, opinion and information;

→ Discuss how can your class take part in the Global Movement for a Culture of Peace and Non-violence launched by the United Nations during the International Year for the Culture of Peace (2000).

→ Invite them to write down five things that would make their family life, school, town and country more peaceful.

→ Discuss with them how they could make the classroom a more peaceful and pleasant place.

→ Suggest that they make up a commercial or advertisement for peace, which could then be performed during an assembly or as part of a peace Festival.

→ Invite them to produce a mural for peace.

→ Divide the children into groups. Invite each group to think of a conflict (for example, an argument in the playground). They have to work out a peaceful solution to the problem. Their answers are then passed on in writing to another group. The next group has to think of another solution to the problem. When each group has worked out a solution to each of the problems the whole class can discuss the solutions and vote which are the best ones and why.

One way of keeping this game going is to pass around several pieces of paper at one time.

Other areas for discussion based on the Festival Appeals to World Leaders

→ Why is it important for people to listen to what others have to say?

→ In what ways can we show others the way to peace?

→ In the family or classroom, how can we share our desire for peace?

→ Why should peace come first?

→ How can kindness and helpfulness build up a culture of peace in the classroom?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

Peace is patience and constant care.

Peace is the readiness to give and share.
(Europe - Chios, Greece)

People can listen to each other and live together in friendship. (Asia - Bangkok, Thailand)

We should learn to have peace in our hearts, in order to bring peace to others.
(Latin America - San Jose, Costa Rica)

Curriculum areas

Language, Art, Craft, Geography, Music, Dance, History.



Card 2: Tolerance and respect



Further information

Tolerance towards others and understanding of other people's points of view is very important. During the Festivals a great deal of work was done on tolerance and it was evident at the close of the events that the children were able to understand more easily other children's concerns and points of view. Many-friendships were formed, stereotypes eliminated and children left exchanging addresses in order to continue their friendships.

There are many different levels of tolerance that could be discussed with children.

At home, it is important that parents set good examples for their children, that there are no favourites and that sharing is encouraged. Problems are not solved by fighting but through open discussion and listening to each other, especially to children.

At school, children may come into contact with those who are different from them, perhaps from other cultures, perhaps disabled. They need to understand that, in spite of differences, we all have common needs and aspirations. We are all part of one huge global family. We are all important and we should help one another. Tolerance may also mean not being upset when criticised by a teacher, or when working in a group. As an adult tolerance may mean seeing others' points of view. Young people should be tolerant of other opinions and views. In games they need to realise that cheating or violent, selfish behaviour will not help to make them better members of a team or of society but by being tolerant they will learn to accept losing as easily as winning. They may question why there are wars and why so many people have to suffer. It needs to be pointed out that there is a great deal of poverty, hate and jealousy around. We should strive to eliminate such sources of conflict. It is important to be tolerant to our neighbours, whether they be children sitting next to each other, next door neighbours or neighbouring countries. We should respect the Earth and all the people that live on it.

Activities and ideas

- It is suggested on the activity card that the children ask their grandparents to come to school for the day. Children usually get on very well with their grandparents and they can bring a great deal to the class. They may be able to help with reading, cooking, story telling or singing.
- Respect will come out of contact, experience and understanding.



The tolerance tree made by children at the Arab States Festival, Amman, Jordan

Building relationships based on tolerance and solidarity between peoples distanced by cultural differences is critical.

The Culture of Peace Project aims at arming peoples not with guns, but with capacity for dialogue and understanding.

It calls for justice and equality of opportunities for all, especially minorities, indigenous peoples, refugees and displaced persons.

