

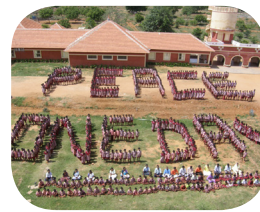
# THE PEACE ONE DAY GLOBAL EDUCATION RESOURCE



ENGLISH  
LANGUAGE EDITION

WHAT WILL YOU DO TO MAKE PEACE ON 21 SEPTEMBER?

Tell us at [www.peaceoneday.org](http://www.peaceoneday.org)



# Letter to teachers from Peace One Day Founder, Jeremy Gilley

Dear Friends

Thank you for registering and welcome to the Peace One Day Global Education Resource English Language edition.

I am profoundly grateful to **Skype** for underwriting the creation of this Global Education Resource, available in Arabic, Chinese (Mandarin), English, French, Russian and Spanish. Skype's free software is an exciting facilitator towards intercultural cooperation, in preparation for, and on Peace Day 21 September (see **Lesson 4F** inside).

Peace One Day's overall Objective is to 'institutionalise' Peace Day, 21 September – to make the day self-sustaining. For Peace Day 21 September 2012, Peace One Day is calling for and working towards a day of ceasefire and non-violence - a Global Truce. We hope this will be the largest reduction in global violence in recorded history, both domestically and internationally, but we cannot do it alone. We are reaching out to all sectors of society to get involved and, most importantly, to young people and teachers around the world. You and your students have a key role to play.

This edition contains a brand new lesson - Global Truce 2012 (Lesson 5A), that provides a simple process for identifying (and selecting from) a series of student-led options for Global Truce 2012 activities, for the class or the whole school. If you're reading this before Peace Day 2011, you can use that date to help launch the 365-day countdown to the Global Truce on Peace Day 2012.

Please show your students my film *The Day After Peace*; this is the most concise and engaging way for young people, indeed anyone, to understand what Peace One Day is all about. The film is recommended as a sound basis for other work with this resource. The 32-minute classroom-ready version is now available to **watch free** online at [www.peaceday.org](http://www.peaceday.org). The online film is in English and there are subtitled versions in the remaining five official languages of the United Nations (Arabic, Chinese (Mandarin), French, Russian and Spanish). Various DVD editions of *The Day After Peace* School Edition DVD, available to purchase via the **Peace One Day Shop**.

We hope that these materials will inspire and empower you and your students to join us and take on the challenge of helping to establish a Global Truce on Peace Day 2012. Never before in our history has this sense of unity been more desperately needed, but never before have we had the technology at our disposal that can enable us to bring it about.

Please decide how you will mark Peace Day in your school or local community, please log your commitment in advance on **[www.peaceday.org](http://www.peaceday.org)** and please ask others to do the same. To begin with, I invite you to read the letter on the opposite page to your class and show them the first of the short videos underneath, which is a message from me. The second and third short videos can be used to build support amongst colleagues.

Finally, my thanks to you for your support. By working together there will be Peace One Day.

In peace

Jeremy

# Please read this to your students

## Message from Jeremy Gilley, Founder of Peace One Day

Dear Friends

Peace One Day needs  
YOU...

Millions of people already celebrate Peace Day 21 September annually, but we want to tell the whole world that Peace Day exists. As a really important part of that process, for Peace Day 2012, we are calling for a day of ceasefire and non-violence - a Global Truce - not only between countries and people at war, but a truce in our schools, our homes and communities. We are asking everyone from governments to individuals to do something for peace on Peace Day 2012, but we need your help!

Young people - YOU - can lead this process. Ask you teacher about the Global Truce 2012 lesson and do what you love on Peace Day!

I told my story in the film *The Day After Peace* which you can watch free on the Peace One Day website. I left school with hardly any qualifications, but I believed I could make a difference. I kept going, I didn't give up and the world now has an annual Peace Day with a fixed date, 21 September.

You can also make a difference. With your help we can make 21 September an annual day of global unity. With your help there will be Peace One Day. Enjoy the film. Thank you.

In peace

Jeremy  
Founder, Peace One Day

Please help students to consider the  
**Three Steps to Peace One Day**

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DO WHAT YOU LOVE ON PEACE DAY!

SUPPORT GLOBAL TRUCE 2012

VISIT: [www.peaceday.org](http://www.peaceday.org)

# About the Peace One Day Global Education Resource

Kindly underwritten by **Skype**, the Peace One Day Global Education Resource provides 15 lesson plans for exploring issues of peace, a Global Truce, non-violence, and the protection of the environment, with extended projects which we hope will culminate or commence on Peace Day, 21 September.

For this new edition, we're asking teachers to look particularly at Lesson 5A: Global Truce 2012, which helps young people to identify

an event or activity that they can undertake in support of the Global Truce on Peace Day 2012.

We recognise that in many regions Peace Day falls shortly after the beginning of the school year and may present challenges to teachers in terms of preparation. Therefore, we encourage you to see each Peace Day project as a process that can run throughout the year with final preparations taking place in the weeks leading up to 21 September.

## Lesson Plans

Each lesson is designed to take approximately 1 hour. Lesson plans are broken down into components, including Background for Teachers, Purpose of the Lesson, Lesson Objectives, Teacher/Learner Activities, Reflection/Ideas to Discuss and Homework. Active links to accompanying resources can be found throughout each lesson plan and via the 'Preparation' button (at the top of the first page of each lesson

plan). Resources begin on page 39. A selection of video clips have also been included in many of the lesson plans and symbols indicating references to relevant chapters in the feature-length version of *The Day After Peace*; these chapters can be used to illustrate a particular point or to help students with accompanying worksheets and in follow-up discussions.

## Three Steps to Peace One Day

You will find this integral piece of messaging in every lesson plan and almost every student resource. Its significance cannot be overstated. Students are encouraged to decide what they will do to make peace on 21 September, log their Peace Day commitment on [www.peaceoneday.org](http://www.peaceoneday.org) and, significantly, take responsibility for making Peace Day known throughout the world. With this

responsibility comes a profound sense of ownership, individual empowerment and hope – in a sense, the primary goal of this Education Resource, Peace One Day's wider work and indeed Peace Day itself. '*I did something and so can you*' is the essence of Jeremy's story. Please help students to consider the **Three Steps to Peace One Day**.

### Key



Denotes supplementary information, just click on the arrow to view!



Inside the camera symbols you will find references to relevant chapters in the feature-length version of *The Day After Peace*.

Please help students to consider the  
**Three Steps to Peace One Day**

# About 'The Day After Peace' Film

Jeremy Gilley's film *The Day After Peace* charts his extraordinary 10-year journey to establish 21 September as an annual day of global ceasefire and non-violence. This award-winning film, produced in association with the BBC and Passion Pictures, has been seen by millions of people worldwide via international broadcasts, film festivals and special screenings. A film that defies definition, its appeal extends far beyond a conventional adult documentary audience; young people, perhaps more than any other

group, relate to Jeremy – his hopes, fears and aspirations for peace at the beginning of the 21st Century. *The Day After Peace* is a testament to the power of the individual and continues to inspire action on Peace Day on a massive scale. We suggest that a class or school viewing of the *The Day After Peace* serves as the basis for all further work with this Education Resource, since it is the most concise, informative and entertaining introduction to Jeremy Gilley's journey.

## Viewing the Film

There are three versions of *The Day After Peace*:

- 32-minute classroom-ready version
- 58-minute classroom-ready version
- Original 81-minute feature-length film

The 32-minute classroom-ready version is now available to **watch free** online at [www.peaceday.org](http://www.peaceday.org). The online film is in English and there are subtitled versions in the remaining five official languages of the United Nations (Arabic, Chinese (Mandarin), French, Russian and Spanish).

All three versions are contained on *The Day After Peace* School Edition DVD, available to purchase via the **Peace One Day Shop**. (NB On the School Edition DVD the subtitled version is the original 81-minute feature-length film)

## Characters in the Film

To help young people engage with the various characters that Jeremy meets on his journey, we have created a **Film Characters** student resource. This resource contains a photograph, a title, a short biography and

a quote from *The Day After Peace* for each key character in the film. We hope that this will aid teachers when drawing reference to particular scenes and in illustrating issues being raised in class.



# LIGHTS CAMERA ACTION!!!

Whenever possible, please film or photograph your school's Peace Day activities and send your images to Peace One Day for possible inclusion in our web, broadcast and education materials to inspire others to get involved.

You can also mail your footage to

Peace One Day Limited  
St. George's House  
15 St. George's Road  
Richmond  
Surrey  
TW9 2LE  
United Kingdom

or email your footage and photos to [education@peaceoneday.org](mailto:education@peaceoneday.org)

Please help students to consider the  
**Three Steps to Peace One Day**



# Special Projects

## and Cross-Curricular Coordination (5 to 50 hours)

We have singled out the lessons below as Special Projects; however, each of the lessons in this Education Resource can be extended to become projects which ideally culminate on 21 September. Underneath each project below we have included the subject areas most likely to correspond to that project. We acknowledge that specific subject titles may differ from region to region.

### **4A Peace Day Exhibition**

A guide for students to work collaboratively to curate a school exhibition for Peace Day, 21 September, at school or in the local community. This project not only supports the awareness-raising process but also enables students to produce and display creative work in a range of media on peace-related issues.

*Art/Photography, Civics and Government, History/Social Studies, English/Language Arts*

### **4B Your Peace Day Challenge**

Students have the opportunity to take an active and valuable role in supporting Jeremy Gilley's efforts to manifest Peace Day commitments in all 192 Member States of the United Nations and reach 3 billion people with the message of Peace Day. The project is about bringing the world together on a day of global unity and non-violence towards people and the planet. Visit [www.peaceday.org](http://www.peaceday.org) to see commitments worldwide.

*Technology, Civics and Government, History/Social Studies, English/Language Arts, Geography*

### **4C Eco Resolution**

Encourages students to recognise the link between their own daily actions, the current environmental problems and conflict, by making a simple, practical resolution for Peace Day and beyond, for example: reducing waste and using energy more efficiently. The project is also suitable for younger children or children with special needs.

*Civics and Government, History/Social Studies, English/Language Arts, Geography, Environmental Science*

### **4D One Day One Goal**

Supported by [PUMA.peace](http://PUMA.peace)

Drawing on past examples of sport as a unifying influence, students take on roles and responsibilities for organising a football match (or other sports event) on Peace Day.

*Physical Education, Civics and Government, History/Social Studies, English/Language Arts*



#### **4E Stand Up for Peace One Day**

A project inspired by numerous photos sent to Peace One Day over the years. Stand Up for Peace One Day is an opportunity for students to simply stand in the shape of the words 'Peace One Day'. A bird's-eye view photograph is taken and the result is the captured memory of a shared declaration of Peace on One Day. Simple but profound. A project that could bring together a variety of year groups and educational needs. *Social Studies, Physical Education, Art/Photography, Drama*

#### **4F Intercultural Cooperation**

This lesson is brought to you with the support of Skype, whose free software can be utilised to forge intercultural links and support our Three Steps To Peace One Day. With parental support and consent, students organise a Skype Video call with a contact in another country and encourage them to take up the baton! In this way, students can lead the way in supporting Peace One Day to reach 3 billion people with the message of Peace Day by 21 September 2012.

*Civics and Government, English/Language Arts, Geography, Technology, Environmental Science*

#### **5A Global Truce 2012**

For Peace Day 2012, Peace One Day is calling for and working towards a day of ceasefire and non-violence - a Global Truce - not only between countries and those at war, but in our homes, schools and local communities. We would like young people and teachers all over the world to take the lead. This lesson provides a simple process for identifying (and selecting from) a series of student-led options for Global Truce 2012 activities, for the class or the whole school. Peace Day 2011 can be used to begin the 365-day countdown to the Global Truce on Peace Day 2012 - do what you love on Peace Day!

*English, History, Geography, Religious Education, Personal Wellbeing, ICT.*

#### **5B Sport for Truce**

In honour of the London 2012 Olympic and Paralympic Games, for Peace Day 2011 and 2012, Peace One Day is broadening the scope of the One Day One Goal football.soccer campaign to include all Olympic sports with the One Day One Goal - Sport for Truce campaign. Perhaps organise your own mini-Olympics and see how many Olympic sports can be played in school on Peace Day 2011 and for the Global Truce on Peace Day 2012.

*English, History, Geography, Physical Education, Personal Wellbeing, ICT.*

# Lessons

At the top of each lesson plan you will find links to **Preparation**, listing accompanying resources and any additional preparation that may be required and **Homework**, with specific tasks that can be completed as a follow-up to each lesson.

## Lessons

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Please help students to consider the  
**Three Steps to Peace One Day**



## The Day After Peace Film Lesson (applies to all versions of The Day After Peace)

PREPARATION

HOMEWORK

### Background for Teachers:

Jeremy Gilley's documentary *The Day After Peace* charts the filmmaker's journey to establish an annual day of global ceasefire and non-violence on 21 September and culminates in the manifestation of life-saving activities in Afghanistan on Peace Day 2007. The film is the most concise and engaging means of communicating Jeremy's story to young people, inspiring them to take action on Peace Day and lead the way in making the day known throughout the world. It is suggested that a class screening of *The Day After Peace* be the starting point for all further work with this Education Resource.

There are three versions of the film: a 32-minute classroom-ready version (available to **watch free** online, with subtitles in five languages), a 58-minute classroom-ready version, and the original 81-minute feature-length film. The School Edition DVD contains all three versions of the film and is available via the **Peace One Day Shop** (N.B. On The School Edition DVD the subtitled

version is the 81-minute feature-length film).

**Important Note:** The original feature-length film and the 58-minute version contain brief images of violence within the first ten minutes, and all versions contain archive footage of the attacks on the World Trade Centre in the chapter entitled 9/11. When considering whether or not to include these images in the School Edition DVD, it was felt that their absence would have lessened the overall impact and message of the film. You may wish to view these sections prior to a classroom screening and alert students in advance.

**Resource A1** and **Resource A2** can be used in conjunction with all versions of the film. **Resource A3** relates to the feature-length version only and provides questions and discussion points for an extended essay, seminar or debate.

### Purpose of the Lesson:

This lesson is intended to generate appreciation, understanding, and knowledge of the role of the individual in initiating change in the world. Students will learn about Jeremy Gilley's efforts to establish 21 September as an annual Peace Day. Themes of 'Ceasefire' and 'Non-violence' are also introduced.

### Lesson Objectives:

At the end of this lesson, students should be able to

- Describe how Jeremy Gilley established 21 September annually as Peace Day
- Explain the meaning of war, peace, ceasefire and non-violence
- Explain how they, as individuals, can act on Peace Day (21 September)
- Complete the 'Three Steps to Peace One Day'

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher Activity 1:

- Hand out **Resource A1** and review information regarding Jeremy Gilley's vision, the Peace One Day initiative, its history and success, and the importance of the individual.
- Ask students if they believe that they, as individuals, can make a difference in the world.
- Ask them how they think a day of peace might make a difference in their community.
- Hand out copies of **Resource A2**. Explain to students that they are to use this worksheet to make notes on: The reasons against creating a ceasefire/non-violence day and the benefits of creating the day of peace.
- Students can recap on characters from Jeremy's film by using **Resource R**, Film Characters.

### Reflection/Ideas to Discuss:



One of the key objectives of this lesson is for students to grasp the difference between the terms 'ceasefire' and 'non-violence', and the relationship between peace in their immediate environment and peace in the world at large. It is also important for students to comprehend that they, as 'individuals', are named in **UN GA Resolution 55/282** and that Peace Day applies to them. Ask students the following questions. (You may wish to select from this list, assign small groups or partners to respond to specific questions, or open this up to a whole class discussion.)

- Why do you think it was so important to include the term 'non-violence' in the Resolution?
- What do you think about Jeremy's quest?
- Was it worthwhile?
- Are humans predisposed to war?
- Why do people go to war?
- Is peace possible?
- How did a day of peace make a difference in Afghanistan?
- How can individuals make a difference?
- What images, words, or phrases in the film do you remember most?
- What are the consequences of war (destruction of the environment, overburdened health care system, disease, polluted water supply, famine, poverty, etc.)?
- What are the practical benefits of the ceasefire/non-violence day? What would be the effect if everyone on the planet observed the day?
- In what way does a UN General Assembly 'Resolution' reflect world opinion?
- Is violence something that happens only in other countries?
- Consider what you, as an individual, can do to make peace on Peace Day, 21 September. Take your Three Steps to Peace One Day.
- Students looking at the feature-length film could answer the questions on **Resource A3**.

Please help students to consider the  
**Three Steps to Peace One Day**

Review the purpose of the lesson and learning objectives to determine mastery.

**Background for Teachers:** \_\_\_\_\_

The class was introduced to Jeremy Gilley and the Peace One Day organisation via the film and explored the notion of how individual action can inspire real change in the world. There is a strong emphasis here on self-reflection and self-empowerment, so that students can

identify the qualities that they themselves possess and reach an understanding about the difference they can make in their personal lives, in their immediate environment, and in the world at large by using 21 September as a platform.

**Purpose of the Lesson:** \_\_\_\_\_

This lesson is intended to introduce students to, and inform them about, the lives of well-known individuals who have become great peacemakers. Students will consider and examine those common qualities within these

individuals that enabled them to sustain their work. Students will be asked to reflect on personal qualities and their own ability to make a difference.

**Lesson Objectives:** \_\_\_\_\_

At the end of this lesson, students should be able to

- Describe the significant contributions of a selection of peacemakers from recent history
- Describe the contribution they, as individuals, can make in changing the culture of war into a culture of peace
- Complete the 'Three Steps to Peace One Day'

Please help students to consider the  
**Three Steps to Peace One Day**

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 (Group Activity):

- Divide the class into groups of four and give each group one of the handouts (**Resource B1, Resource B2, Resource B3** or **Resource B4**).
- Have the students read the information about the two peacemakers and discuss their accomplishments. Have each group then consider the qualities these two people have that enabled them to work through peace and resulted in positive change.
- Each member of each group should make individual notes on the worksheets.
- Have groups share their ideas with the class.
- Finally, hand out **Resource B5** to each student.
- Each student will think of a person whom he/she believes to be an agent of change as a peacemaker.
- Have students share their choices and explain why they have chosen that person.

### Teacher/Learner Activity 2 – ‘I Have a Dream’:

- Hand out **Resource C1** and **Resource C2** to each student.
- Have students read the extract from Dr. King’s ‘I have a dream’ speech (a few volunteers).
- To watch Dr. King’s speech on 28 August 1963 at the Lincoln Memorial, Washington D.C. and to see the full transcript visit:  
<http://www.mlkonline.net/video-i-have-a-dream-speech.html>
- Review **Resource C2** with students and ask them to discuss the three questions in their groups.
- This could be done as writing, starting each idea with ‘I have a dream ...’ or as an illustration, individually or as a group. Have them consider friends, home, teachers, family, school, local community, nation and the world.
- You may want to have a few students share their dreams.
- These writings or illustrations could be the beginning of their commitment to 21 September as a day of no conflict.