UNESCO

Transdisciplinary Project towards a Culture of Peace

- It would be a good idea to have a food or music evening when different people bring along food or music from their culture and share it with others.
- Tolerance and solidarity towards disabled people can be promoted by organising visits to hospitals, campaigns to help them, or by analysing how society is prepared for them.
- Blindfold: One child is blindfolded and the others sit on the floor, leaving enough space to pass between them. The blindfolded child tries to move from one end of the room to the other without bumping into a rock (the children sitting on the floor). If the child comes too close to a rock, then the rock makes the noise of waves. The closer the rocks, the louder the waves! If the child reaches the other side of the room without bumping into any rocks, another player is chosen.

This game encourages co-operation, its aim being to help the blindfolded child cross the room.

Other areas for discussion based on the Festival Appeals to World Leaders

- X How can we promote a culture of tolerance in the classroom?
- X Why is it important to be tolerant towards other people's points of view and ideas?
- X When you are working in a group, why is it important to listen to other people's points of view and opinions?
- X How can you co-operate more in your tasks in the classroom and around the school?
- X How will tolerance help you understand others better?
- X In what ways do you think that the United Nations International Year for Dialogue amongst Civilisations (2001) can contribute to a culture of peace?
- X Can you think of activities that could be organised in your school/community to celebrate this important year?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

Isn't peace understanding? For with understanding comes unity, tolerance, kindness, helpfulness and patience.

(Caribbean - St. George's, Grenada)

We ask you to respect cultural differences.

(Pacific - Rarotonga, Cook Islands)

To reject all kinds of physical and psychological violence and to adopt the principle of tolerance, solidarity and peace.

(Arab States - Amman, Jordan)

Curriculum areas

Language, Music, Dance, History, Geography, Physical Education and Sports.

Card 3: Conflict - the wrong way

Further information

Conflict resolution was high on the list of issues discussed at the Festivals. Many of the children came from regions where there were disputes within their own countries or with neighbouring countries. These included Central America, the Balkan countries, the Middle East, the Caribbean, the Pacific, Southern Africa and Southeast Asia. On examining the Appeals produced at the Festivals, you will quickly see that the resolution of conflict in a non-violent way was felt to be essential.

The children discussed conflict at length and looked at the problem in the home, in the school, in the community and in the world in general. They came up with a number of solutions, including the avoidance of alcohol, banning of drugs, wise use of money, talking to each other, respecting each other and children respecting their elders.

The children also felt that parents should discipline their children, encourage them to go to school and understand that education is important. They wanted parents to look for work and stay with one partner.

The children at the Arab States Festival declared in their Appeal that they wanted to stop all wars and to solve all conflicts and disputes by adopting pacific dialogue in order to reach a comprehensive and just peace all over the world.

At the African Festival they said that the amount of alcohol should be reduced and campaigns should be launched to reduce alcohol intake. They were against teachers smoking or drinking at school and they wanted to stop corporal punishment. People should be free to practise their cultural beliefs as long as they do not offend others, and should be allowed to worship as they wish.



African students made stone sculptures in favour of peace (Harare, Zimbabwe)

Activities and ideas

→ A large number of subjects can be discussed, for example:

- What do children look for in their parents and their teachers?
- Should children obey their parents and why?
- Can wars solve our problems?
- How can money cause conflict?
- Do new ideas always work?

→ Invite the children to express themselves without using words. How can we express ourselves without speaking? (for example, using facial expressions, body language, etc.) What do we do when we are happy? What do we do when we are sad or cross?

→ Invite them to make up a play using just signs and no words.

→ Draw faces showing happy, angry, sad or frightened people.

→ Divide the children into pairs. Invite one of each pair to be angry and upset. The job of the other child is to calm him or her. Ideas include a desperate parent looking for his/her children after an attack by soldiers, a child who has had a toy stolen, or a sister who has been hit by an older brother.

→ Create an "anger thermometer" to help children grasp the concept of degrees of anger and learn new ways to "cool down".

→ Invite the children to discuss the steps that can be taken to calm down during a conflict. Perhaps make a chart for the class showing the steps to resolve conflict. For example:

Cool down: When we're angry, it's not easy to think clearly.

Move away from the group: groups encourage us to push and shove to resolve our disagreements. If you and the other person can get away from the crowd, it will be a lot easier to work things out.

Listen to what the other has to say: It's important for each person to listen to what the other has to say. You can show you're listening by facing the person and paying close attention to what he or she is saying.

Don't be mean: When we're angry we often say mean things to one another. Try to say how you feel without calling names, putting the other person down or hurting the other person's feelings.

Ask for help: Conflicts can be hard to resolve by yourselves. But it's okay to ask for help. Find a teacher or another student who is helpful and won't take sides.

Other areas for discussion based on the Festival Appeals to World Leaders

- ✕ Discuss some possible ways to peacefully solve problems in the playground or classroom.
- ✕ Two children are arguing over who owns a ball. How could you help to sort out this problem?
- ✕ How can a decision to share something solve a conflict?
- ✕ What are the most common reasons for conflict in the playground, in the classroom, at home?
- ✕ How can a misunderstanding lead to conflict? How can this be avoided?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

To stop all wars and to solve all conflicts and disputes by adopting pacific dialogue in order to realise comprehensive and just peace all over the world

(Arab States - Amman, Jordan)

Men and women should be more tolerant in order to bring an end to violence.

(Latin America - San Jose, Costa Rica)

Violent and sexually explicit television and video programmes help fuel a culture of violence

(Africa - Harare, Zimbabwe)

Do not fight, negotiate peacefully. Strive for social justice, democracy and education for all.

(Europe - Chios, Greece)

Curriculum area

Language, Drama, Art.

Card 4: What are my rights?

Further information

All people have rights. In 1948 the United Nations adopted a Universal Declaration of Human Rights. It is hoped that countries will ensure that these rights are respected. In 1959 the Declaration of the Rights of the Child was adopted and in 1989, the Convention on the Rights of the Child. It is important that children understand that these rights exist.

Refugees are some of the most likely people to have their rights violated. It is the task of the United Nations High Commissioner for Refugees (UNHCR) to protect refugees. Sometimes this proves impossible. There are some 25 million people around the world without homes and 20 million refugees. Sometimes these refugees are forced to go back to their homes to face difficult situations and to leave the countries that welcomed them. Eight out of ten refugees are women and children. Emergency help is needed for many of these people but often there are too many people and not enough aid. Sometimes these people have to stay in refugee camps for years.

Activities and ideas

The Convention on the Rights of the Child (see summary below) includes 12 articles concerning rights and protection.

→ Invite your pupils to make a list of the children's rights that they feel are the most important. Then compare their list with the rights set out in the Convention.

→ Ask the class to imagine that they have been asked by the United Nations to make a list of all the things which all the children everywhere need to be happy and healthy. For example, food, play, fresh air, love... Write up these "needs" as they are suggested without judging them. When there are no more suggestions, ask the class to identify which of their suggestions are really needs, and which are "wants". (For example, TV and sweets would be "wants" not "needs"). Try to identify needs which are the same for all children everywhere. Now show the class the summary of the Convention on the Rights of the Child. The Convention reminds the world's nations of the needs of their children. Ask the class to compare their list and the summary of the Convention. Which needs have been identified as rights? Are there any differences between the two lists? Why?

SUMMARY OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

- I. Children have the right to be with their family or those who will care for them best.**
- II. Children have the right to enough food and clean water.**
- III. Children have the right to an adequate standard of living.**
- IV. Children have the right to health care.**
- V. Disabled children have the right to special care and training.**
- VI. Children must be allowed to speak their own language and practice their own religion and culture.**
- VII. Children have the right to play.**
- VIII. Children have the right to free education.**
- IX. Children have the right to be kept safe and not be hurt, exploited or neglected.**
- X. Children must not be used as cheap labour or soldiers.**
- XI. Children have the right to protection from cruelty, neglect and injustice.**
- XII. Children have the right to express their opinions and to meet together to express their views.**

Source: Primary School Kit on the United Nations

→ Discuss with the class the problem of refugees in your country or elsewhere. Make up a play about a refugee arriving in the community. Divide the children into two groups and invite one to produce a play or puppet show in which the refugee is welcomed and the other group a play in which the refugee encounters many problems but for which solution are found.