### Reflection/Ideas to Discuss:



Ask students the following questions.

- Dr. King talks about the ‘fierce urgency of now’. What does he mean and how does this idea relate to Peace Day?
- What are the qualities of a peacemaker? What do you remember?
- What peacemaking qualities do you possess?
- Do you think individuals can make a difference?
- Why is it important that people make a difference?
- What is Dr. Martin Luther King, Jr.’s message to the world?
- How does the absence of blame give strength to Dr. King’s message?
- What is your dream?
- What might be the first step towards turning it into reality?

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:



In the film *The Day After Peace*, Jeremy describes his quest to build a case for Peace Day, the courtroom being the General Assembly of the United Nations. Accordingly, Jeremy set out to visit areas of conflict, to meet with young people, women and men and hear about the ways in which war had affected their lives. Jeremy also spoke directly with over 30,000 young people and teachers in every continent, recording 417 hours of their thoughts on the need for a United Nations day of ceasefire and non-violence.

While recognising that the consequences of war, and the reasons for going to war, are both

complex and sensitive, we felt it necessary to provide a component that would encourage debate about these issues. It is important for students to explore the link between violence in their communities (the need for non-violence) and violent conflict between nations (the need for the non-violent resolution of war).

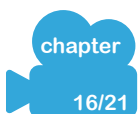
If your school is planning a wider programme of activities for Peace Day, then the questions on **Resource G** could become titles for a series of debates in school on 21 September.

## Purpose of the Lesson:

In this lesson students will view a series of images related to conflict and the resolution of conflict. They will consider and discuss the effect that war has on society. Students will complete an activity in which they view two images, title the pictures, and write down their responses to

the images. Groups will share their findings with the whole class. Students will have an opportunity to discuss their ideas about why wars still happen and what we might do to create peace in our community through non-violent action.

## Lesson Objectives:



At the end of this lesson, students should be able to

- Describe how war affects different parts of society (economy, health, emotional well-being, families, education, environment, etc.)
- Suggest reasons why wars happen
- Give reasons regarding the need for non-violence in their communities
- Complete the 'Three Steps to Peace One Day'

Please help students to consider the  
**Three Steps to Peace One Day**



## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – What Do You See? (Group Activity):

- Divide students into groups of 4 or 5 and give each group one of the handouts in **Resource F 1-3**.
- Instruct each group to give the pictures a title on which they can agree and to then reflect on how the images make them feel.
- Have students individually write down their responses and ideas.
- Students should be prepared to share their title(s) and some of their responses to the images with the whole class.

### Teacher/Learner Activity 2 – The Consequences of War:

- In the same or different groups, hand out **Resource G** to each student.
- Have students complete the first part of the handout individually.
- When they have finished writing down their responses to ‘What are the consequences of war for...?’, have the group consider and discuss the points below.
- Have some (or all) of the groups share their responses, or do this as part of your reflection below.

### Reflection/Ideas to Discuss:



- Ask students to share their ideas/responses to **Resource G** if these have not already been shared.
- How do war and violence affect you (financially, emotionally, etc.)?
- Why should we try to make a difference? Do we have a moral responsibility to make our society peaceful?
- Why is non-violence in our communities so important to achieving peace in the world at large?
- What can we do as individuals?
- Would you, as an individual, want to make a commitment to the goals of 21 September?

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:



In setting out to establish an annual Peace Day, Jeremy Gilley had to decide whether to build a civil society initiative or work within the framework of the United Nations. He soon realised the benefits of establishing an annual day of ceasefire and non-violence with a UN General

Assembly Resolution and had to learn quickly about the process required to make this a reality. Jeremy feels that the United Nations is the closest we have to an organisation that unites the global community, and that we should do all we can to support it.

## Purpose of the Lesson:

In this lesson, students will learn about the role of the United Nations from the unique perspective of a documentary filmmaker who worked alongside government officials and the UN Secretariat to bring about the unanimous adoption of **UN GA Resolution 55/282**.

They will also learn the process Jeremy used in establishing 21 September as a day of global ceasefire and non-violence through the UN General Assembly Resolution.

With this lesson, we suggest that students produce a webpage for the school website that

focuses on the United Nations, the film *The Day After Peace*, and the creation of Peace Day. Another option would be to create a poster or wall display. This could be done as a group project.

If your class or school is planning a wider programme of activities for Peace Day, then a 'Uniting Nations' project could become an important element of a display. Only print if absolutely necessary.

## Lesson Objectives:

At the end of this lesson, students should be able to

- Explain the history and role of the United Nations
- Discuss the role of Jeremy Gilley in initiating social change at a local and international level through Peace One Day
- Complete the 'Three Steps to Peace One Day'

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives. Hand out **Resource T**, which contains UN General Assembly Resolution 55/282.

Ask three volunteers to each read one of the three operative paragraphs, those beginning 'Decides,' 'Declares' and 'Invites.' The Resolution can also be found on the website [www.peaceday.org](http://www.peaceday.org)

## Teacher/Learner Activity 1 – 'Uniting Nations' Webpage:

- Distribute **Resource H1** and **Resource H2** to all students.
- Read **Resource H1** with the class. This will introduce the United Nations.
- Divide students into pairs. Using **Resource H2**, they should then begin to create a webpage. To assist with this, they can also visit [www.un.org/aboutun/untoday](http://www.un.org/aboutun/untoday) and [www.peaceday.org](http://www.peaceday.org)
- Have students share the progress of their webpages with the class.

## Reflection/Ideas to Discuss:



Have students consider and respond to the following questions.

- What is the role of the United Nations?
- What powers does the UN have?
- What is the General Assembly? What does it do?
- What is a United Nations General Assembly Resolution?
- What is the Security Council? What does it do?
- What is the role of the Secretary-General?
- If your school is involved with Model United Nations (MUN), you may wish to propose and debate a national observance of Peace Day, or find an alternative way to incorporate Peace Day into a MUN conference.
- Why was it important for Jeremy to establish a Peace Day through the United Nations?
- Watch the scene where Ahmad Fawzi says, "The cynics will say, 'Ah, Jeremy Gilley, the tree hugger. Crazy man, has crazy ideas... World peace, gimme a break.'" What is Jeremy's response?

The video on the right-hand side below is an extract from a meeting between Jeremy and Terje Rød-Larsen, the UN's chief negotiator in the Middle East. This video supports the final question on **Resource H2** – Making a UN Webpage.

Please help students to consider the  
**Three Steps to Peace One Day**

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:



UN GA Resolution 55/282 invites "... individuals to commemorate, in an appropriate manner, the International Day of Peace, including through education and public awareness ...". The resolution also calls for ceasefire and non-violence on Peace Day. The inclusion of the term 'non-violence' means that all of us have a connection to the Day.

Therefore, it seems that an appropriate contribution to Peace Day in a school environment would be to develop a student-led project that raises awareness of bullying and how to reduce it, enabling students to put peace and non-violence into practice.

## Purpose of the Lesson:

In this lesson, students will, using role-play, explore bullying issues and their emotional consequences. Students are encouraged to empathise with one another and to practise

empathic responses. At the end of the lesson, students will engage in a discussion about the consequences of bullying.

## Lesson Objectives:

At the end of this lesson, students should be able to

- Express personal feelings about bullying and its consequences
- Respond constructively to bullying when they encounter it
- Complete the 'Three Steps to Peace One Day'

Please help students to consider the  
**Three Steps to Peace One Day**

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Opener/ Discussion:

- You may wish to conduct a discussion about bullying. Perhaps provide a 'talking stick' or ball, or another object to be held by each speaker in turn. Bullying is a sensitive issue and teachers know better than anyone the limits of a class discussion. Ask students to agree that the details of the discussion will not be repeated outside the classroom. Make it clear that there is no pressure on anyone to speak. Here are some suggestions for topics to start things off:

**Has anyone seen someone being bullied and is happy to talk about it?** How did you feel? Did you take any action and was your course of action successful in stopping the bullying?

**Has anyone here been bullied and is happy to talk about it?** Has anyone experienced cyber-bullying – by text, email or on social networks? How did it feel? Did you take any action and was your course of action successful in stopping the bullying? What advice would you give to someone being bullied?

**Has anyone here bullied someone else in the past and is happy to talk about it?** What were you feeling at the time? Were there other things in your life that you were unhappy about? At the time, were you aware that what you were doing was hurtful? What would you say now to someone who is bullying?

After the discussion, acknowledge the class for their willingness to speak openly about this subject.

### Teacher/Learner Activity 2 – Bullying Role-Play:

- Divide the class into groups of 3 to 5 and hand out one prompt card (A, B or C) from **Resource E1** to each group.
- Using the prompt cards, groups should follow the instructions and prepare a short role-play.
- Be clear that there must be **no aggressive physical contact** throughout.
- Have students perform their role-plays.

### Teacher/Learner Activity 3 – Whole Class Discussion

Here are some questions to start things off:

- What could have been done differently?
- How would you describe how each of the characters might be feeling?
- Can you suggest reasons for a bully's behaviour?
- Do bullies deserve punishment? Do they need help? Both?
- What do we do if the bullying is based on race, gender, obesity, economic status, homophobia etc.?
- Students might present their role-plays again based on the discussion above. Ask students to think about volume, tempo, proximity, facial gestures, arm movements, etc. Ask them if these changes made any difference.

### Reflection/Ideas to Discuss:

- How could the role-plays be developed to become a part of our school's Peace Day activities?
- To extend this work, students might like to make their own End-bullying advert (See **Resource E2**). View Jeremy's End-bullying Advert on the opposite page.

 [Click here for support websites](#)

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:



A key aspect of the Peace One Day initiative is the notion that individuals can make a difference and, by extension, that individual actions on a large scale can help initiate real and significant change. In the film Jeremy talks about the need for ceasefire and non-violence not only between countries but also in our schools, our homes, and the wider community.

In the film *The Day After Peace*, Jeremy visits the United Nations Headquarters, where UNICEF and the World Health Organization propose trying to establish a ceasefire agreement in Afghanistan on and around Peace Day, 21 September. Accompanied by the actor Jude Law, Jeremy

travelled to Afghanistan to find out how they could help make this a reality.

It became apparent that, in order to achieve a ceasefire agreement on Peace Day, many complex networks of communication had to be recognised and understood. It is hoped that by appreciating the interconnectedness of non-violence at a personal level and global peace, students will see the wider benefits of learning how to resolve conflict in their immediate environment and understand how such personal resolutions can permeate society at large.

## Purpose of the Lesson:

In this lesson, discussion and debate are utilised to help students understand what conflict is and where it comes from, based on their own life experiences. Students will participate in some exercises using effective communication that will act as a starting point for dealing with aggression. As the lesson progresses, students will adapt an existing conflict resolution model to help them deal with conflict in a non-violent way.

If your conflict resolution activities are to become part of a Peace Day celebration, students might prepare a programme following the process they used in class, to demonstrate to visitors or younger students how to approach situations of conflict.

The homework attached to this lesson forms the starting point for Lesson 3C – Conflict Resolution Model.

## Lesson Objectives:

At the end of this lesson, students should be able to

- Demonstrate the importance of clear communication
- Identify sources of conflict in their own lives
- Explain the link between personal conflict and conflict in the world at large
- Complete the 'Three Steps to Peace One Day'

Please help students to consider the  
**Three Steps to Peace One Day**

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Start Resolving Conflict Today:

- Begin by asking the class to share words/ideas that come to mind when they hear the words ‘conflict’ and ‘conflict resolution’.
- Is the meaning of ‘resolution’ different when used in an everyday context?
- Write their responses on a flip chart or on the board.
- Divide students into pairs.
- Suggest one of the following two activities:

 [Mirroring Game](#)

 [Attentive Listening and Body Language Game](#)

### Teacher/Learner Activity 2 – The Common Theme of Conflict:

- Divide students into groups of 3.
- Ask them to discuss their ideas about, and experience with conflict and to be prepared to share with the whole class.
- Hand out, and have them complete, **Resource J1**, as group members share their ideas/experiences.

### Teacher/Learner Activity 3 – Confidence Building – Dealing with Aggression:

- Divide students into pairs and explain that they will be simulating situations in which they have to deal with aggression.
- Using one of the conflict experiences identified in the previous activity, one partner will take the role of the aggressor, and the other will practise de-escalating the situation.
- Be clear that there must be **no aggressive physical contact** throughout.
- Consider the following alternatives for defusing a conflict:
  - Be firm, clear and calm.
  - Keep your volume steady (don’t shout), speak slowly, keep your distance, avoid aggressive arm movements and facial gestures.
  - Look the person in the eye.
  - Tell the person to stop.
  - Walk away from the situation and tell an adult who can deal with it.
  - Partners will change roles so that each practises both sides of the conflict.
- Since asking an adult for help is often difficult for students, you might suggest that the pairs role-play a teacher and a student to practise asking for help.

### Reflection/Ideas to Discuss:

Ask a few partners to share their experience with the role-play process.

- Where does conflict come from?
- What are the benefits of resolving these conflicts?
- Why is it important to resolve conflicts peacefully?
- Are there obvious ways to avoid conflict?
- Is violence ever justified?
- What strategies have you practised that can be used to deal with aggressive behaviour?

Review the purpose of the lesson and learning objectives to determine mastery.

**Background for Teachers:** \_\_\_\_\_

Lesson 3B, Conflict Resolution Role-Play, provides the background for this lesson. Students will have examined the sources and consequences

of conflict, helping them to understand what conflict is and where it comes from based on their own life experiences.

**Purpose of the Lesson:** \_\_\_\_\_

In this lesson, students will use their real-life experience of conflict and apply a simple conflict resolution (CR) model to those experiences. Through role-play, students will create their own personalised CR model that will help develop an effective non-violent approach to resolving conflict.

If you wish to make CR part of your Peace Day celebration, we suggest that senior students take on the responsibility of preparing a programme in which they use the CR models they have created in class to show visitors and younger students how to approach situations of conflict.

**Lesson Objectives:** \_\_\_\_\_

At the end of this lesson, students should be able to

- Design strategies that can be used for dealing with conflict
- Apply and evaluate a conflict resolution model to at least one situation from their life
- Explain the importance of communication and problem-solving skills in resolving conflict peacefully
- Complete the 'Three Steps to Peace One Day'





## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Case Study of Conflict:

- Divide students into groups of 3.
- Ask students to choose a situation of conflict between two or more people from their observation homework notes and worksheets from the last lesson.
- Ask students to write 8 to 10 lines of dialogue from that situation. Ask them to review their notes about body language, proximity, tempo, aggression, and tone of voice, and to indicate their impact on the situation in the left margin of their written dialogue.

### Teacher/Learner Activity 2 – Making a Personalised CR Model:

- Keeping students in their same groups, tell them they will use their mini-scripts from Activity 1 in addition to **Resource J2**.
- Be clear that there must be **no aggressive physical contact** throughout.
- Pairs of students will select a situation from their own scenarios and use it as a role-play. The third student will serve as an observer and identify aspects of behaviour that cause an escalation in the conflict (aggressive looks, high volume, close proximity, fast gestures, etc.).
- Afterwards, the observer will share observations and then partners will identify behaviours that are the opposite of those provided (calm facial gestures, lower volume of speech, keeping a distance, slow movements, etc.). Students will then re-enact their scenario using these opposite behaviors.
- Ask students if the scene is different now, and if so, how.
- Suggest that these identified behaviours become part of their personalised CR plan.

### Reflection/Ideas to Discuss:

Ask students to share their thoughts about this exercise.

- What common solutions were found?
- Were all students able to develop a 5-to-10-step CR plan?
- Do you think this model could be applied to other types of conflict, e.g., inner, local, religious, or global issues?
- Could you use your model to design a training session as part of a commitment for Peace Day, 21 September?

Please help students to consider the  
**Three Steps to Peace One Day**

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:

Through the creative process of filmmaking, Jeremy was able to instigate real change, establishing 21 September annually as Peace Day. Since then, young people all over the world have chosen to express their support by marking Peace Day through the visual arts. In this lesson we have put together a guide for students to organise and staff a school exhibition for Peace Day, 21 September that not only supports the process of awareness-raising but also enables students to produce and display creative work in a range of media on peace related issues.

The exhibition could include artwork, photographs, commentary and factual information on Peace One Day, *The Day After Peace*, the United Nations, and the evolution of Peace Day. Students may also find information and inspiration on the website: [www.peaceoneday.org](http://www.peaceoneday.org)

If your school is planning a wider programme of activities for Peace Day then the exhibition could include materials generated by other groups, creating communication and mentoring opportunities.



## Purpose of the Lesson:

In this lesson, students and staff will organise and staff a school exhibition for Peace Day, 21 September, using the guide provided. The exhibition could be used to enable students

to take a role in the organisation, planning and sustaining of an Action Committee; **Resource K.**

## Lesson Objectives:

At the end of this lesson, students should be able to

- Prepare for a Peace One Day exhibition on 21 September
- Organise a project independently and/or within a group
- Plan and sustain an Action Committee
- Reflect on their preparation for the exhibition and participation in the Action Committee
- Complete the 'Three Steps to Peace One Day'

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Planning Your Exhibition:

- Hand out **Resource I** to each student.
- Ask volunteers to read the quotes from the handout.
- Introduce the idea of an exhibition.
- Divide students into groups of about 4 to 6.
- Explain and read over **Resource D**, **Resource K**, and **Resource L** with the class.
- Each student should have a role on the Action Committee.
- Have students select a chairperson and a minute-taker.
- Tell students to discuss and agree upon specific objectives of the Action Committee (to prepare for and put on an exhibition for Peace Day, 21 September).
- Ask each group to make decisions about the type of artwork that will be used, the date and location of the exhibit, and a timeline for the project.
- Remind each group to make notes of any tasks they agree to complete.

### Reflection/Ideas to Discuss:

- Have groups discuss the strengths and weaknesses of the Action Committee.
- Did groups stick to their objectives?
- As a whole class, have groups/individuals share how they feel about the process used and their participation in the Action Committee.