→ Invite the pupils to write a poem or song on the problems of being a refugee.

→ Talk with your pupils about life in a refugee camp and the particular problems faced by children in a camp.

→ Invite them to draw or paint a picture of how we can help refugees.

→ Organise a news team. Invite a child to act as a news reporter and interview a street child. What kind of questions would be asked? Record the interview on video or audiotape or write down, what is said.

Other areas for discussion based on the Festival Appeals to World Leaders

✕ If you were shipwrecked on an island with ten other children, would you need any rules and rights? If so, what would they be? How could they be respected?

✕ What would you feel like if you were suddenly told that your name and nationality were being taken away from you?

✕ Why is it important to go to school? Why do we need an education?

✕ Why do children need to be the first to be protected if there is any trouble?

✕ Why do you think that the United Nations thought it was important to protect children's rights?

✕ Do you think all the children in the world have all these rights? Why not?

✕ Examine one or two of the rights in the Convention. What might happen if these rights were taken away from a child?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

To enjoy all human rights regarding living in dignity, freedom of expression, safety and security.

(Arab States - Amman, Jordan)



Children from the Arab States express themselves on the Peace Scroll (Amman, Jordan)

All children have the right to live, grow, to be educated, to have a place to live, to be healthy and to be happy.

All countries of the world should be democratic, where the citizens elect the governors and create the laws by which they will be ruled.

(Latin America - San Jose, Costa Rica)

We believe that human rights are essential for peace.

(Europe - Chios, Greece)

We claim the right to be heard and the right to peace.

(Pacific - Rarotonga, Cook Islands)

We want equality in education, for all children regardless of sex, race, social status, religion and physical capability.

(Asia - Bangkok, Thailand)

In order for the world to have a bright future, the older people have to respect children's rights. We recommend that Human Rights be included in school curricula and taught. . . through speeches, drama, poetry, music, radio, television...
(Africa - Harare, Zimbabwe)

Curriculum areas:

Language, Music, Dance, Art, Drama, Geography, History.

Some suggestions for an additional quiz

A quiz activity can be used to test children's knowledge about rights. Regular quiz's can then be used to check on how their knowledge grows over time. It is also very useful for finding out what special interests and concerns children have about human rights.

Can you think of :

A human right?

A group of people which was persecuted in the past? Why?

An organisation which promotes human rights?

A film or a book about respect for human rights?

A right denied to you in school?

An individual who promotes for human rights?

A right your parents have which you do not?

Card 5: It's our World

Further information

One of the major concerns at all of the Festivals was the state of the world. Although there are so many good things in the world, we are also suffering from a number of problems. The children were very aware of these problems and wanted to help as much as they could. A good idea would be to look at your locality and see what can be done to improve the quality of life and the environment on a local basis.



One of the main issues in Latin America was the call for less contamination (San Jose, Costa Rica).

“One small action here, a tiny project there, and then a community starts facing the world differently.”

Maria de Fatima Goncalves,
teacher from Portugal

This could mean having a campaign to clear the area of rubbish or, as suggested on the activity card, creating a wildlife refuge or school garden. This may involve children in a number of different subjects, as they put together their designs and plans. They can use local plants and flowers. You could ask the advice of local gardeners on what type of plants to grow. If no one is available, contact your local environmental agency.

Many of the international environmental issues are mentioned in the Appeals. The one from Europe notes that our quality of life and health are at risk, and that we need urgently to do something about these problems.

The children in Africa mentioned the importance of the balance of nature and the wanton destruction of trees. Their plea was to preserve our heritage. In Thailand they wanted more action on recycling and traffic regulations; the capital City, Bangkok, is very busy and often clogged with traffic and smog.