Please help students to consider the  
**Three Steps to Peace One Day**

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:



Jeremy Gilley's goal now is to 'institutionalise' Peace Day around the world; he defines this as 'the point at which awareness of Peace Day becomes self-sustaining'. Using Peace One Day's various platforms – Education, Sport, Film, Music, POD Digital (website and social media) etc., Jeremy's target for 21 September 2012 is to reach 3 billion people with the message of Peace Day...But he cannot do it alone. Through their work in this lesson, and Lesson 4F particularly,

students around the world can play a genuinely valuable role in helping to achieve this 3 billion target. Students may find a strong motivational incentive in the notion that they are working as part of an ever-expanding team, committed to informing every human being on earth that there is now a day of peace. It is young people who will make the Day known throughout the world.

## Purpose of the Lesson:

In this lesson, students have the opportunity to take an active and valuable role in supporting awareness of Peace Day 21 September. Students will be divided into mini-committees representing various continents and will direct energy to inform

and, ultimately, to generate commitments from people in different countries. **Resource M** will serve as a guide for this process.

## Lesson Objectives:

At the end of this lesson, students should be able to

- Follow through with assigned roles and responsibilities for a Peace Day project at their school
- Using Mini-Action Committees, generate Peace Day commitments in as many countries as possible
- Explain their participation in a 'real life' practical discussion
- Complete the 'Three Steps to Peace One Day'

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 (Whole Class Brainstorm):



- Remind students that in the film Jeremy says about Peace Day, “The only way to silence the cynics was to silence the guns and show people observing the day.” Ask “What is a cynic? What does it mean to be cynical? Why was it so important to prove that Peace Day works?” and “How many people can we tell around the world and ask to act on Peace Day?”
- Open the floor to responses from students on the following ideas. Write down their responses or have a student take notes.
  - What can we ask people to do for Peace Day?
  - What types of groups are we going to contact (schools, student clubs, service clubs, political figures, business people, friends, relatives, etc.)?
  - How do we make contact with them?
  - In how many countries can we generate commitments?
  - How many commitments can we generate in each country?
  - Who has friends/family/pen pals in other countries?

### Teacher/Learner Activity 2 – Mini-Action Committees:

- Divide students into Mini-Action Committees by continent (Africa, South America, North America, Europe, Asia, and Oceania). See **Resource K** for assistance in forming the committees.
- Hand out, read over, and explain **Resource M**.
- Explain that, to develop ownership of the project, each member of the various mini-committees must have a role and actively participate.
- Suggest that the group may wish to divide the questions on **Resource M** among group members so that each member has a responsibility to provide information on one or more issues related to generating contacts.
- They can make notes on their handout **Resource L**, then share their information with the whole mini-committee when finished.
- Tell students to agree on a date and location for the next meeting.

### Reflection/Ideas to Discuss:

- Ask each group to report on their ideas and progress to the whole class.
- Have students share the strengths and weaknesses of the Mini-Action Committees with the whole class.
- Ask if everyone is clear about what was agreed upon and what each student needs to do next for their group.

Please help students to consider the  
**Three Steps to Peace One Day**

Review the purpose of the lesson and learning objectives to determine mastery.

**“The difficulty that we face in highlighting the current environmental crisis to young people is that they didn’t create it, yet it will be up to them to solve it. They will have to forgo some of the luxuries enjoyed by their parents if climate change is to be reversed. ‘Not fair’ will be the cry. We must appeal to young people’s sense of world citizenship by acknowledging their generation as the one that faced its responsibilities. Their gift? The greatest accolade – saving the world. They are, in fact, our only hope.”**

Jeremy Gilley

### Background for Teachers:



Prior to making *The Day After Peace*, Jeremy asked, “How can I document life-saving activity on Peace Day, and how do I tell the world’s people about the Day?”

young people to make different choices in their lives that lead to a more sustainable world, using Peace Day as a focus for their activities.

Part of the answer lies in involving corporations. Jeremy filmed Ray C. Anderson, CEO of Interface, one of the world’s largest interior furnishings companies, and a pioneer of sustainable development. Ray opened Jeremy’s eyes to the link between environmental destruction and conflict. Their discussion prompted Jeremy to re-examine Peace One Day’s core values and make changes to the day-to-day running of the organisation (Skype Video calls instead of flights to meetings, recycled and sustainable office products, office recycling). It is hoped that this lesson – the Eco Resolution – will help inspire

Watch Jeremy’s filmed meeting with Ray C. Anderson below.

### Purpose of the Lesson:

In this lesson, the students will examine the seriousness of the environmental crisis and its impact on conflict. They will make a resolution, for Peace Day and beyond, to take simple actions

to help raise awareness of this connection and the necessity to take action to reverse the effects of global warming.

### Lesson Objectives:

At the end of this lesson, students should be able to

- Discuss their understanding of issues related to the environment
- Describe the link between human activities, the environment, and conflict
- Explain their individual responsibility and actions they might take in relation to environmental issues
- Make a resolution to take a simple, personal step toward protecting the environment: an Eco Resolution
- Complete the ‘Three Steps to Peace One Day’

Please help students to consider the  
**Three Steps to Peace One Day**

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Paired exploration of environmental issues



- Remind students of the following quote by the student from Sri Lanka in *The Day After Peace*: “Maybe our generation won’t be there living when it comes to 100%. But I think the great thing is at least we’ve done something for the next generation.” Ask students how this idea applies to our environment. What will need protecting for the next generation?
- Divide students into pairs to complete the worksheet (**Resource N**), which will serve as a starting point for their exploration of the environment, conflict, conflict resolution, and possible outcomes.
- For inspiration, look at **Resource O** ‘Do I Really Need That Light On?’ This is a step by step, simplified example of a causal chain linking our own behaviour and conflict. There are many other examples that could be explored – depletion of fisheries, deforestation/soil erosion, population growth etc.
- Ask students to share some of their dystopian and utopian visions of the future (the last question on **Resource N**).
- Which outcome do you think is more likely and why?

### Teacher/Learner Activity 2 – Making an Eco Resolution

- Explain to students that they are to make an Eco Resolution outlining a simple action they will take to help protect the environment. This could be a resolution for 21 September or one that starts on 21 September and continues for a period of time, or indefinitely.
- Establish what is meant by a ‘resolution.’ They can visit [www.peaceoneday.org](http://www.peaceoneday.org) to find the UN resolution that Jeremy created.
- Discuss with them some possible topics for their Eco Resolution (e.g., energy efficiency, recycling, waste reduction, water, ‘green’ products, biodiversity).
- Caution students to keep their resolutions simple and achievable. Help students by asking them to consider the products used in school and at home (water, electricity, gas, paper, cleaning products, plastic containers, print cartridges, etc.).
- Resolutions could incorporate a chain of cause and effect like the one in Teacher/Learner Activity 1 above, to help explain to others the reason for making an Eco Resolution.
- Students should present their resolutions as imaginatively as possible. They might consider, for example, presenting a resolution on waste by using already-used products (paper, cans, etc.). The resolution could be presented on a piece of scrap paper that has already been used and is ready for recycling – this way the resolution becomes a more profound statement, a work of art!

### Reflection/Ideas to Discuss:

- Have students place their resolutions as a display on the wall or on a central table.
- Each group should explain their display and read their commitment. Make this display part of the school’s wider Peace Day activities.

Review the purpose of the lesson and learning objectives to determine mastery.

## Background for Teachers:



On his travels, Jeremy saw first hand how sport can be used as a unifying influence; and now with the support of puma.peace, Peace One Day is using the power of football to spread the message of Peace Day with One Day One Goal (ODOG). The idea is simple: to see matches played on 21 September in all 192 member states of the UN and beyond; this happened for the first time in 2009. These matches unite people from different communities and different cultures. And

all you need is a ball and a patch of land. Visit [http://peaceoneday.org/en/takeaction/football\\_odog](http://peaceoneday.org/en/takeaction/football_odog) for more information.

There is a longstanding synergy between sports and peace; before organising an ODOG football match in your school, ask students to explore these two famous examples below.

**Christmas Day, 1914, the Western Front:** *in the midst of the horrific trench warfare of World War I, German, French, and British soldiers created a truce of their own. German soldiers began singing carols, leading to other soldiers from all sides tentatively stepping up into 'no-man's-land', sharing a drink and even taking a group photograph. On 26 December, their solidarity found its highest expression in a game of football, probably using a ball hastily made of straw.*

**The Olympic Truce** *is believed to have begun in the eighth century BC and was observed in some form for 12 centuries. The Truce protected participants as they travelled to the games. The spirit of the Truce has been revived since the emergence of the modern Olympic movement, with its ideals to serve peace, friendship and understanding in the world.*

*UN General Assembly Resolution 55/282 calls on individuals to observe Peace Day. 21 September, therefore, has unique value as a catalyst for global unification and presents an unprecedented opportunity for individuals, particularly young people, to become the driving force behind such a vision.*

## Please help students to consider the Three Steps to Peace One Day

### Purpose of the Lesson:

In this lesson, students will explore the unifying influence of sports and organise a One Day One Goal football match in school that would

focus on bringing together people of diverse cultures. This activity could be part of your school's Peace Day celebration.

### Lesson Objectives:

At the end of this lesson, students should be able to

- Actively promote interest in, and appreciation of, sports as a unifying influence and a conduit for fostering a culture of peace and non-violence
- Participate in planning and organising a One Day One Goal football match in school on Peace Day, 21 September
- Complete the 'Three Steps to Peace One Day'





## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Organising your One Day One Goal Football Game:

- Hand out **Resource P1** and ask various students to read a paragraph each from the fictitious letter about the Christmas Truce. Ask students to think about the following questions while listening to the words.
  - Think about the first soldier to step up and out of the trenches into no-man’s-land.
  - What might he have been feeling?
  - What could have happened to him?
  - Why do you suppose people still talk about this event almost 100 years later?
- Introduce the idea of a One Day One Goal football match, or other sporting event, for Peace Day. What might be some benefits from it?
- Refer to **Resource K** and **Resource L**, review and explain to the class. (The whole class could work together on this, or the class could be broken into Action Committees of 4 or 5.)
- Students should discuss and agree on the objective of the Action Committee (to organise a One Day One Goal activity for September 21).
- Students should select a chairperson and a minute-taker.
- Read over with the students **Resource P2**, One Day One Goal Brief, and make sure each student has a role and participates.
- Students should write down any tasks they agree to complete.
- Students should agree on a date, time and location for the next meeting.
- At the next meeting, students should be prepared to develop and agree on a timeline for the project.

### Teacher/Learner Activity 2 – Opening Ceremony Speech:

- To help solidify learning and to keep the project in focus, ask students to write a short piece (one to two paragraphs) outlining the reasons for the class’s decision to organise a One Day One Goal event to celebrate Peace Day.
- As they write, ask students to consider the history of sport (and sport people) as a unifying influence – sport as a catalyst for intercultural cooperation (the 1914 Christmas Truce, the Olympic Truce, communication and teamwork). The paragraphs will form the basis of the actual speech to be made at the One Day One Goal event, and could also be the basis of other written materials such as articles, posters, press releases, or letters to parents and community.
- Ask volunteers to read out their draft Opening Ceremony Speech. Are any lines especially inspirational?
- Keep all the inspirational lines together for later use in preparing the written materials. They can then be given to the students who are responsible for putting the final written materials together.

### Reflection/Ideas to Discuss:

- Review and discuss the strengths and weaknesses of the Action Committee.
- Did the students stick to their objectives?
- Ask various students to share their feeling about their participation in the Action Committee.

Review the purpose of the lesson and learning objectives to determine mastery.

**Background for Teachers:**

As part of POD's communications, we ask that people record their Peace Day activity, through photographs or moving images, and share them with us. We can then use those images to inspire others to make their own commitment for the day. These images represent a broad range of activities (see *The Day After Peace* or visit [www.peaceoneday.org](http://www.peaceoneday.org)), but over the years we have noticed that one particular activity has captured the imagination. We consistently receive images from all over the world, where a group of people (very often at school) simply stand in the shape of the words 'Peace One Day'. A bird's-eye view photograph is taken and the result is the

captured memory of a shared declaration of Peace on One Day.

In this lesson, 'Stand Up for Peace One Day', we hope to give structure to a Peace Day activity that has grown organically over the years. We hope that this idea will be embraced by all kinds of groups – at school, in the workplace, in the wider community.

Please log your 'Stand Up for Peace One Day' commitment on the POD website and send the photo or video to us ([web@peaceoneday.org](mailto:web@peaceoneday.org)). We will highlight as many as we can. Good luck!

**Purpose of the Lesson:**

'Stand Up for Peace One Day' works as a whole school Peace Day activity or as something undertaken by a number of year groups; a certain number of students is required in order to make the final image effective. It is straightforward to organise and yet creates a profound sense of unity within the school. It is also a project that could include younger children and those with specific educational needs – boosting confidence and encouraging school community spirit. It is hoped that 'Stand Up for Peace

One Day' will provoke lively discussion, and inspire young people to consider the value of working collectively towards a common goal – as a school and as a global community.

Preparation could be done in advance to determine timing and the extent of the project within the school.

**Lesson Objectives:**

At the end of this lesson, students should be able to:

- Plan and organise a group/school activity – Stand Up for Peace One Day
- Express the feelings engendered through their participation in the project
- Reflect on the value of working collectively towards a common goal
- Complete the 'Three Steps to Peace One Day'

Please help students to consider the  
**Three Steps to Peace One Day**

## Introducing the lesson:

Introduce the idea of a whole school project for Peace Day and, if applicable, the notion that the class might like to lead this process within the school.

Watch the short video below from Sackville School in the UK to see 'Stand Up for Peace One Day' in action.

### Teacher/Learner Activity 1 (Group Activity):

A class discussion could determine how the words Peace One Day (and component letters) could be divided up between the whole school/participating classes. Each participating class could be allocated a letter and invitations could be made by the class and circulated throughout the school, citing a prearranged date and time.

### Teacher/Learner Activity 2 (Group Activity):

On the day of the activity itself, the class could be involved in marking out the words 'Peace One Day' on the ground in the designated area, perhaps in chalk. The class could be divided into small groups, each one responsible for a letter. The outline of the letters could be marked out in advance to simplify the process for students if necessary and ensure an effective, readable final image.

Who will take the photograph? Whose camera will you use? Will you have access to it after the photograph is taken, for the purpose of uploading the images?

Perhaps the designated photographer could document the entire process, or even take moving images to be used in a Peace Day presentation.

### Reflection/Ideas to Discuss:

It might be valuable to dedicate some informal feedback time to allow the class to reflect on and share their thoughts and feelings about the activity. Some discussion points might be:

- Cooperation
- Teamwork
- Global Unity
- I can/we can make a difference

Why not connect with schools in other countries and exchange images of your activity?

Review the purpose of the lesson and learning objectives to determine mastery.

# 4F

## Intercultural Cooperation

### Lesson supported by Skype

Skype has created a platform enabling you to find like-minded teachers also interested in engaging in intercultural cooperation lessons. Visit [education.skype.com](http://education.skype.com) to register and start building connections.

PREPARATION

HOMEWORK

#### Background for Teachers:

"On a plane, I once sat next to a man who was an authority on the history of war. His stories shocked and amazed me. I asked him 'why do you have hope for humanity when you know all this?' He said 'I have hope because of technology. For the first time we have the ability to communicate quickly, efficiently, cheaply, globally. This is positive for a number of reasons: firstly the scale and speed of communication, to a degree, creates accountability – it is harder now to get away with atrocities unnoticed; secondly, it enables us to communicate without having to travel, reducing our impact on the environment; thirdly, it has the potential to dispel the ignorance and misunderstanding that we might have about other cultures – this is key to our survival'.

In all lessons and student materials in this education resource, you'll notice that we refer to the 'THREE STEPS TO PEACE ONE DAY'. This simple concept empowers young people to

lead the way in making Peace Day known throughout the world. Essentially the process is: 1. **Decide** what you will do to make peace on 21 September; 2. **Log** your Peace Day commitment at [peaceoneday.org](http://peaceoneday.org); 3. **Tell** others around the world and ask them to complete the THREE STEPS TO PEACE ONE DAY. The process becomes self-sustaining.

I'm grateful to my travelling companion for his insight, and I'm thrilled that POD is partnering with **Skype** to bring you this lesson, enabling young people to complete their THREE STEPS and connect with others around the world, becoming champions of intercultural cooperation and helping POD to reach 3 billion people with the message of Peace Day by 21 September 2012."

Jeremy Gilley, March 2010

#### Purpose of the Lesson:

This lesson is intended to give students the opportunity to communicate with others in another country using Skype, share the message of Peace Day and inspire further action on the day. In this way, young people worldwide can become integral to the development of Peace Day as an annual day of global unity.

Prior to this lesson, students need to have identified a contact for a Skype video call. Parental involvement in identifying the contact for the Skype video call is an important factor in building wider awareness of Peace Day, but also ensures that communications are appropriate and safe. You

may like to build written parental permission into your process so that a parent's signature is associated with a specific Skype address and email address for their child's contact.

Teachers are encouraged to find creative solutions to the challenge of communicating with people in multiple time zones. Perhaps a number of conversations on Skype could take place after or before the regular school day to accommodate groups of time zones.

#### Lesson Objectives:

At the end of this lesson, students should be able to:

- Show an understanding of international time zones
- Communicate clearly as part of a Skype video call with someone in another country
- Explain the importance of intercultural cooperation as a primary tool in the establishment of a more peaceful world
- Complete the 'Three Steps to Peace One Day'
- Click **here** to see Jeremy's Skype video call with All Saints School, Fleet, UK.

## Introducing the lesson:

Present relevant background information, the purpose of the lesson, and the learning objectives.

### Teacher/Learner Activity 1 – Whole-class Discussion:

- What do we mean by 'Intercultural Cooperation', 'Insular', 'Provincial' and 'Internationalism'?
- Why is it so important that we gain an understanding of other cultures?
- In what ways does technology affect the way we communicate?

### Teacher/Learner Activity 2 – Identifying and making initial contact:

- Has everyone identified a contact for the Skype video call?
- Do students have an email address and/or a Skype address for this person?
- Ask students to write an email to their chosen contact. In the email, students need to tell their contact that, in advance of the Skype video call, they would like them to consider:
  1. What peace means to them
  2. What their own commitment will be for Peace Day, 21 September
- **Resource Q2** is an example email which can be given to students to help with this task if necessary.
- Think about the time difference. Is there a time in your day that would suit both you and the person you want to communicate with? Just before or after your school day?  
www.worldtimeserver.com is a useful resource.

### Teacher/Learner Activity 3 – The Video Call:

- Is the computer room/facility booked? Are there enough terminals available?
- Make sure all the computers you will be using have a webcam (and ideally a headset).
- Visit **www.skype.com** for support with making free Skype-to-Skype video calls and to download free Skype software.
- Students will need a Skype name, address and profile in advance.
- Does each student have written confirmation that their contact is willing to participate and available at the designated time?
- Do you have written permission from all parents?
- To find out more about safety whilst making Skype video calls, visit **www.skype.com/security** and select your language option at the bottom of the page.
- Explain to students that the Skype video call is a 'Call to Action', that they are part of an ever-expanding team raising global awareness of Peace Day.
- **Resource Q1** is a guide script and has important questions that students need to ask their contact during the call including the Three Steps to Peace One Day.
- Important! Ask students to write down responses during the call. These could become part of a display as part of your school's wider Peace Day activities.
- Impress on students the importance of keeping the communication clear and respectful.
- Film your Skype session and share your footage with Peace One Day.

### Reflection/Ideas to Discuss:

- What commitments did their contacts make for Peace Day? Did they promise to make contact with someone else and inspire further action?
- What are the implications for Peace Day if young people everywhere were to do what you have done?
- What are the implications for the world?

Please help students to consider the

Three Steps to Peace One Day

It would be wonderful if young people become the driving force behind the vision of a united and sustainable world. The Global Truce on Peace Day 2012 provides an opportunity for that to become a reality. Please get involved and let us know your plans!

Jeremy Gilley

### Background for Teachers:

This lesson provides a simple process for identifying (and selecting from) a series of student-led options for Global Truce 2012 activities, for the class or the whole school, to be announced on Peace Day 2011.

Having established 21 September as an annual day of ceasefire and non-violence, and having led a process that resulted in a 70% reduction in violence in Afghanistan on Peace Day 2008 (see Jeremy's film *The Day After Peace*), Jeremy's next goal is to call for and work towards a day of ceasefire and non-violence on Peace Day 21 September 2012 – a Global Truce. POD hopes this will be the largest reduction in global violence in recorded history, both domestically and internationally. (See Jeremy's third film *Peace One Day Part 3*).

POD is asking all sectors of global society to become part of the Global Truce campaign. On Peace Day, 21 September 2011, at our concert in conjunction with the Cultural Olympiad at the O2 Arena London, Peace One

Day will launch the 365-day countdown to the Global Truce on Peace Day 2012.

But here's where your school comes in: we're asking young people in the UK and all over the world to take the lead. We're inviting anyone holding an event or activity on Peace Day 2011 to use that event to help launch the 365-day countdown and announce what they will be doing on Peace Day 21 September 2012.

We want young people to take ownership of Peace Day and the Global Truce 2012 campaign. They are being asked to participate, to stand alongside other young people in every country of the world and become part of the greatest campaign for peace in recorded history.

Activities can be anything that fires the imagination, (see **Resource W2** for a list of suggestions). We would suggest that the theme for Global Truce activities in school is 'ending bullying', since bullying is the predominant form of violence in schools the world over.

### Lesson Aims:

- To identify and agree on a class or whole school activity in support of the Global Truce 2012 campaign, to be announced on Peace Day 2011.
- To learn how to work as part of a team towards a common goal.

### Learning Outcomes – students should be able to:

- Identify the roles they will play in the organisation, planning and sustaining of an Action Committee.
- Reflect on their responsibility both as individuals and through collective action towards the creation of a more peaceful world.

**Opener:**

Remind students of Jeremy's story in *The Day After Peace* and explain POD's objective of bringing about a Global Truce on Peace Day 21 September 2012. Lead a whole group discussion around the following questions:

- What does Truce mean?
- Is it possible to have a Global Truce?
- In Jeremy's film where was there a 'Truce' on Peace Day and what happened as a result?
- Does violence happen only in conflict zones?
- What could be done in our own local community/at school/at home to mark the Global Truce on Peace Day 2012?

Record emerging ideas in response to this last question on the board.

**Teacher/Learner Activity 1: DVD and discussion**

- Ask the class to divide into three or four equal-sized groups.
- Hand out **Worksheet W3: Global Truce Scoring Sheet**, one to each group.
- Go through the questions on the worksheet with the class.
- You may also wish to hand out **Resource W2: Global Truce Suggestions**
- In their groups, ask the students to come up with a shortlist of activities for the Global Truce.
- Activities should only be based on students' real interests and passions.
- Once each group has a shortlist of ideas from its members, ask them to answer the questions on the worksheet (scoring 1-10) for each idea.
- Ask them to total up the score for each idea and hand in the completed worksheets to you.

**Teacher/Learner Activity 2: 'Peace One Day' Brainstorm****Whole class discussion/Quality Control**

- Given that students are identifying an activity to be carried out in school or under the school's auspices on Peace Day, it is essential that the last word rest with you your colleagues, head teacher and so forth, but with genuine input from students. The following process will encourage lively and passionate debate, as well as the need to compromise and take into account a variety of important considerations:
- If you have a white board or chalkboard big enough, draw a replica/oversized worksheet table (**Worksheet W3**), writing down all the ideas and scores from the worksheets or invite a student to do it.
- As each idea is totalled up, pause and invite comment from the class. Do they agree with this scoring? Do any of the scores need to be revised for that idea? Can the originators of the idea make it more inclusive so that others score it high?
- For practical reasons, you make the final call on each score.
- Once all the totals have been subjected to class discussion and your own quality control, you should have a winning idea, which can be taken forward through the proper channels within the school.
- Of course, you may want to take forward more than one idea. Ultimately, the more Global Truce activities there are on Peace Day 2012, the better. Ideally, the day would be embraced by the whole school and even the community at large.
- For the future development of the chosen Global Truce activity/activities, use **Resource K: Action Committee Guidelines** and **Resource L: Commitment Countdown Diary**
- Many of the other lessons in this resource can be adapted and used as a basis for a Global Truce activity.

**Plenary:**

- Ask students if they feel the class has arrived at a good idea/ideas to move forward. Emphasise that today's lesson was just the start of the process and that they will now have a chance to take further action.
- In the next lesson, perhaps as the first task of the Action Committee, the class could build a presentation to be made to the head teacher/head of year/school council.
- Look at **Resource W1: Example Poster**

# 5B Sport for Truce

“Sport for Truce events on Peace Day 2011 will help Peace One Day to launch the countdown to a day of ceasefire and non-violence on Peace Day 2012 - a Global Truce. POD hopes that this will be the largest reduction in global violence in recorded history, both internationally and domestically. Through their Peace Day 2011 events, young people will be able to take ownership of Global Truce 2012.”

Jeremy Gilley

## Background for Teachers:



**Lesson 4D** provides background and guidelines for students to organise their own One Day One Goal football match on Peace Day. In honour of the London 2012 Olympic and Paralympic Games, for Peace Day 2011 and 2012, Peace One Day is broadening the scope of the campaign to include all Olympic sports with the One Day One Goal - **Sport for Truce** campaign.

This lesson explains the significance of the Olympic Truce and provides guidelines for students to plan their own event for Peace Day.

Use **Resource X** to see the full list of Olympic Sports. Remember to document the event and send footage to Peace One Day.

*The Olympic Truce is believed to have begun in the eighth century BC and was observed in some form for over 1000 years. The Truce protected participants as they traveled to and competed in the Olympic Games. The spirit of the Truce has been revived since the emergence of the modern Olympic movement, with its ideals to serve peace, friendship, and understanding in the world.*

*For a full History of the Olympic Truce see **Resource V**.*

*UN General Assembly Resolution 55/282 calls on individuals to observe Peace Day. September 21, therefore, has unique value as a catalyst for global unification and presents an unprecedented opportunity for individuals, particularly young people, to become the driving force behind such a vision.*

## Lesson Aims:

- To stimulate interest in sport as a unifying influence.
- To encourage an appreciation of the possibilities offered by sporting events and sports people to foster a culture of peace and non-violence.

## Learning Outcomes – students should be able to:

- Appreciate a link between sporting activity and greater communication with people and the world at large (thus increasing the possibilities for non-violence).
- Take a role in the organisation, planning and sustaining of an Action Committee.
- Take a role in the organisation and planning of their own ‘Sport for Peace’ sporting event in school on Peace Day 21 September.





**Opener:**

Read over the **History of the Olympic Truce (Resource V)** with your class. Ask your students to imagine they are the **Delphic Oracle** and **King Iphitos** comes to see them for advice to stop war in Greek kingdoms.

Ask them the following questions:

- How would you explain to Iphitos that a sporting event and associated truce will work?
- Iphitos is skeptical, what might his reservations be?

**Teacher/Learner Activity 1: Organising your 'Sport for Truce' sporting event**

- Explain Peace One Day's objective of bringing about a Global Truce on Peace Day 21 September 2012. (For extended talking points, see the 'opener' on **Lesson 5A: Global Truce 2012**)
- Introduce the idea of a 'Sport for Truce' sporting event in school on Peace Day. What does the class hope to achieve?
- Explain and read over **Resource K** and **Resource L** with the class.
- Facilitate the Action Committee and encourage the students to own the project.
- Students should agree/discuss the objective of the Action Committee, i.e. to organise a 'Sport for Truce' event on Peace Day 21 September.
- Read **Resource Y**, Sport for Truce Brief, and make sure each student has a role and participates.
- Use Resources **W2**, **K**, **L** and **Y** to define roles and agree next steps.

**Teacher/Learner Activity 2: Opening Ceremony Speech**

- To help consolidate learning and keep the project focused, ask students to write a short piece (one or two paragraphs) outlining the reason for the class's decision to organise a Sport for Truce event to celebrate Peace Day, 21 September and Global Truce 2012.
- As guidance, you may wish to encourage them to think about the following:
  - 'the history of sport (and sports people) as a unifying influence'
  - 'sport as a catalyst for inter-cultural cooperation'
  - 'Olympic sports'
  - 'Truce'
  - 'communication'
  - 'teamwork'
  - 'non-violence'
- The students' paragraphs can form the basis for a speech to be made on Peace Day 2011, either as the opening ceremony speech or as a speech to launch the 365-day countdown to the Global truce on Peace Day 2012. It could also inform other written materials such as articles, posters, press releases or letters to parents, press, local olympians, etc. Ask for volunteers to read out their draft Opening Ceremony Speech.
  - Are any lines particularly inspirational?
  - All speeches can be passed to the students with responsibility for finalising written materials.
  - If time is short, this activity could form the basis of the next lesson.

**Plenary:**

- Discuss the strengths and weaknesses of the Action Committee.
- Did the students stick to their objectives?
- Question individual students on how they feel about their participation in the Action Committee.



# Resources

Page	Resource
44	A1 One Person, One Powerful Idea
46	A2 <i>The Day After Peace</i> Worksheet
47	A3 <i>The Day After Peace</i> Feature-Length Film
48	B1-5 Great Peacemakers Like You and Me
54	C1-2 'I Have A Dream' / Your Dream
56	D Exhibition Brief
58	E1 Role-Play Brief
59	E2 Making an 'End Bullying' Short Advertisement
60	F1-3 What Do You See?
63	G Worksheet: The Consequences of War
65	H1 Uniting Nations Worksheet
66	H2 Worksheet: Making a UN Webpage
68	I Peace Quotes
70	J1 Worksheet: Conflict Resolution
71	J2 Conflict Resolution Model Brief
72	K Action Committee Guidelines
73	L Commitment Countdown Diary
74	M Worksheet: Your Peace Day Challenge
76	N Exploring Environmental Issues
77	O Do I Really Need That Light On?
78	P1 Letter Home
79	P2 One Day One Goal Brief
80	Q1 Guide Script and Questions
81	Q2 Example Email
82	R Film Characters
94	S Three Steps to Peace One Day
95	T UN Resolution
96	U Glossary
97	V Olympic Truce - The History
98	W1 Example Poster
99	W2 Global Truce Suggestions
100	W3 Global Truce Scoring Sheet
101	X The Olympic Games
102	Y Sport for Truce Brief

# ONE PERSON ONE POWERFUL IDEA



WHERE DO MOST GREAT IDEAS COME FROM? THEY COME FROM THE MINDS OF ORDINARY PEOPLE LIKE YOU WHO DECIDE THAT THEY WANT TO SEE SOME GREAT CHANGES HAPPEN. IMAGINE EVERY INDIVIDUAL IN THE WORLD CELEBRATING PEACE ON THE SAME DAY, A DAY OF GLOBAL UNITY. IDEAS AS VAST AS THIS SEEM ALMOST UNIMAGINABLE AT FIRST. IF AN IDEA IS POWERFUL ENOUGH, OTHERS START TO BELIEVE IN IT; THEN IT SPREADS AND BECOMES REAL. READ MORE BELOW ABOUT JEREMY AND PEACE ONE DAY'S JOURNEY, AND THEN THINK ABOUT WHAT IDEAS YOU MIGHT HAVE FOR PEACE DAY.

## WHERE IT ALL BEGAN

In September, 1999, a young British filmmaker named Jeremy Gilley launched the film project Peace One Day.

This was the beginning of an experiment to find out whether he could persuade the governments of our world to create the first-ever global ceasefire/non-violence day with a fixed calendar date – Peace Day.

As a filmmaker he would document the entire process, and for the next two years he travelled

the world to build the case for creating such a day.

Meetings were held with global figures such as then United Nations Secretary-General Kofi Annan, as well as individuals whose lives had been profoundly affected by violent conflict. On 7 September 2001, Jeremy achieved his goal.

## THE HISTORY OF PEACE DAY

The original UN International Day of Peace was created by Costa Rica in 1981; however, the date of the Day moved from year to year and no one was being asked to stop fighting...

So, in September 2001, Jeremy and a group of friends achieved the first stage of their goal at the UN General Assembly in New York by giving the International Day of Peace a fixed date and making it a day of global ceasefire

and non-violence.

Individuals can achieve great things, and Jeremy's idea had been accepted by all the countries that made up the United Nations (189 at that time).

They adopted a Resolution, a document that asks every individual on earth to observe and commemorate one day of peace every year. The date chosen was ...

## 21 SEPTEMBER – PEACE DAY



**IMPORTANT!!** Don't forget the **THREE STEPS TO PEACE ONE DAY**  
Ask your teacher about this.  
Young People can take the lead. **YOU** can make a difference.

# ONE PERSON ONE POWERFUL IDEA



## YOU ARE IMPORTANT

The film *The Day After Peace*, along with the activities and projects in this resource, will help you think about the power of peace and non-violence as a force in the world and help you decide what your commitment can be to Peace Day.

Jeremy is an individual with a powerful idea, and he would be the first to say that the idea can only work, can only mean anything, if the individual believes in it and makes a commitment to take part in the Day.

That's where you come in, because your ideas and efforts will make a real difference. Start by considering this important statement, and decide what you think it really tells us:

**"YOU HAVE PROVED THAT INDIVIDUALS CAN MAKE A DIFFERENCE, AND IF EACH OF US DOES OUR BIT, COLLECTIVELY WE WILL MAKE A MAJOR CONTRIBUTION."**

Kofi Annan, then UN Secretary-General, from a filmed meeting with Jeremy Gilley

## PEACE ONE DAY NOW

After the Member States of the UN unanimously adopted Peace Day, the struggle continued. As the years passed, not a single ceasefire took place.

So, Jeremy decided to make a second film – *The Day After Peace* – to prove that the Day could save lives. This film ended in Afghanistan in 2007, where Jeremy and POD ambassador Jude Law started a campaign, which resulted in observance of Peace Day across the country, enabling 1.4 million children to be vaccinated against polio. The case was closed. The Day works. The Day saves lives.

Now more than ever before, the day of global ceasefire and non-violence provides a focus for individuals who wish to become active in the peace process.

Jeremy Gilley and Peace One Day have embarked upon a journey to inform the world's people of Peace Day's existence, and help to secure the

conditions in which life-saving activities can be carried out on the Day. Peace One Day continues on its journey to manifest life-saving activity across the world and raise even greater awareness of Peace Day. In 2007, over 100 million people (source UN) were active on Peace Day, in 200 countries; there were life-saving initiatives in 14 countries and over 80 activities in Afghanistan alone.

Jeremy's goal now is to 'institutionalise' Peace Day around the world; this means 'the point when awareness of Peace Day becomes self-generating'. Jeremy's target for 2012 is to reach approximately 3 billion people with the message of Peace Day. You can play an important part in this process.

It is your generation that will make Peace Day known throughout the world. Peace One Day is a growing non-profit organisation. It is impartial and independent of any government, political persuasion, corporation, or religious creed.

## THE PEACE ONE DAY OBJECTIVES

- TO RAISE GLOBAL AWARENESS OF PEACE DAY, 21 SEPTEMBER
- TO ENGAGE ALL SECTORS OF SOCIETY, INCLUDING GOVERNMENTS, ORGANISATIONS OF THE UNITED NATIONS SYSTEM, REGIONAL AND NON-GOVERNMENTAL ORGANISATIONS, AND INDIVIDUALS IN OBSERVANCE OF 21 SEPTEMBER, THROUGH THE PRACTICAL MANIFESTATION OF NON-VIOLENCE AND CEASEFIRE IN ACCORDANCE WITH UN GA RESOLUTION 55/282, AND TO ENCOURAGE ACTION ON PEACE DAY THAT CREATES A UNITED AND SUSTAINABLE WORLD

# 'THE DAY AFTER PEACE' WORKSHEET

AS YOU WATCH *THE DAY AFTER PEACE*, USE THE TABLE BELOW TO MAKE NOTES ON

- A) THE REASONS AGAINST CREATING A CEASEFIRE / NON-VIOLENCE DAY
- B) THE BENEFITS OF CREATING THE DAY.

TAKE YOUR ANSWERS FROM THE CHARACTERS IN THE FILM AND ADD ANY ADDITIONAL THOUGHTS THAT YOU MAY HAVE. BE PREPARED TO SHARE YOUR NOTES WITH THE GROUP.



REASONS AGAINST CREATING A CEASEFIRE / NON-VIOLENCE DAY	BENEFITS OF AND/ OR REASONS FOR CREATING THE DAY

IMPORTANT!! Don't forget the **THREE STEPS TO PEACE ONE DAY**  
Ask your teacher about this.  
Young People can take the lead. **YOU** can make a difference.

# 'THE DAY AFTER PEACE' FEATURE-LENGTH FILM



ANSWER THE QUESTIONS BELOW AS YOU WATCH THE FILM.  
BE PREPARED TO DISCUSS YOUR THOUGHTS WITH THE CLASS!

WHAT WERE THE KEY CHALLENGES JEREMY FACED ON HIS JOURNEY?

WHY WAS IT SO DIFFICULT TO GET THE MESSAGE OUT THAT THE DAY EXISTED?

WHY DO YOU THINK *THE DAY AFTER PEACE* BEGINS WITH JEREMY'S MEETING AT THE LEAGUE OF ARAB STATES? WHAT HAPPENED THERE? WHY WAS IT A DIFFICULT SITUATION?