In the Caribbean, children requested more co-operation so that every one could work together towards a healthier environment. In the Arab States they wanted to work towards a greener and cleaner world, while in Latin America the call was for less contamination. The Pacific children agreed that a peaceful life would mean a cleaner and peaceful environment.

A few of the crucial issues are set out below

Pollution: Pollution is caused in several ways. Chemicals from factories are released into the air, fumes from vehicles build up in the air. These cause the air to become polluted. At the same time rivers and the seas are being polluted by raw sewage, chemicals and fertilisers that are washed off the land.

Greenhouse effect: The so-called greenhouse effect is caused by a build-up of carbon dioxide in the atmosphere which traps the sun's rays and increases the temperature. It is thought that if this effect continues, the polar ice caps may start to melt and there will be large-scale changes in our weather leading to a warmer climate and flooding.

Acid Rain: Acid rain is produced by a build-up of chemicals in the air (largely due to smoke from factories). These chemicals combine with the rain and cause damage to trees, lakes and buildings. Many lakes in Northern Europe have been damaged in this way, as have large areas of forests. In cities, buildings have been damaged by acid rain.

Endangered Species: All over the world animals are hunted and killed, often for their skins and their tusks or horns. In some regions, vast areas of forest have been chopped down, whether for the wood or to provide more space for homes. Creatures have lost their homes and either died out or had to change the way they live.

It is important that governments and international laws should protect endangered species. Already there are many species of animals whose numbers have been reduced to a few thousand or even less. Although the population of the world is increasing at an alarming rate, we must remember to protect the world's wildlife and its habitat.

Alternative sources of energy: As time goes by we are using up the world's resources. These include reserves of oil, gas and coal. Eventually there will be none left. It is important to examine other renewable forms of energy, such as solar power, water, wind and even the waves of the sea. In many parts of the world people are now using wind power to produce electricity. Many of these methods are cheap and easy to run. Often they can be set up in remote areas where there is no other means of producing electricity. Some countries now use nuclear energy, which has its advantages and disadvantages.

Activities and ideas

→ The children could hold an environmental festival. This could be organised so that each group is responsible for a different issue. The festival could be arranged so that each group presents a topic, such as the greenhouse effect, recycling, endangered species, or the use and pollution of water.

→ It may be possible to organise a festival for children from several schools. Each school could choose a theme and present a play, song or dance, which could be centrally co-ordinated. It may be possible to invite a local personality to open the festival.

→ Make a toy using recycled items such as used boxes, paper, cans, etc.

→ Discuss with your pupils the advantages and disadvantages of nuclear energy.

Other areas for discussion based on the Festival Appeals to World Leaders

- ✗ What can we do to protect the world in which we live?
- ✗ Do the children know about UNESCO's World Heritage Convention and List? And the cultural and natural sites inscribed on it?
- ✗ Are there any protected areas in the region where you live?
- ✗ Are there any areas around your school, your home or in your neighbourhood that are at risk?
- ✗ How can you help protect them?
- ✗ How can we save water?
- ✗ Why is it important that we look after the planet?
- ✗ Why is it important for future generations of children that we do something now to help the planet?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

Give us children a chance to be custodians of this planet Earth. A peaceful life means a clean and peaceful environment
(Pacific - Rarotonga, Cook Islands)

Doesn't our environment reflect our state of mind and innermost being? This preservation of our physical environment will reflect the inner peace for which we are striving.

(Caribbean - St. George's, Grenada)

We want a proper education about environment. We want adults to be good models to help put environmental caring into action.
(Asia - Bangkok, Thailand)

The natural environment is an integral part of the Eco-system.

It is important that the balance of nature be maintained through conservation of soil, water, flora and fauna.
(Africa - Harare, Zimbabwe)

Curriculum areas

Language, Geography, Art, Mathematics.