WHY DO YOU THINK IT WAS IMPORTANT TO SHOW LIFE-SAVING ACTIVITY BY HUMANITARIAN ORGANISATIONS IN *THE DAY AFTER PEACE*?

WHAT ROLE CAN CORPORATIONS PLAY IN PROMOTING NON-VIOLENCE ON PEACE DAY?

DO YOU THINK IT IS POSSIBLE TO TELL EVERYONE IN THE WORLD ABOUT THIS DAY? WHAT WOULD YOU DO TO MAKE IT HAPPEN?

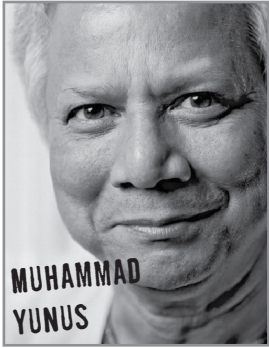
IMPORTANT!! Don't forget the **Three Steps to Peace One Day**

1. **Decide** what you will do to make peace on 21 September, at school, at home or in your local community;
2. **Log** your Peace Day commitment at [www.peaceday.org](http://www.peaceday.org);
3. **Tell** others around the world and ask them to complete the **Three Steps to Peace One Day**.

**YOU** can make a difference. By working together there will be Peace One Day.

# GREAT PEACEMAKERS LIKE YOU AND ME

THE ACCOMPLISHMENTS OF GREAT PEACEMAKERS ARE DESCRIBED BELOW. COMPLETE EACH TABLE BY EXPLAINING WHAT QUALITIES YOU THINK THE INDIVIDUAL POSSESSES, ENABLING HIM OR HER TO WORK FOR PEACE.



MUHAMMAD YUNUS

## ACCOMPLISHMENTS

Muhammad Yunus was born in 1940 in a village near Chittagong, Bangladesh (then Eastern Bengal). His biggest influence was his mother, who always helped any poor people who knocked on their door. This inspired him to commit himself to ending poverty.

When he saw how this tiny amount of money helped the people pay off their old loans and enabled them to start earning a better living, Yunus knew what he had to do. Yunus continued to give out 'micro-loans', and in 1983 he formed the Grameen Bank, meaning 'village bank,' founded on principles of trust and solidarity.

In 1974, there had been a terrible famine in Bangladesh. Muhammad Yunus, now a university economist, led some students on a field trip to a poor village. He met 42 basket weavers who between them had borrowed a total of \$27 from loan sharks who were demanding repayments with very high interest. Yunus lent them the money to pay off their expensive loans.

In Bangladesh today, Grameen has 1,084 branches, with 12,500 staff serving 2.1 million borrowers in 37,000 villages. Grameen methods are now applied in projects in 58 countries. Yunus and Grameen Bank won the 2006 Nobel Peace Prize.

"EXTREME POVERTY IS NOT SOMETHING CONSISTENT WITH STABLE PEACE. PEOPLE NEED DIGNITY; PEOPLE NEED TO TAKE CARE OF THEIR BASIC NEEDS"

## QUALITIES




WANGARI MAATHAI

## ACCOMPLISHMENTS

Wangari Maathai was born in Nyeri, Kenya (Africa) in 1940. During a pioneering academic career, she became the first woman in East and Central Africa to earn a doctorate degree. She was active in the National Council of Women of Kenya between 1976 and 1987. During this time she founded the Green Belt Movement, to mobilise poor women to plant some 30 million trees.

Green Belt Network, through which similar projects have been launched in Tanzania, Uganda, Malawi, Lesotho, Ethiopia, Zimbabwe and other African countries.

Her idea was to produce sustainable wood for fuel and combat soil erosion, two critical environmental issues. The initiative has grown into the Pan African

The Green Belt Movement went on to campaign on education, nutrition, and other issues important to women. In 2002, Professor Wangari Maathai was elected a Member of Parliament in Kenya with 98% of the votes. She was appointed as a Kenyan deputy environment minister in 2003 and was awarded the Nobel Peace Prize in 2004.

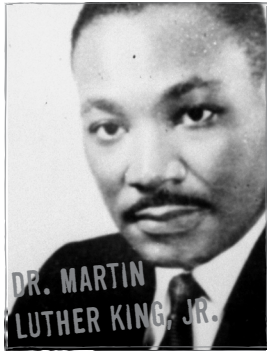
"WHEN I FIRST STARTED WORKING WITH THE WOMEN... I WAS TOLD, 'YOU CANNOT PLANT TREES IF YOU DON'T HAVE A DIPLOMA.' I SAID, 'FORGET IT: YOU CAN!'"

## QUALITIES




# GREAT PEACEMAKERS LIKE YOU AND ME

THE ACCOMPLISHMENTS OF GREAT PEACEMAKERS ARE DESCRIBED BELOW. COMPLETE EACH TABLE BY EXPLAINING WHAT QUALITIES YOU THINK THE INDIVIDUAL POSSESSES, ENABLING HIM OR HER TO WORK FOR PEACE.



## ACCOMPLISHMENTS

A Baptist preacher and worker for civil rights for black people in America. In 1955 he led the first non-violent demonstrations against harsh laws that affected black people.

He was arrested nearly twenty times, and recognised as one of the world's great peacemakers.

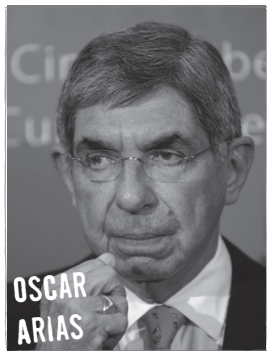
He won the Nobel Peace Prize at the age of 35, but was shot dead in 1968 in Memphis, Tennessee.

In his life, he travelled millions of miles, made thousands of speeches, and wrote several books, while leading peaceful protests.

Practical Peace Tools: Dr. King used passive resistance in desegregating the Deep South in the United States.

"AT THE CENTER OF NON-VIOLENCE STANDS THE PRINCIPLE OF LOVE"

QUALITIES



## ACCOMPLISHMENTS

Oscar Arias Sánchez was born in 1940. He has twice been president of Costa Rica. He was awarded the Nobel Peace Prize in 1987 for his work in engaging Central American states in a peace-making process. An agreement approved by the Presidents of Guatemala, El Salvador, Honduras, and Nicaragua was based on President Arias's plan.

In 1999 Jeremy Gilley held a filmed meeting in Costa Rica with Dr. Arias, who helped bring the Costa Rican government on board to join the UK in creating the UN resolution that established 21 September as an annual ceasefire / non-violence day.

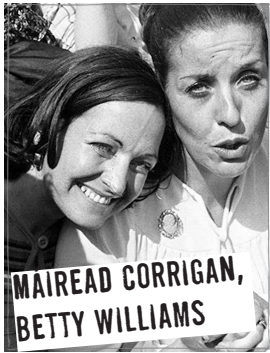
"I WOULD LIKE TO ASK ALL PEACE-LOVING PEOPLE TO WORK WITH [JEREMY] TO MAKE HIS VISION OF A PEACEFUL WORLD A REALITY."

QUALITIES

# GREAT PEACEMAKERS LIKE YOU AND ME



THE ACCOMPLISHMENTS OF GREAT PEACEMAKERS ARE DESCRIBED BELOW. COMPLETE EACH TABLE BY EXPLAINING WHAT QUALITIES YOU THINK THE INDIVIDUAL POSSESSES, ENABLING HIM OR HER TO WORK FOR PEACE.



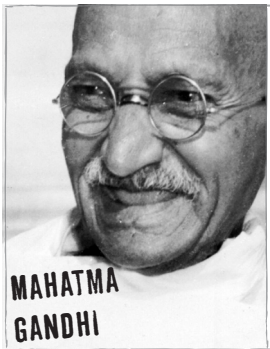
## ACCOMPLISHMENTS

Living in the troubled province of Northern Ireland, they founded the Community of Peace People in 1976, whereby Catholics and Protestants could work together for peace. They also won the Carl von Ossietzky Medal for Courage from the International League of Human Rights.

They preached non-violence as the way forward. They have travelled to many countries trying to find non-violent answers to problems, and both were awarded the Nobel Peace Prize in 1976.

QUALITIES

"WE ARE DEEPLY, PASSIONATELY DEDICATED TO THE CAUSE OF NON-VIOLENCE, TO THE FORCE OF TRUTH AND LOVE, TO SOUL-FORCE. TO THOSE WHO SAY THAT WE ARE NAIVE, UTOPIAN IDEALISTS, WE SAY THAT WE ARE THE ONLY REALISTS..."



## ACCOMPLISHMENTS

Mahatma Gandhi was born in what is now Gujarat in 1869 and was educated in London. He became a lawyer and, while working in South Africa, he was appalled at the way Indians were treated by the British and began to work for the independence of India from British rule.

He would starve himself when arrested, and force the British to give in through fear of his followers if anything happened to him. His idea of peaceful non-cooperation helped gain independence for India in 1947, and by then he had become a famous world figure.

Having been imprisoned several times in South Africa, and won many freedoms for the Indians there, he returned to India. He preached non-violence and soon built up a following of millions to his cause of gaining independence for India.

He was assassinated in 1948. His methods of peaceful protest later inspired others like Dr. Martin Luther King, Jr.

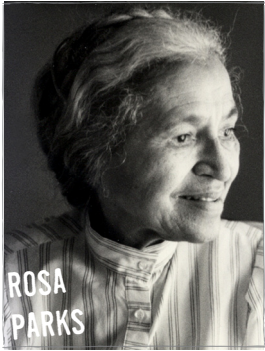
Practical Peace Tools: Gandhi developed the force of passive resistance successful in driving the British out of India.

QUALITIES

"VIOLENCE IS THE WEAPON OF THE WEAK; NON-VIOLENCE THE WEAPON OF THE STRONG"

# GREAT PEACEMAKERS LIKE YOU AND ME

THE ACCOMPLISHMENTS OF GREAT PEACEMAKERS ARE DESCRIBED BELOW. COMPLETE EACH TABLE BY EXPLAINING WHAT QUALITIES YOU THINK THE INDIVIDUAL POSSESSES, ENABLING HIM OR HER TO WORK FOR PEACE.



## ACCOMPLISHMENTS

On 1 December 1955, an unknown seamstress in Montgomery, Alabama, refused to give up her bus seat to a white passenger.

Rosa Parks was arrested and fined for violating a city ordinance, but her lonely act of defiance began a movement that ended legal segregation in the U.S. and made her an inspiration to freedom-loving people everywhere. She died in Detroit, Michigan, in 2005.

"EACH PERSON MUST LIVE THEIR LIFE AS A MODEL FOR OTHERS"

QUALITIES



## ACCOMPLISHMENTS

The U2 lead singer has a long history of working toward social justice. He has worked with Jubilee 2000, Band Aid, and his own organisation, DATA (which stands for Debt, AIDS, Trade in Africa).

Bono was a key figure in organising the Live 8 concerts in 2005, calling on the world's industrialised countries at the G8 Summit to write off Africa's enormous debt, reform trade policy, and grant more aid for crises such as the AIDS epidemic.

Through DATA, Bono and CEO Bobby Shriver have launched RED, a consumer brand that creates a sustainable flow of money to the Global Fund to help fight AIDS in Africa by tapping into the world of commerce.

"THIS IS OUR MOMENT, THIS IS OUR TIME, THIS IS OUR CHANCE TO STAND UP FOR WHAT IS RIGHT"

QUALITIES

# GREAT PEACEMAKERS LIKE YOU AND ME

## DO YOU KNOW A PEACEMAKER?

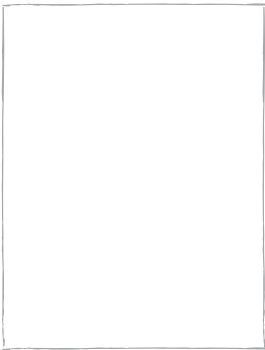
Peacemakers don't have to be famous, but they can make important contributions to peace, perhaps at school, or within your family. Do you know someone who brings peace to others? Describe the qualities that person has. Give an example of how that person has helped make

a situation peaceful. Describe next to the picture what he or she has done.

NOTE: focus on one specific achievement for your chosen person. It can be something quite simple, even a moment where that person has helped others to resolve a situation peacefully.

### ACCOMPLISHMENTS

What have they done to promote peace and non-violence?



NAME:

### QUALITIES

**IMPORTANT!!** Don't forget the **THREE STEPS TO PEACE ONE DAY**

Ask your teacher about this.

Young People can take the lead. **YOU** can make a difference.



# "I HAVE A DREAM"

READ THE EXTRACT FROM DR. KING'S "I HAVE A DREAM" SPEECH AND THINK ABOUT HIS MESSAGE TO THE WORLD. YOU MAY WISH TO READ THE SPEECH MORE THAN ONCE OR LOOK-UP THE ENTIRE SPEECH.

"...THERE IS SOMETHING THAT I MUST SAY TO MY PEOPLE, WHO STAND ON THE WARM THRESHOLD WHICH LEADS INTO THE PALACE OF JUSTICE:

IN THE PROCESS OF GAINING OUR RIGHTFUL PLACE, WE MUST NOT BE GUILTY OF WRONGFUL DEEDS. LET US NOT SEEK TO SATISFY OUR THIRST FOR FREEDOM BY DRINKING FROM THE CUP OF BITTERNESS AND HATRED.

WE MUST FOREVER CONDUCT OUR STRUGGLE ON THE HIGH PLANE OF DIGNITY AND DISCIPLINE.

WE MUST NOT ALLOW OUR CREATIVE PROTEST TO DEGENERATE INTO PHYSICAL VIOLENCE. AGAIN AND AGAIN, WE MUST RISE TO THE MAJESTIC HEIGHTS OF MEETING PHYSICAL FORCE WITH SOUL FORCE.

I SAY TO YOU TODAY, MY FRIENDS,  
THAT IN SPITE OF THE DIFFICULTIES AND FRUSTRATIONS OF THE MOMENT,  
**I STILL HAVE A DREAM.**

IT IS A DREAM DEEPLY ROOTED IN THE AMERICAN DREAM.

## I HAVE A DREAM

THAT ONE DAY THIS NATION WILL RISE UP AND LIVE OUT THE TRUE MEANING OF ITS CREED:

'WE HOLD THESE TRUTHS TO BE SELF-EVIDENT:  
THAT ALL MEN ARE CREATED EQUAL...'

## I HAVE A DREAM

THAT MY FOUR CHILDREN WILL ONE DAY LIVE IN A NATION WHERE THEY WILL NOT BE JUDGED BY THE COLOUR OF THEIR SKIN BUT BY THE CONTENT OF THEIR CHARACTER.

## I HAVE A DREAM TODAY...

WHEN WE LET FREEDOM RING, WHEN WE LET IT RING FROM EVERY VILLAGE AND EVERY HAMLET, FROM EVERY STATE AND EVERY CITY,

WE WILL BE ABLE TO SPEED UP THAT DAY WHEN ALL GOD'S CHILDREN,  
BLACK MEN AND WHITE MEN, JEWS AND GENTILES, PROTESTANTS AND CATHOLICS,  
WILL BE ABLE TO JOIN HANDS AND SING IN THE WORDS OF THE OLD NEGRO SPIRITUAL,

'FREE AT LAST! FREE AT LAST!  
THANK GOD ALMIGHTY,

**WE ARE FREE AT LAST!"**

To watch Dr. King's speech on 28 August 1963 at the Lincoln Memorial, Washington D.C. and to see the full transcript visit:  
<http://www.miltonline.net/video-i-have-a-dream-speech.html>

# YOUR DREAM

IN YOUR GROUPS, CAREFULLY READ THE FOLLOWING INFORMATION AND THEN COMPLETE THE ACTIVITIES LISTED BELOW. IN PARTICULAR, CONSIDER THAT AN IMPORTANT PART OF JEREMY GILLEY'S WORK IS THE IDEA OF 'NO BLAME, NO SHAME.' HIS MOTHER USED IT AS HER FAMILY MOTTO.

JEREMY BELIEVES THAT THIS IDEA IS IMPORTANT BECAUSE AS SOON AS WE BLAME PEOPLE DURING A CONFLICT, THEY CAN BECOME DEFENSIVE AND REACT AGGRESSIVELY. ONCE THAT HAPPENS, THE CONFLICT INEVITABLY CARRIES ON.

When we blame others we create separation. Unresolved conflicts branch into an unhealthy web of new conflicts. We need to focus on and address the root cause. When we choose not to blame we empower ourselves

and inspire others by example. This is not always the easiest path to take, but as you can see by the example set by Dr. Martin Luther King, Jr., it is one that has a powerful effect on others.

DR. MARTIN LUTHER KING, JR.,  
"I HAVE A DREAM"

Sometimes one person can influence millions by his/her example, or by words that stir people's hearts and inspire them to act.

On **Resource C1** is an excerpt from a speech made by Dr. Martin Luther King, Jr., who worked for the rights of black people in America.

He was assassinated in 1968, but the world has remembered his example and his work continues.

Dr. King will always be remembered as a great believer in the power of peace to bring people together and create change.

## DISCUSS AND ANSWER THESE QUESTIONS WITH YOUR GROUP:

1. What is Dr. King's message to the world?
2. Look at the first paragraph on **Resource C1**. How does Dr. King's message of non-violence make his argument stronger?
3. What dream would you have to bring peace to people you know?

Start each idea with "I HAVE A DREAM..."

and think of things you would really like to see happen to help others.

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Ask your teacher about this.

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# PEACE DAY EXHIBITION BRIEF

BY COMPLETING THE STEPS LISTED BELOW, YOU WILL BE ABLE TO PREPARE YOUR VERY OWN PEACE DAY EXHIBITION. YOU COULD ORGANISE A MULTIMEDIA PEACE DAY EXHIBITION FOR 21 SEPTEMBER, CELEBRATING PEACE AND REFLECTING ON THE CONSEQUENCES OF WAR. YOU MAY WANT TO INCLUDE EXISTING MATERIAL FROM OTHER RELATED PROJECTS. REMEMBER, THE EXHIBITION IS A CLASS PROJECT, AND EVERYONE SHOULD HAVE A ROLE.

## STEP 1 WHAT COULD GO IN THE EXHIBITION?

### Themes:

- How individuals Can Make a Difference  
What Peace Day is About  
*The Day After Peace* DVD and 'Peace One Day' song
- Peacemakers
- The Cost of War
- Conflict resolution, Anti-bullying, Hope, and Global Unity

### Media:

- Quotes and Poems
- Art and Photography  
Video and Music  
Letters and Emails
- Visitors' Book

## STEP 2 WHAT CAN I DO?

- Curator: arrange exhibits and oversee the project
- Public Relations: contact press and invite guests
- Writers
- Poets
- Lyricists
- Artists

- Sculptors
- Film crew
- Photojournalists
- Web linker
- Technical crew
- Guides
- Orators

## STEP 3 ACTION COMMITTEE

Use **Resource K**, Action Committee Guidelines, to get started. Your teacher will help you.