In the Pacific, children see their environment as a paradise which has to be protected, (Rarotonga, Cook Islands).

Card 6: Getting to know you: Intercultural learning

Further information

One of the benefits of the Peace Festivals was that children from different countries were able to learn more about each other and their cultures. At the end of the Caribbean Festival it was noticeable how there had been a marked change in attitude and a break down of stereotyping. This was also evident at a number of the other Festivals, especially the one held in Europe. One of the most important aims of this work is to encourage children to explore different cultural backgrounds. This can be done on a local basis or by linking with a school elsewhere in the world, for example, through the UNESCO Associated Schools Project Network.

By learning more about different ways of life and beliefs, young people will develop a deeper understanding and appreciation of each other. There will be a reduction in stereotyping and a greater respect for others. The media through television, radio, newspapers and comics provides often children's views of others.

It does not take long for children to get to know each other and begin to break down the barriers that are often created by adults. Working together at the different Festivals, children started to find out more about each other's homes, food, music and schools and, most important, they made friends. One of the central features of the Peace Festivals was allowing children to mix with others. One way in which this was achieved was by organising activities in mixed groups. In this way children of different nationalities could get to know each other and exchange ideas. It was evident at the close of the Festivals that this was a very worthwhile exercise that had worked well.



source : UNESCO

Children interact during the workshops in order to know each other better, (Bangkok, Thailand)

Activities and ideas

→ Food, clothes, music and song are all good means of looking at cultural similarities and differences. A special day could be organised when children dress in their traditional dress, an excellent idea if your school has a number of different ethnic groups.

→ Divide the group into pairs. Ask them to talk to each other, finding out about the other person's interests, history, dreams, family, work, etc.

→ The class can look at the Convention on the Rights of the Child. Which rights mention children's similarities? Which rights mention children's differences?

→ Explain that children all over the world listen to different stories. Tell the children some stories from different countries (if you have a globe or an atlas show them where those countries are).

→ Some children may like to sing songs from their homeland or parents and relatives may like to come and tell traditional tales or perform short plays.

→ As suggested on the Activity Card, a games day could be organised when children play some traditional games from their own or other cultures.

→ Have the children perform a drama about someone who moves to a new school far away and who is treated kindly and unkindly by different students at their new school. This activity with games helps children to explore the similarities amongst the children of the world regardless of nationality, gender or ethnic group. It also introduces children to the idea that they have inherent rights, including the right to play, which are declared in the Convention on the Rights of the Child.

The following are some examples of traditional games:

Piñata: This is played all over the world. It is very popular in Mexico. Make a piñata out of small card-board box or paper bag. Fill it with sweets or little gifts. Hang the bag or box from a string. Blindfold one person and turn him/her round three or four times. They are then given a meter long stick. They have three chances to hit the piñata. If they manage to break it they can then share the sweets with the others in the group.

Lalambai: Often played in India. Each player draws a circle around him or her on the ground. The ball is thrown as far as possible. One player is It. They have to pick up the ball and try to hit one of the players or get the ball into one of their circles. If a player is hit, they become It. The players inside the circles each have a thick bat called a danda, which they use to push the ball away. Players are not allowed to use their hands.



A presentation made by European children during the Festival (Chios, Greece)

◆ Produce a school newspaper to get to know each other better. The children will have to choose an editor, reporters and feature writers and decide on the content (for example, school events, sports, favourite music, and jokes). Will they display one copy of the news paper each week or print copies for distribution? Will there be advertisements in the paper? All these and other questions need to be discussed.

◆ Make a joint piece of artwork. This could be done by a group of children, a whole class or children from different classes. The theme of the work could be peace around the world. Each child should have an opportunity to contribute to the work and the finished piece should be displayed in a communal area where not only children in the school can see it but also by other members of the community.