## STEP 4 COMMITMENT COUNTDOWN

Use **Resource L**, Commitment Countdown Diary, to record your ideas and tasks.

## STEP 5 HOMEWORK

Write a plan of action for what you need to do. Carry out your plan.

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Care

for

our

World

and

PEACE

POPPIES

For

peace

# ROLE-PLAY BRIEF

PREPARE YOUR OWN MINI-PLAY ABOUT BULLYING BY USING THE PROMPT CARD YOU HAVE BEEN ASSIGNED. THE OPENING LINE WILL GUIDE YOU IN HOW TO START THE PERFORMANCE.



## OPENING LINE A

"I need some help."

Prepare a 3-to-5-minute play using the opening line above.

Agree on who will play each character.  
Make sure someone takes notes.

## HOMEWORK

Write an imaginary diary entry of the things that happened to your character today.  
Write 3 ways in which your personal conduct could reduce bullying.

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## OPENING LINE B

"I can't just sit here."

Prepare a 3-to-5-minute play using the opening line above.

Agree on who will play each character.  
Make sure someone takes notes.

## HOMEWORK

Write an imaginary diary entry of the things that happened to your character today.  
Write 3 ways in which your personal conduct could reduce bullying.

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## OPENING LINE C

"What are you looking at?"

Prepare a 3-to-5-minute play using the opening line above.

Agree on who will play each character.  
Make sure someone takes notes.

## HOMEWORK

Write an imaginary diary entry of the things that happened to your character today.  
Write 3 ways in which your personal conduct could reduce bullying.

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# MAKING AN 'END BULLYING' SHORT ADVERTISEMENT

IN YOUR GROUPS MAKE A SHORT VIDEO ABOUT REDUCING BULLYING IN YOUR SCHOOL. REMEMBER TO WORK QUICKLY AND EFFICIENTLY. YOU HAVE ABOUT 15 MINUTES TO COME UP WITH THE ADVERTISEMENT BEFORE FILMING. YOU COULD SHOW YOUR FILM ON PEACE DAY, 21 SEPTEMBER!

## TIPS FOR FILMMAKERS

1. Think of a title. What's your central message?  
Here are some ideas for titles:
  - "Don't Suffer in Silence"
  - "Who Can I Turn To?"
  - "No One Deserves to be Bullied"
  - "Don't Blame Yourself"
  - "The Non-violent Zone"
  - "When You Leave It Too Late"
  - "It Was Only An Email"
2. Who is going to film the advertisement?
3. Who are the actors? Which characters will they play?
4. Write a short description of each scene.
5. How are you going to catch people's attention?

## HOMEWORK

- Write down two suggestions that could help get rid of bullying in your school. Bring your suggestions in for the next lesson.

## USEFUL CONTACTS

Useful Contacts for Students, Parents and Teachers

- <http://www.stopbullyingworld.org>
- Healthy Place – what to do if you are being bullied  
<http://www.healthyplace.com/abuse/bullies/what-to-do-if-you-are-being-bullied/menu-id-52>
- Provides up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents  
<http://www.cyberbullying.us>

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# WHAT DO YOU SEE?

CAREFULLY EXAMINE THE IMAGES BELOW. WHAT CAN YOU SEE HAPPENING IN THE PICTURE?



IMPORTANT!! Don't forget the **THREE STEPS TO PEACE ONE DAY**  
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# THE CONSEQUENCES OF WAR

COMPLETE THE NOTEPAD BELOW BY ANSWERING THIS QUESTION: 'WHAT ARE THE CONSEQUENCES OF WAR FOR ...?'  
AFTER THIS EXERCISE DISCUSS THE QUESTIONS LISTED AT THE BOTTOM OF THE PAGE.

THE ECONOMY	
HEALTH	
THE ENVIRONMENT	
EDUCATION	
DEMOCRACY	
OTHER	

## QUESTIONS FOR DISCUSSION

- Are some wars justified?
- Is war just a part of human nature?
- Will the world ever be at peace?
- Why do people go to war?
- Can voting stop wars?
- What is the relationship between war and poverty?
- What is the relationship between war and environmental destruction?
- Why is non-violence in our communities so important in helping to achieve peace in the world at large?

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# UNITING NATIONS

JEREMY GILLEY FEELS THAT THE UNITED NATIONS (UN) IS THE CLOSEST THING WE HAVE TO AN ORGANISATION THAT UNITES THE GLOBAL COMMUNITY, AND THAT WE SHOULD DO ALL WE CAN TO SUPPORT IT.

JEREMY KNEW THAT A DAY OF CEASEFIRE AND NON-VIOLENCE WOULD HAVE MORE MEANING IF IT WAS ESTABLISHED THROUGH THE UN.

BELOW IS SOME INFORMATION ABOUT THE UN, THE GENERAL ASSEMBLY, AND JEREMY'S PROCESS IN GAINING SUPPORT FOR A GENERAL ASSEMBLY RESOLUTION CALLING FOR CEASEFIRE AND NON-VIOLENCE ON 21 SEPTEMBER ANNUALLY.

## WHERE IT ALL BEGAN

At the end of World War II, 51 nations came together to create an organisation that would work for peace and prosperity across the whole world. The United Nations officially began on 24 October, 1945, dedicated to peace, justice, and the well-being of all people.

It enables countries of the world to work together to prevent conflict through negotiation and to address international problems together. Two important principles of the United Nations are that countries must try to settle their differences by peaceful means and avoid using force or threatening to use force.

The United Nations is based in New York, but it has branches in many parts of the world. The senior person who presides over the United Nations secretariat is called the Secretary-General.

Today (2010), there are 192 member states that meet in the General Assembly. All nations, whether small or large, have one vote, and the decisions they make are called Resolutions.

General Assembly Resolutions cannot be forced on any country, but they are vitally important because they represent the opinion of world governments.

The President of the General Assembly changes each year and comes from one of the member states.

In the film you saw Jeremy meeting Kofi Annan, the Secretary-General at that time. This was a very important meeting for Jeremy and signalled a turning point in his journey toward establishing a UN day of ceasefire and non-violence. However, Jeremy still needed the support of two governments: one to sponsor (the United Kingdom) and another to co-sponsor (Costa Rica) a Resolution.

As you saw in the film, the resolution was adopted by all the governments represented at the UN.

Find out what you can about the work of the United Nations. You can start with its website, [www.un.org/aboutun/untoday/](http://www.un.org/aboutun/untoday/)

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# MAKING A UN WEBPAGE

USE THE INFORMATION BELOW TO MAKE A WEBPAGE/ PRESENTATION THAT GIVES SOME BASIC FACTS ABOUT WHAT THE UNITED NATIONS DOES, AND WHY AND WHEN IT WAS FORMED. VISIT <http://www.un.org/aboutun/untoday> TO GET STARTED. FOR MORE INFORMATION ON PEACE ONE DAY, JEREMY GILLEY AND *THE DAY AFTER PEACE* FILM, VISIT [WWW.PEACEONEDAY.ORG](http://WWW.PEACEONEDAY.ORG).

## WHAT YOUR WEBPAGE SHOULD LOOK LIKE

- Give each section a clear title.
- Make sure you have colourful images to add interest.
- Create hyperlinks to useful websites that illustrate the points you're trying to make.
- Your webpage should be attractive, informative, and aimed at your own age group.
- Task: Make a webpage/presentation that gives some basic facts about what the United Nations does, and why and when it was formed.

## WHAT SHOULD GO ON YOUR WEBPAGE?

Make sure you answer all these questions on your webpage.

- What is the role of the United Nations? (Find Chapter 1 of the UN Charter.)
- What powers does the UN have?
- What is the General Assembly? What does it do?
- What is a United Nations General Assembly Resolution?
- What is the Security Council? What does it do?
- What is the role of the Secretary-General?

You may also want to consider these two questions:

- In the film *The Day After Peace*, Jeremy says, "For a day of peace to be truly global it would need the backing of the United Nations." Why was it important for Jeremy to establish a Peace Day via the United Nations?
- In Jeremy Gilley's first film, Terje Rød-Larsen, the UN's chief negotiator in the Middle East, says that the key role of the United Nations in the world today is as a 'third party.' What does this mean?

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# PEACE QUOTES

CAREFULLY READ THE FOLLOWING QUOTES AND EXTRACTS ABOUT PEACE DAY AND PEACE ONE DAY

“WHY DO WE HAVE AN INTERNATIONAL DAY OF PEACE? IT IS A DAY ON WHICH WE TRY TO IMAGINE A WORLD QUITE DIFFERENT FROM THE ONE WE KNOW. WE TRY TO PICTURE THOSE WHO WAGE WAR LAYING DOWN THEIR ARMS AND TALKING OUT THEIR DIFFERENCES. WE TRY TO PICTURE ALL GOVERNMENTS LISTENING TO, AND ACTING ON... THE WILL OF THE PEOPLE. WE TRY TO PICTURE HATRED TURNING INTO RESPECT, BIGOTRY INTO UNDERSTANDING, AND IGNORANCE INTO KNOWLEDGE. WE DO THIS BECAUSE PROGRESS IN OUR WORLD DOES NOT HAPPEN WITHOUT SOMEONE FIRST HAVING A VISION OR A DREAM. THE INTERNATIONAL DAY OF PEACE STARTED WITH SUCH A DREAM.”

Peace Day Message by Kofi Annan, then Secretary-General of the United Nations.

“I THINK IT’S A GREAT IDEA. ANY MOMENT WHERE THERE IS A DAY OR A WEEK THAT WE CAN GIVE THE COMBATANTS TO PAUSE, TO THINK, AND REFLECT ON WHAT THEY ARE DOING TO THEIR OWN PEOPLE AND TO THE ENVIRONMENT WILL BE A GREAT ACHIEVEMENT AND I WILL SUPPORT IT 100%... INDIVIDUALS CAN MAKE A DIFFERENCE AND IF EACH OF US DOES OUR BIT, COLLECTIVELY WE WILL MAKE A MAJOR CONTRIBUTION.”

United Nations then Secretary-General Kofi Annan from a filmed meeting with Jeremy Gilley

“MY EXPERIENCE OF CONFLICT IS THAT THOSE WHO ARE INVOLVED IN IT LONG FOR EVEN A DAY OF PEACE. TO HAVE A DAY OF CESSATION OF VIOLENCE, THAT TO ME IS AN IDEA WHOSE TIME HAS COME.”

Mary Robinson, then UN High Commissioner for Human Rights, from a filmed meeting with Jeremy Gilley

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# PEACE QUOTES



CAREFULLY READ THE FOLLOWING QUOTES AND EXTRACTS ABOUT PEACE DAY AND PEACE ONE DAY

"THROUGH JEREMY'S SHEER PERSEVERANCE, A DAY NOW EXISTS FOR PEOPLE AND COMMUNITIES TO COME TOGETHER AND WORK TOWARDS A PEACEFUL FUTURE... WE ARE ASKING ALL SECTORS OF SOCIETY, INCLUDING EVERY UN MEMBER STATE, TO COMMIT TO ACTIVELY OBSERVING THIS UN RESOLUTION."

Angelina Jolie

"THIS IS AN HISTORIC PROJECT, ROOTED IN FILM, WHICH IS A MEDIUM VERY CLOSE TO MY HEART, AND I'M IMMENSELY PROUD TO BE A PART OF IT. THIS PROCESS IS ABOUT CREATING AN ANNUAL DAY OF GLOBAL UNITY; IT CAN ONLY WORK IF WE ALL BECOME INVOLVED, AND IT'S ESSENTIAL THAT WE DO."

Jude Law

"AS AN ARTIST, THE FILM MEDIUM IS IMPORTANT TO ME. TO SEE JEREMY USE THE FORM IN ORDER TO MAKE A POSITIVE GLOBAL IMPACT IS AN EXCITING AND THOUGHT-PROVOKING CONCEPT. FOR PEACE ONE DAY TO USE THE FEATURE DOCUMENTARY AS AN INSPIRATIONAL TOOL FOR THE EDUCATION RESOURCE PACK IS A GREAT CASE STUDY FOR YOUNG PEOPLE."

Sam Taylor Wood

"SOMETHING THAT'S OF COMMON INTEREST TO EVERY MAN, WOMAN, AND CHILD ON THE PLANET MUST SURELY BE THE NOTION OF PEACE. WITHOUT PEACE WE CANNOT SURVIVE. VALENTINE'S DAY IS ON THE 14TH OF FEBRUARY. CHRISTMAS DAY IS ON THE 25TH OF DECEMBER. PEACE DAY HAS BEEN ESTABLISHED BY THE UNITED NATIONS ON THE 21ST OF SEPTEMBER, AND THE WHOLE WORLD IS INVITED TO PARTICIPATE."

Annie Lennox

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# CONFLICT RESOLUTION

COMPLETE THE CHART BELOW. START BY THINKING ABOUT THE DIFFERENT KINDS OF CONFLICTS LISTED IN THE LEFT-HAND COLUMN.

SCALE OF CONFLICT	DESCRIBE THE CONFLICT FROM BOTH SIDES	WHAT ARE THE REASONS FOR THIS CONFLICT?	WHAT WOULD BE GAINED BY RESOLVING THE CONFLICT?
PERSONAL (BETWEEN YOUR FRIENDS?)	e.g. argument because my friend didn't call back	e.g. Unfulfilled expectations	
HOME		e.g. Lack of space	
IN YOUR SCHOOL OR LOCAL AREA?			
BETWEEN SOCIAL GROUPS E.G. ETHNIC GROUPS, YOUNG & OLD.		e.g. Assumptions	
GLOBAL		e.g. Resources	

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# CONFLICT RESOLUTION MODEL BRIEF

THIS IS YOUR OPPORTUNITY TO EXPLORE CONFLICT THROUGH ROLE-PLAY. BEFORE YOU BEGIN, IN GROUPS OF 3 (2 ACTORS, 1 MEDIATOR), READ THROUGH THE AIM OF THE EXERCISE AND YOUR BRIEF.

**AIM:** To develop a 5-to-10-step conflict resolution model – a step-by-step process in which the parties listen, agree on the issues, think about options for resolving the conflict, write an agreement, and decide on a plan. The model may take the form of a list or a flow chart.

**BRIEF - MEDIATOR:** The role of the mediator is to advise the actors on how to conduct the conflict resolution process, but not to solve the problem for them. Advise them on alternative patterns of behaviour, such as:

- Take a deep breath.
- Count to five.
- Stay calm.
- Be firm and be clear.
- Look the person in the eye.
- Tell the person to stop.
- Walk away from the situation.

**WHAT TO LOOK FOR:**

- What alternative words and phrases could they be using? Think about using 'feeling words,' e.g., "When you do this, I feel ...."
- Listen to the tone and volume of the conversation.
- Is the body language cooperative?
- Is there aggression or misunderstanding or both?
- Has a 'silent contract' been assumed? For example, someone borrows an item of clothing and brings it back dirty. You are angry – you assumed the person would bring it back clean, but this was never discussed.
- Identify 'flash points' – moments when the conflict escalates.
- What steps could they take to see each other's point of view?
- Ask them to stop the role-play at key moments and suggest different dialogue, tone, and body language that might help resolve the conflict better.

**BRIEF - ACTORS:** The actors' role is to play out the scene so that the mediator can observe and make notes. The mediator may ask you to pause at certain flash points and act out different behaviour.

## MINI CONFLICT RESOLUTION MODEL

1. Recognise that you're in conflict. Identify the problem.
2. Agree that both parties want to resolve the conflict.
3. Agree a plan to move forward.

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# ACTION COMMITTEE GUIDELINES

AS A STARTING POINT FOR ORGANISING YOUR OWN PEACE DAY ACTIVITIES, THIS STEP-BY-STEP GUIDE WILL HELP YOU ESTABLISH AN ACTION COMMITTEE AND AN AGENDA FOR YOUR EVENTS.

## GETTING STARTED

1. Select a Chair and Minute-taker.
2. The Chairperson directs the meeting.
3. The Minute-taker makes notes.
4. Agree on what the meeting is for: the objective.
5. Agree on all the other roles.
6. Make an agenda, a list of points or tasks to complete.
7. Discuss each point on the agenda.
8. Agree on actions by votes.
9. Agree on a date for the next Action Committee meeting.

### REMEMBER

Speak one at a time. Make positive contributions and listen to others.

ACTION COMMITTEE GUIDELINES	
OBJECTIVE:	
CHAIRPERSON:	
MINUTE-TAKER:	
MY ROLE:	
AGENDA/ ITEMS FOR DISCUSSION:	
1.	ACTION:
2.	ACTION:
3.	ACTION:
4.	ACTION:
	NEXT MEETING DATE:

## HOMEWORK

- Reflect on the meeting and write up what went well and what could be improved next time.
- Write a plan of what you will do next: e.g., if you plan to take photographs, what kinds of photos will you take? Where will you take them? How will you get hold of the equipment? Do you need to get the photos developed?
- Implement the plan before the next Action Committee meeting.

**IMPORTANT!!** Don't forget the **THREE STEPS TO PEACE ONE DAY**

Ask your teacher about this.

Young People can take the lead. **YOU** can make a difference.



# COMMITMENT COUNTDOWN DIARY

COMMITMENT COUNTDOWN DIARY		DATE:
GROUP NAME:		
EVENT:		
PREPARATION ACTIVITIES		DEADLINE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
COMPLETION ACTIVITIES		DEADLINE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
		21 SEPTEMBER PEACE DAY

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# YOUR PEACE DAY CHALLENGE

JEREMY GILLEY: "YOUR CHALLENGE IS TO MAKE CONTACT WITH AS MANY PEOPLE IN AS MANY COUNTRIES AS POSSIBLE, TO GENERATE COMMITMENTS AROUND THE WORLD FOR PEACE DAY, 21 SEPTEMBER." FOR MORE IDEAS VISIT [WWW.PEACEONEDAY.ORG](http://WWW.PEACEONEDAY.ORG) .