◆ Run a radio station. There is a number of ways to do this. If the school has a public address system, see if you can use it, perhaps once a week. Otherwise, invite the children to make a weekly tape recording that could be given to different classes and played at different times. The class will need to discuss what kind of topic will feature on their radio station. Will there be music and interviews? Will they have the news and the weather forecast for the next week? They will need a station manager and reporters and engineers to record the material. All this will demand teamwork and co-operation and will build up their knowledge and appreciation of each other.

◆ School link pen pals. When linking with a school elsewhere in the world, the children could compare their likes and dislikes, describe their family life, leisure time, the kind of sport they play, and so on. Find the name of a school in another country by contacting the national ASPnet co-ordinator. The class will need to discuss what material they are going to send to the other school and how they are going to present it. How will they keep down the postage costs? How can new information communication technology be used for school twinning purposes? Perhaps the children could use a monthly theme, such as homes, clothes or festivals.

Other areas for discussion based on the Festival Appeals to World Leaders

- ✕ Why are friends important?
- ✕ Have the children write about an incident in their lives when they felt excluded! How did this make them feel?
- ✕ How can we get to know better other people in our community and in other countries?
- ✕ Why is it important to learn about other cultures?
- ✕ Are there any ways in which you can learn about other cultures locally?

✕ Why would it be a good idea to organise a local Culture of Peace Festival?

✕ What makes a good story? Why do people all over the world tell stories?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

Culture is an essential element of human societies. We feel that intercultural exchanges are very important for getting to know each other, develop mutual respect and preserve the cultural heritage of humanity.

(Europe - Chios, Greece).

We ask you to fund more workshops where young people of different countries and cultures can meet and learn more about one another and so help eradicate the obstacles to world peace and understanding. We feel that in this way we can overcome the barriers of race, class, prejudice, religion and nationality, built up by ignorance.

(Caribbean - St George's, Grenada)

We ask you to respect cultural differences.

(Pacific - Rarotonga, Cook Islands)

Curriculum areas

Language, Art, Geography, History, Drama, Music, Science, Mathematics, Physical Education and Sports.

Card 7: Learning together

Further information

Over the years a great deal has been written about the changing role of the teacher. Today, with the arrival of new educational technology, teachers are increasingly becoming facilitators for the acquisition of knowledge and skills. The International Commission on Education for the Twenty-first Century concentrated on these changing demands and how to prepare good teachers. It was therefore decided to give UNESCO ASPnet schools and the world's schoolchildren a chance to contribute to this debate. The children were asked to draw or write their answers to the question, 'what makes a good teacher?' The results revealed that children have a great respect and love for their teachers. They are very important role models for the children. However, we should not remain complacent. In many parts of the world the conditions of teachers are deteriorating and urgent action is needed. Improved teacher training also remains a priority.

Activities and ideas

- Prepare your own booklet and ask the pupils 'what makes a good teacher?' and include their suggestions and drawings.
- Invite a retired teacher to tell the pupils what it was like to be a teacher forty years ago.
- Compose a special 'Teacher's Song'.
- Perform a play, perhaps using the puppets, about a teacher none of the children would like to have, and another about an ideal teacher.

Other areas for discussion based on the Festival Appeals to World Leaders

- X UNESCO has designated 5 October as International Teacher's Day (see calendar in the Worksheets). Why do you think a Teacher's Day has been declared and how can it best be celebrated?
- X Would you like to be a teacher? Why or why not?
- X What can teachers do to promote Culture of Peace?
- X What are all the things a teacher does?

Statements from the Appeals to World Leaders at the Culture of Peace Festivals

More and better schools, as well as sensitive and caring teachers with broad minds to open our horizons and not to pass on to us their prejudices.

(Europe - Chios, Greece)

Teach us caring and moral responsibility in our schools.

(Asia - Bangkok, Thailand)

Pupils should obey and respect their teachers. Teachers should pay equal attention to all children.

We would like the teachers to stop practising corporal punishment.

(Africa - Harare, Zimbabwe)

Curriculum areas

Language, Drama, Music, Art, History.