	<b>IN WHICH COUNTRIES ARE YOU GOING TO GENERATE COMMITMENTS?</b>
	<b>WHO CAN YOU CONTACT IN EACH COUNTRY?</b>
	e.g., schools or sports clubs, friends or relatives
	<b>HOW WILL YOU CONTACT THESE PEOPLE?</b>
	<b>WHERE CAN YOU GET INFORMATION AND ADVICE?</b>
	e.g., how to contact a school
	<b>WHAT RESOURCES DO YOU NEED TO COMPLETE YOUR MISSION?</b>
	e.g., computer
	<b>WHAT PART OF THE PLAN ARE YOU PERSONALLY GOING TO CARRY OUT?</b>
	<b>CAN YOU START NOW?</b>
	<b>WHEN CAN YOUR GROUP MEET AGAIN TO CHECK YOUR PROGRESS?</b>

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Photo courtesy of High Spy

# EXPLORING ENVIRONMENTAL ISSUES

	ENVIRONMENTAL ISSUES FACING HUMANKIND	WHY DOES THIS INCREASE THE RISK OF CONFLICT?
	1.	→
	2.	→
	3.	→
	4.	→
	5.	→
	GLOBAL MEASURES TO PROTECT THE ENVIRONMENT AND SO RESOLVE OR PREVENT CONFLICT.	PERSONAL MEASURES TO PROTECT THE ENVIRONMENT AND SO RESOLVE OR PREVENT CONFLICT.
	PREDICTED VISION OF THE FUTURE IN 50 YEARS TIME. ON A SEPARATE PIECE OF PAPER WRITE THIS AS THE OPENING FEW LINES OF A UTOPIAN (A PERFECT FUTURE) OR DYSTOPIAN (A NIGHTMARE FUTURE) NOVEL.	

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# DO I REALLY NEED THAT LIGHT ON?



BELOW IS A SIMPLE EXAMPLE OF HOW OUR OWN ACTIONS IMPACT ON THE ENVIRONMENT AND IN TURN CONTRIBUTE TO THE POSSIBILITY OF CONFLICT:

WHEN WE USE MORE ENERGY (CARS, LIGHTS, HEATING, TVS, INDUSTRY, MILITARY ETC),  
WE CREATE MORE DEMAND FOR THE PRODUCTION OF ENERGY;

THE MORE ENERGY WE PRODUCE VIA CARBON-BASED FUELS,  
THE GREATER THE CO2 EMISSIONS, CONTRIBUTING TO GLOBAL WARMING;

GLOBAL WARMING IS CAUSING THE ICE CAPS TO MELT AND THE SEA LEVELS TO RISE;

RISING SALT WATER POLLUTES FRESH WATER. AS FRESH WATER BECOMES MORE  
SCARCE, LARGE NUMBERS OF PEOPLE MIGRATE TO FIND IT. WATER FOR CROPS IS  
ALSO MORE SCARCE. DROUGHTS AND FAMINE BECOME MORE COMMON. RIVERS ARE  
DIVERTED TO IRRIGATE CROPS UPSTREAM CAUSING DISPUTES OVER RIGHTS TO RIVER  
WATER;

THE POTENTIAL FOR CONFLICT RISES AS PEOPLE MIGRATE AND FINITE LOCAL  
RESOURCES ARE PUT UNDER PRESSURE. DISPUTES OVER WATER RIGHTS ARE  
PREDICTED TO BECOME MORE INTENSE, INCREASING THE POTENTIAL FOR CONFLICT.  
ALL THESE FACTORS INCREASE INSTABILITY AND MAKE CONFLICT MORE LIKELY.

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# LETTER HOME

BOXING DAY 1914. NEAR ARMENTIÈRES, NORTHERN FRANCE. CLOSE TO THE BELGIAN BORDER. THE WESTERN FRONT.

Dear Mum and Dad,

We have been living in these waterlogged trenches for two months. There are more rats now. We lost John Morrison from down Albion Street last week. He popped his head up and caught a bullet in the neck. When people die out here it's not calm, drifting off into a sleep. John was fighting it all the way. I sat talking to him. He's crying, calls for his mum. Then his whole body tenses up and I can see the life leaving his eyes. 18 years old. I have seen things here that I never want to see again. It's not like they said it would be. Not much glory.

The men are in good spirits, though. Something has happened here that I can't quite believe. Dad, you're going to love this. This morning, we start to hear singing coming over no-man's-land. It's a Christmas carol in German, 'Silent Night.' A couple of our boys start singing along, in English though. Then there are shouts of "Merry Christmas" from both sides.

We see a white sheet being waved over the top of the German trench and before you know it one of their boys has climbed up and is standing in no-man's-land calling us over. We could have shot him easy but we don't. Suddenly Harry Higgins turns to me and he says, "You coming, Tommo?" And he starts to climb up! Well, I don't know what to do! I mean, we've been shooting at these boys for months. Then from up on top I hear "Come on, Tommo, it's Christmas!"

Without thinking, I follow Harry towards the middle of no-man's-land where there's a half a dozen German boys chatting and laughing. All down the line our lads are climbing up. My heart's pounding. I'm terrified but somehow I know it's all right.

You know, the German boys are the same as me. They miss their home, their friends and family just like we do. Lucky they spoke good English. We talked and laughed for about twenty minutes. One of their boys brought a cake. We showed one another photographs of home.

Then Harry pulls out a camera and we take some photos, us with their helmets on and them with ours. Then one of their boys produces a football, only it's made of straw and tied together with string. Still, it's a football. So there we are, two armies kicking a ball around in no-man's-land with helmets for goalposts. Do you know what, Dad? There wasn't a single word spoken in anger the whole time we were up there.

Soon, some of the officers from both sides came over and started giving orders to break up the game; and it wouldn't do to disobey an order, as you know.

As I write this it's nighttime. It feels strange. There's not much anger for the 'enemy' tonight, but the order to fire will come again. There are candles all along the tops of both trenches as far as you can see.

I'll write again soon. Merry Christmas to all. I hope you're both well and happy.

Your loving son,

Tom

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# ONE DAY ONE GOAL BRIEF

USE THIS WORKSHEET TO ORGANISE YOUR **ONE DAY ONE GOAL** EVENT FOR PEACE DAY. THESE INSTRUCTIONS ARE BASED ON A FOOTBALL MATCH; HOWEVER, YOU MAY WANT TO ORGANISE A RUGBY MATCH, TRACK AND FIELD DAY, OR SOME OTHER SPORTING EVENT. READ THE 'GETTING STARTED' SECTION FIRST TO THINK ABOUT WHAT NEEDS TO BE DONE AND WHAT YOU WANT TO ACHIEVE. YOU MIGHT WANT TO ESTABLISH AN ACTION COMMITTEE AND RECORD YOUR IDEAS AND TASKS USING A COMMITMENT COUNTDOWN DIARY.

## GETTING STARTED

There's more to football than the game! What needs to be done?

- How many teams will be involved?
- Is it one game or a mini-tournament?
- Are the teams made up of players from your class or are you looking for volunteers from the whole school?
- If your school has a 'house' system, perhaps each house puts a team forward.
- Do you want to organise a game or mini-tournament with another school?
- Who will be captain of each team?
- Each team needs a name. Ideas could be voted on by the class, house, or team.
- Perhaps each team could take on the name of a national team.
- Are there local sport grounds that may wish to host a game or mini-tournament? Who will contact them?

## TRAINING

- Teams could train in Physical Education classes or at the football club. Do you need to set up a separate training programme? Who will do that?
- Invite local professional football players to

- help with training. Who will contact them?
- Would the science department like to run a sports science/nutrition class?

## LETTING PEOPLE KNOW ABOUT THE GAME

- Who will put together promotional materials, posters, press releases, school magazine articles, etc.? Promotional materials need to explain the reason behind One Day One Goal, i.e., Peace Day, 21 September, and Peace One Day.
- Who will contact the local newspapers, radio stations, etc.?

- Talk to your teacher about inviting parents to the game.
- Can you make an announcement in assembly to help build interest?
- **Log your ODOG game or mini-tournament on the Peace One Day website to inspire others!**

## THE DAY OF THE GAME

- Who will referee?
- Who will write the speech for the opening ceremony? Who will read it out? The Head Teacher?
- Will the teams wear special jerseys to raise awareness of Peace Day? They could be designed in school.
- Do you want to make badges or medals for everyone involved? Who will make them?
- Is the winning team awarded a trophy? Where can you find a trophy? A local sports

- shop may want to donate one in return for some publicity.
- Who will arrange for refreshments for the teams and how will they be paid for?
- Do you want to find cheerleaders?
- Find a game photographer and someone to film the game. Where can you find the camera?
- Will there be refreshments available for the spectators?

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# GUIDE SCRIPT FOR YOUR SKYPE VIDEO CALL AND IMPORTANT QUESTIONS TO ASK

"Hello and thanks for agreeing to join me on this Peace One Day / Skype video call.

Great to see you! Together we're helping Peace One Day reach 3 billion people with the message of Peace Day by 21 September 2012.

I'm going to run through a few questions now...ready?

- What is your name?
- Which country do you live in?
- What is the name of your city, or the city nearest to you?
- What is the first language, or the main languages spoken in your country?
- What does peace mean to you?\*
- Will you complete the **THREE STEPS TO PEACE ONE DAY**? Here are the Three Steps:

- 1. Decide** what you will do to make peace on 21 September, at school, at home or in your local community\*;
- 2. Log** your Peace Day commitment at [www.peaceday.org](http://www.peaceday.org);
- 3. Tell** others around the world and ask them to complete the **Three Steps to Peace One Day**.

Will you find one person in another country who you can Skype with and ask them to do something on 21 September this year? Will you ask them to register their commitment on [www.peaceday.org](http://www.peaceday.org), and ask them to pass it all on? I'll email you the questions I asked you on this call so that you can ask them.

Will you tell your teacher about Peace One Day and ask them to use the free POD resources in class? (they can find resources in six languages at [www.peaceday.org](http://www.peaceday.org))

- Thanks again for your support. Lets keep in touch – maybe we could Skype again on Peace Day as part of our commitment.

Bye for now."

\* Questions which contacts need to consider in advance of the Skype video call


**IMPORTANT!! Don't forget the [THREE STEPS TO PEACE ONE DAY](#)**

Ask your teacher about this.

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# EXAMPLE EMAIL TO YOUR SKYPE VIDEO CALL CONTACT

 Send

To....

Cc....

Bcc....

Subject:

Dear [name of contact]

How are you? I hope all's well.

I wanted to write to you to let you know about an exciting project we're doing at school, and to ask if you wanted to join in.

We're learning about an organisation called Peace One Day, started by a filmmaker called Jeremy Gilley. Jeremy managed to persuade all the countries of the United Nations to adopt 21 September as an annual Peace Day. It's a day when lives are saved and when all people can celebrate peace. Millions of people are already involved. Have a look at [www.peaceoneday.org](http://www.peaceoneday.org) for more info.

Jeremy has a goal of reaching 3 billion people with the message of Peace Day by 21 September, 2012. To support him, we have been asked to find one person we can have a Skype video call with, to talk about Peace Day and share ideas.

Would you like to be my Skype contact for this call?

If so, there are number of questions that I would like to ask you on the call, but there are a couple to think about beforehand:

1. What does 'Peace' mean to you?
2. Would you like to make a commitment for 21 September and log it on [www.peaceoneday.org](http://www.peaceoneday.org)? What would your commitment be?

Maybe you could let me have some date options for the call. The time difference between us is [5] hours, so how would [9am] my time / [2pm] your time work for you?

Do you have a Skype name already? If not, perhaps you could set one up and let me know what it is. Visit [www.skype.com](http://www.skype.com) to download free Skype software and learn about making the video call. You'll also need a webcam.

I really hope we can connect via Skype and show our support; Jeremy and Peace One Day need all the help they can get in spreading the message of Peace Day.

I look forward to hearing from you.

All the best

[your name]

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# CHARACTER LIST

## FROM *THE DAY AFTER PEACE* DOCUMENTARY



**Jeremy Gilley**  
**Filmmaker and founder of Peace One Day**

Jeremy Gilley founded the non-profit organisation Peace One Day as part of his efforts to establish the first ever day of global ceasefire and non-violence, which he now promotes through a variety of campaigns.

"Our next goal is to reach 3 billion people with the message of Peace Day by 21 September 2012, but we can't do it alone. We need your help. We need you to complete the Three Steps to Peace One Day – 1. Decide what you will do to make peace on 21 September, 2. Log your Peace Day commitment at [www.peaceoneday.org](http://www.peaceoneday.org) and 3. Tell others around the world and ask them to complete the Three Steps. By working together there will be Peace One Day."



**Mary Robinson**  
**UN High Commissioner for Human Rights (1997–2002)**

After a term as President of Ireland in which she was known for reaching out to all classes and ethnicities, Mary Robinson became High Commissioner for Human Rights and now promotes peace through UN organisations.

"To have a day of cessation of violence, of ceasefire, of rejection of deadly conflict, that to me is an idea whose time has come."



**Sir Kieran Prendergast**  
**UN Under-Secretary-General for Political Affairs (1997–2005)**

As UN Under-Secretary-General for Political Affairs, Sir Kieran Prendergast called attention to human rights violations and 'ethnic cleansing' in Darfur and encouraged a resolution to problems in Somalia.

"I thought, this fellow is either a fool or a visionary. And of course it's always very difficult to know which of the two..."

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**Ahmad Fawzi**  
**Director, UN Information Centre UK & Ireland**  
**(1997–2003)**  
**Director, News and Media Division**  
**UN DPI**  
**(from 2003)**

Ahmad Fawzi is Director of the News and Media Division in the United Nations Department of Public Information, responsible for establishing links and cooperation with the media in all UN regions.

"The cynics will say, 'ah, Jeremy Gilley, the tree hugger. Crazy man, has crazy ideas. ha ha ha. World peace? Give me a break.'"



**Dr. Oscar Arias**  
**Nobel Peace Laureate**

President of Costa Rica, Dr. Oscar Arias won the Noble Peace Prize for his efforts to end civil wars and promote peace in Central American countries.

"I would like to ask all peace-loving people to work with [Jeremy] to make his vision of a peaceful world a reality."



**Kofi Annan**  
**UN Secretary-General**  
**(1997–2006)**

The Secretary-General is the most senior person in the UN secretariat. The secretariat are the people who deal with the running of the UN and carry out the wishes of the member states. Kofi Annan won the Nobel Peace Prize for his work towards a more peaceful world.

"I think it's a great idea. Any moment, where there is a day or a week that we can give the combatants to pause, to think and reflect on what they are doing to their own people, and to the environment, would be a great achievement, and I would support it a hundred per cent."



**John Battle M.P.**  
**Minister of State, UK Foreign Office**  
**(1999–2001)**

As Minister of State, John Battle M.P. was responsible for UN issues at the British government.

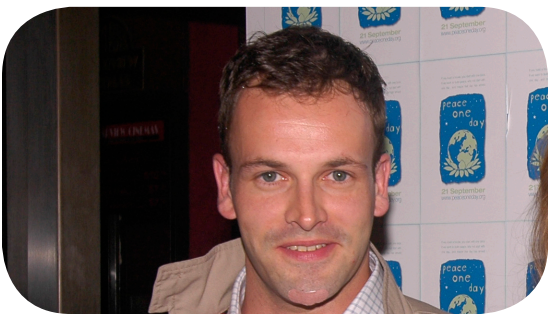
"You need to be patient with the process or it won't happen. And we need to be patient with the process as well, because unless you get support it won't happen. Putting resolutions together in the UN is the hardest thing in the world. To get the commitment of others to do it."



**Sir Jeremy Greenstock KCMG**  
**UK Permanent Representative to**  
**the UN**  
**(1998–2003)**

Each member state of the UN has an office at UN Headquarters in New York. The most senior person in each office is called the 'Permanent Representative' or 'Ambassador' to the United Nations. The UK Ambassador Sir Jeremy Greenstock presented the Peace Day resolution to the General Assembly in 2001.

"The United Kingdom and Costa Rican Governments have now joined together to strengthen and reinvigorate what we believe is the unique and still largely unfulfilled opportunity for the practical furtherance of peace. The need for such an enhanced approach was originally brought to our attention by a UK-based non-governmental organisation, Peace One Day..."



**Jonny Lee Miller**  
**Actor**

Jonny Lee Miller is a British actor who has supported POD for many years. He set up the meeting between Jeremy and Angelina Jolie, which led to lots of awareness for Peace Day.

"Just coming in here this evening, it's a barrage of flashes, it's cameras, it's questions; it's something that you've not experienced before [Jeremy]. And it's just the strangest thing – but it's something absolutely necessary, to get this kind of message across."



**Angelina Jolie**  
**Actress**

An American actress, Angelina Jolie is known for her work with UNHCR (the UN's refugees agency). Her support for Peace One Day meant that the press wrote about Peace Day and helped get the message out.

"You shouldn't have to have any kind of celebrity when you're talking about something as important as this. But that's what they often wait for. And they shouldn't, and they're journalists and it's their responsibility. And they could write something amazing tomorrow that opens up people's eyes, as opposed to just some silliness. So could they please?"

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**Jude Law**  
**Actor**

Jude Law is an actor who, as Peace One Day's Ambassador, travelled with Jeremy Gilley to Afghanistan twice to help promote and document Peace Day activities.

"I'm proud to be a Peace One Day Ambassador. I've seen first hand how this organisation can help save lives. Peace One Day has created a platform from which everyone can become involved in the peace process and I'm delighted to be part of their work."



**Ray C. Anderson**  
**Founder and Chairman**  
**Interface Inc.**

Ray C. Anderson is a leader and entrepreneur who made his manufacturing company 100% sustainable. When asked whether he would do as Jeremy has, and work with corporations to get the Peace Day message out, he said:

"I can't imagine why not. The institution of business is the most influential institution on earth. That's the greatest place of all to start, because the leverage is so great."



**Roshan Khadivi**  
**Chief of External Relations**  
**UNICEF Afghanistan**

Roshan Khadivi works as the Chief of External Relations for UNICEF in Afghanistan which provides children and adolescents with vaccines, good water and sanitation, protection from violence, and education.

Talking about the 2007 Peace Day agreements in Afghanistan:

"Ten thousand vaccinators were able to go there, they were not harmed, they were not taken hostage. What happened was historical, was magnificent. I mean, I still can't believe it. If it can happen once, it can happen again and again and again."

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**Adrian Edwards**  
**UNAMA Spokesperson**  
**(2005–2008)**

Adrian Edwards is the spokesperson for UNAMA in Afghanistan, promoting peace and justice by coordinating the efforts of the international community.

“What we’ve seen here is that if you give people a pause for a moment to look at the possible, they start to sort of look at things differently and say, ‘well, maybe this is achievable. Maybe this is doable.’ ”



**Tom Koenig**  
**Special Representative of the UN Secretary-General in**  
**Afghanistan**  
**(2006–2007)**

Tom Koenig was the most senior UN official in Afghanistan during Jeremy and Jude’s first visit.

“This is foremost an appeal to you, to all groups, all institutions, all of the people in the country. Show that you want peace in Afghanistan. Tell people you want peace in Afghanistan. Do something, big or small. Help us make peace in Afghanistan real.”



**Fatima Gailani**  
**President of the Afghan Red Crescent Society**

Fatima Gailani is an outspoken champion of women’s rights and democracy, known for speaking out against the ongoing violence in Afghanistan. When Jeremy and Jude met her in 2007 she said:

“Today, everything is doom and gloom here. And that’s all people are prepared to make news out of. But this is not the whole thing, and your duty as a famous face, [is] to make it known to the whole world.”

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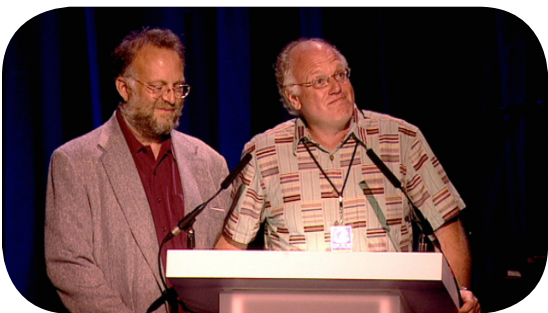
Young People can take the lead. **YOU** can make a difference.



**Annie Lennox**  
**Musician**

World famous musician Annie Lennox has been a long-time supporter of Peace One Day. She played at POD's annual celebrations in 2007 and 2008.

"I love the initiative of Peace One Day; I love the fact that its highly idealistic. We need initiatives like this to remind us that actually at the core of our being is a longing for peace."



**Ben Cohen & Jerry Greenfield**  
**Founders – Ben & Jerry's Ice Cream**

As Ben & Jerry's grew into a great success, Cohen and Greenfield turned toward social causes. They have been underwriting Peace One Day Education in the US since 2008. Ben & Jerry's co-founder and president, Jerry Greenfield, remarked:

"To be able to support Peace One Day as they share their successful educational curriculum here in the United States, focuses on the most important thing: investing in our future by providing the tools for students to work for peace throughout the world."



**Amre Moussa**  
**Secretary-General**  
**League of Arab States**

The League of Arab States is an organisation which looks after the interests of 22 Arab States. Amre Moussa is the head of the secretariat; he invited Jeremy to Cairo to speak with representatives there.

"I wish to state categorically that we do support the Peace One Day programme. This is a step forward in international relations... We can call for a meeting of the representatives of all member states to observe this day, and prepare for a wide campaign throughout the Arab world."

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**Mohamed M. Sobeih**  
**Palestinian Ambassador to the League of Arab States**

After Jeremy had shown his short film to the League of Arab States, Mohamed Sobeih, representing the Palestinian people, spoke frankly and respectfully to Jeremy about changing the film.

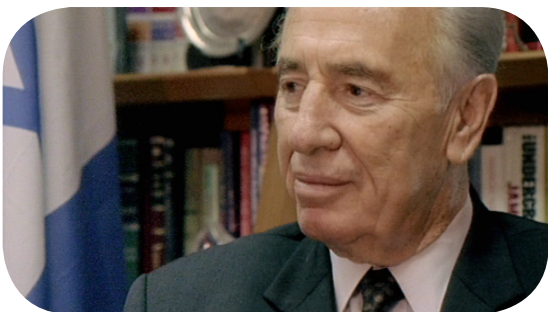
“I would like to tell this honourable man who we welcome here in accordance with Arab hospitality to please change this film to make it balanced in accordance with the UN resolutions and the principles we adhere to and which you invite us to adhere to.”



**Michael Semple**  
**Deputy to the EU Special Representative for Afghanistan**

Michael Semple uses his specialist knowledge of Afghanistan and Pakistan to work on issues concerning insurgency, reconciliation, and political developments. He gave Jeremy and Jude important advice during their visit.

“There are formal approaches to doing things in Afghanistan and there are Afghan approaches to doing things. Most good things that are achieved in Afghanistan are achieved outside office hours, outside office structures, outside formal commitments, outside what anybody’s contracted to do.”



**Shimon Peres**  
**Nobel Peace Laureate**  
**Minister of Regional Cooperation, Israel**  
**(1999–2001)**

Jeremy met Shimon Peres (currently President of Israel) in his capacity as Nobel Peace Prize winner. He lent his support to the campaign.

“Peace is actually, if you want, the art of the continuation of our existence. If you want 365, let’s start with the first day.”

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**Marcus Thompson**  
**South Asia Programme Advisor, Oxfam**  
**(1999–2002)**

Marcus Thompson works with Oxfam International to ensure human rights are being met in South Asia. He expressed his support during Jeremy's Indian mission in 2000.

"If there is a cessation for a day, then it gives us an opportunity to move supplies safely through places that are otherwise difficult."



**Her Excellency Mrs Maria Elena Chassoul**  
**Ambassador, Costa Rican Mission**  
**(1998–2006)**

Ambassador Chassoul is the Deputy Permanent Representative to the UN for Costa Rica, who presented the Peace Day resolution to the General Assembly in 2001.

"Peace is not created in a single day. Nevertheless, it is both just and essential that we devote a special day every year to commemorate and strengthen the ideal of peace among all nations."



**Robert Campbell**  
**Executive Creative Director**  
**McCann Worldgroup**

McCann are one of the world's largest advertising agencies. As Executive Creative Director, Robert was able to offer Jeremy invaluable support and advice about getting the message out.

"How do we make Peace One Day a universally accepted, fantastic event across the world?...You've got to be true to your original mission."

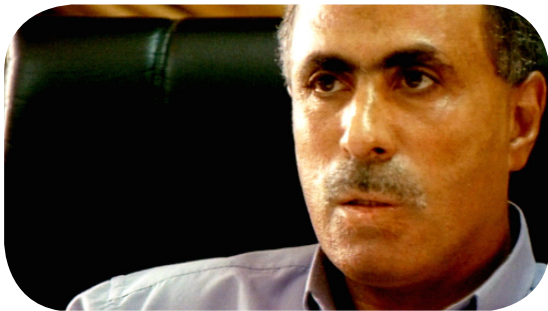
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**Shashi Tharoor**  
**Under-Secretary-General UN DPI**  
**(2001–2007)**

DPI is the UN's Department of Public Information. As head of the department, Shashi Tharoor was able to offer Jeremy advice about generating awareness for Peace Day.

"Looking at how to make this work, of course the key thing is to actually produce results where there is conflict, to actually have a ceasefire that holds."



**Hisham Abdel Razek**  
**Minister of Detainees Affairs**  
**Palestinian Authority**

As Minister of Detainees Affairs, Hisham Abdel Razek fights for human rights. He talked to Jeremy about his experiences and his wish for Peace Day.

"Everyone knows it makes sense to support the idea of a global ceasefire. I take this opportunity to urge the world's youth towards peace."



**Marc Mathieu**  
**Senior Vice President (1996–2008)**  
**Global Brand Marketing The Coca-Cola Company**

Marc Mathieu was instrumental in helping to build the long-standing relationship between Peace One Day and Coca-Cola.

"I'd like to introduce to you somebody we met. His name is Jeremy. When we met Jeremy the first time, we felt you needed to meet him as well. Great job, Jeremy."

**IMPORTANT!!** Don't forget the **THREE STEPS TO PEACE ONE DAY**  
Ask your teacher about this.  
Young People can take the lead. **YOU** can make a difference.



**Robert Gibson**  
**Chief of Security**  
**UNICEF Afghanistan**

Robert Gibson has worked with UNICEF in Afghanistan to provide long-term humanitarian and developmental assistance to children and mothers.

“Welcome to Afghanistan. They say the situation in Afghanistan is tense and volatile. That’s an understatement.”



**His Excellency Ambassador Daan Everts**  
**NATO Senior Civilian Representative in Afghanistan**  
**(2006–2007)**

Ambassador Everts has gained a reputation as a team player and a mediator who works extensively with various international and local organisations.

“We would love to support this initiative. But the other side is not your classical military opponent. It’s one who works with suicide bombs, roadside bombs. We have no easy access. We are not sitting around a table with them.”



**His Excellency Mohammed Hanif Atmar**  
**Minister of Education**  
**Afghanistan**

Minister Atmar met with Jeremy and Jude at a school in Afghanistan and expressed his support.

“I said to them what you’ve done, in terms of [the] creation of this resource, and that on their behalf we would very much welcome the special resource for the schools in Afghanistan.”

**IMPORTANT!!** Don’t forget the **THREE STEPS TO PEACE ONE DAY**  
Ask your teacher about this.  
Young People can take the lead. **YOU** can make a difference.



**Sir Sherard Cowper Coles**  
**UK Ambassador to Afghanistan**

Sir Sherard Cowper Coles was the British Ambassador in Afghanistan between 2007 and 2009.

“I’m not willing to promise the earth on camera, now, not having been warned about this. What I am willing to do is to talk very seriously to the people who are involved on our side of this conflict about creating a Day of Peace.”



**Catherine Mbengue**  
**UNICEF Representative in Afghanistan**

Catherine Mbengue has worked on behalf of UNICEF to see child labour decreased and education increased amongst children in Afghanistan. Here she is speaking to health workers as they prepare to immunise children on Peace Day:

“You have decided to put your life on the line to make sure that every single child in this country [receives the vaccination], specifically in those places where we have not been able to get access because of insecurity. You are ready to go there. We are humbled by your commitment.”



**Assadulah Khalid**  
**Governor of Kandahar (2005–2008)**

“As I promised you, we are ready for any kind of support. But you know our problems too. Sometimes...still we have security problems, we have many problems. But with all of these problems we are trying our best to reach all of the children.”

**IMPORTANT!!** Don't forget the **THREE STEPS TO PEACE ONE DAY**  
Ask your teacher about this.  
Young People can take the lead. **YOU** can make a difference.



### Her Majesty Queen Rania Al Abdullah of Jordan

Well known for her work in education, health, youth and the environment and with the UN Foundation, HM Queen Rania created a special video message for Peace One Day in 2007.

“Whatever pledge you made for peace on this day, take it forward. Make it a pledge for all your days.”



### Martin Bell OBE UNICEF UK Ambassador for Humanitarian Emergencies

Also an award-winning journalist, Martin made an historic announcement at POD's concert in 2007:

“Now with these Peace Days we have an opportunity building more every year on every year. It's not a pipe dream, it's a reality. 1.4 million children vaccinated in Afghanistan during the Peace Day's last year and this year we hope it's going to be 1.8 million”



### His Royal Highness Prince Nadir Naim Kabul- Afghanistan

As part of his work, Prince Nadir Naim is trying to find alternatives to poppy cultivation (for heroin) for Afghan farmers. He welcomed Jeremy's efforts to promote Peace Day in Afghanistan.

“If you have the vision and the determination to make a difference, anything is possible. From the bottom of my heart, I want to thank you for your great efforts to come all the way to my country and we hope that we can do so much more.”

IMPORTANT!! Don't forget the **THREE STEPS TO PEACE ONE DAY**

Ask your teacher about this.

Young People can take the lead. **YOU** can make a difference.

# THREE STEPS TO PEACE ONE DAY

FOR PEACE DAY 21 SEPTEMBER 2012, JEREMY IS CALLING FOR AND WORKING TOWARDS A DAY OF CEASEFIRE AND NON-VIOLENCE - A GLOBAL TRUCE - BUT HE CAN'T DO IT ALONE. BY COMPLETING THE THREE STEPS TO PEACE ONE DAY YOU CAN HELP JEREMY TO TELL THE WORLD AND BECOME PART OF PEACE ONE DAY'S 'ARMY' OF PEACEMAKERS.

1. DECIDE WHAT YOU WILL DO TO MAKE PEACE ON 21 SEPTEMBER 2012 - A GLOBAL TRUCE - IN SCHOOL, AT HOME OR IN YOUR LOCAL COMMUNITY.

2. LOG YOUR PEACE DAY COMMITMENT ON [WWW.PEACEONEDAY.ORG](http://WWW.PEACEONEDAY.ORG)

3. TELL OTHERS AROUND THE WORLD AND ASK THEM TO COMPLETE THE THREE STEPS TO PEACE ONE DAY

YOUR GLOBAL TRUCE 2012 ACTIVITY CAN BE SOMETHING AS SIMPLE AS BRINGING YOUR FAMILY AND FRIENDS TOGETHER ON PEACE DAY OR MAKING UP WITH SOMEONE YOU HAD A FIGHT WITH, OR YOU MIGHT WANT TO ORGANISE SOMETHING BIGGER LIKE AN EVENT IN SCHOOL OR IN THE LOCAL COMMUNITY. BE AS CREATIVE AS YOU CAN.

**DON'T FORGET, YOUNG PEOPLE CAN TAKE THE LEAD.  
YOU CAN MAKE A DIFFERENCE.**

# UN GA RESOLUTION 55/282

FIFTY-FIFTH SESSION AGENDA ITEM 33  
RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY [WITHOUT REFERENCE TO A MAIN  
COMMITTEE] (A/55/L.95 AND ADD.1)

## 55/282. INTERNATIONAL DAY OF PEACE

The General Assembly,

**RECALLING** its resolution 36/67 of 3 November 1981, by which it declared that the third Tuesday of September, the opening day of the regular sessions of the General Assembly, shall be officially proclaimed and observed as International Day of Peace and shall be devoted to commemorating and strengthening the ideals of peace both within and among all nations and peoples,

**RECALLING** also its other relevant resolutions, including resolution 55/14 of 3 November 2000,

**REAFFIRMING** the contribution that the observance and celebration of the International Day of Peace makes in strengthening the ideals of peace and alleviating tensions and causes of conflict,

**CONSIDERING** the unique opportunity it offers for a cessation of violence and conflict throughout the world, and the related importance of achieving the broadest possible awareness and observance of the International Day of Peace among the global community,

**DESIRING** to draw attention to the objectives of the International Day of Peace, and therefore to fix a date for its observance each year that is separate from the opening day of the regular sessions of the General Assembly,

1. *Decides* that, with effect from the fifty-seventh session of the General Assembly, the International Day of Peace shall be observed on 21 September each year, with this date to be brought to the attention of all people for the celebration and observance of peace;
2. *Declares* that the International Day of Peace shall henceforth be observed as a day of global ceasefire and non-violence, an invitation to all nations and people to honor a cessation of hostilities for the duration of the Day;
3. *Invites* all member states, organisations of the United Nations system, regional and non-governmental organisations and individuals to commemorate, in an appropriate manner, the International Day of Peace, including through education and public awareness, and to cooperate with the United Nations in the establishment of the global ceasefire.

111th Plenary meeting

7 September 2001

SOURCE: UNITED NATIONS WEBSITE [WWW.UN.ORG](http://WWW.UN.ORG)

**IMPORTANT!!** Don't forget the **THREE STEPS TO PEACE ONE DAY**

Ask your teacher about this.

Young People can take the lead. **YOU** can make a difference.

# Glossary

The following glossary has been created as a reference point for teachers when using this resource. The definitions have been provided with a view to initiating further discussions about meaning and interpretation by students in class.

When possible we recommend that a class session begins with a brief exploration of the language that students may encounter in the class that day. Peace One Day recognises that alternative definitions and interpretations may be preferable on a class-by-class/school-by-school basis.

**Aggression** – violent or hostile behaviour/an unprovoked attack

**Citizen** – a person who lives in a town, city, or country

**Commitment** – a pledge to perform an action

**Community** – a group of people with shared origins or interests

**Conflict** – a struggle or battle

**Consequences** – the effects of an action

**Corporation** – a large business or company

**Culture** – the ideas, art, and customs of a particular community

**Diversity** – having variety

**Economy** – an organised system of goods and services in a country through the exchange of money

**Empower** – to give someone the power to do something

**Equality** – applying something in the same way, to all peoples

**Ethnicity** – a human group with racial, religious, and linguistic characteristics in common

**Famine** – a severe shortage of food

**Generation** – all the people of approximately the same age

**Global** – pertaining to the whole world

**Identity** – characteristics that can be used to recognise someone or describe someone

**Individual** – a single, unique person

**Inspire** – to encourage a change

**Humanitarian** – having the interests of all people at heart

**Impartial** – without favouring one side or another

**International** – involving two or more nations

**League of Arab States** – a collection of independent Arab States from West Asia and Africa who have agreed to strengthen their relationships with one another

**Life-saving** – an action that saves lives

**Manifestation** – a demonstration through action

**Media** – information via reporting, e.g., TV, newspaper; can be used to influence people

**Non-governmental** – pertaining to an organisation separate from government

**Observance** – the act of abiding by a law, guideline or resolution etc.

**Organisation** – a group of people who work together

**Privilege** – a benefit granted only to certain people

**Publicity** – information used to gain public attention

**Qualities** – characteristics that make us different

**Quest** – a search for something

**Responsibility** – being responsible, taking ownership, being accountable

**Society** – an organised group of people with shared interests

**Sustainable** – able to continue for a long period of time

**Unanimous** – everyone in agreement

**Unite** – to come together, all at the same time

**Violence** – the use of force in strength, feeling, or action to cause harm

**War** – open conflict between groups



# OLYMPIC TRUCE - THE HISTORY

BELOW IS A BRIEF HISTORY OF THE OLYMPIC TRUCE. USE THIS WHEN THINKING ABOUT YOUR SPORT FOR TRUCE EVENT FOR PEACE DAY / GLOBAL TRUCE 2012.

THE STORY OF THE OLYMPIC TRUCE STRETCHES FROM ANCIENT HISTORY TO MODERN DAY AND FEATURES A CAST OF PEACEMAKERS.

The Olympic Truce can be traced back to 776BC, when ancient Greek city-states were at war. One individual, King Iphitos, saw how his country was suffering because of the on-going conflict and he wanted to do something about it. King Iphitos travelled from his country of Elis, which is in mainland Greece, to see the Delphic Oracle (a wise person who communicates with the gods and gives advice). He asked the Oracle what he could do to stop the conflict. The Oracle replied:

“Iphitos and the people of Elis must revive the tradition of the Olympic Games and declare a sacred truce for the duration of the games”

So Iphitos made a pact with rival leaders, the Spartan Lycurgus and the Pisatan Cleomenes, to hold a truce [or ‘ekecheiria’] during the games. The area around Olympus, where the games took place, was declared sacred: a safe zone. The Truce would enable competitors to travel to and from the games and participate safely.

The Olympic Games continued for over 1000 years and eventually faded away, but were revived at the end of the 19th Century: the first Modern Olympic games were held in 1896 to promote equality and a spirit of nationhood. However the Olympic Truce was not re-established until 1992 at the Barcelona Games, under IOC [International Olympic Committee] President Juan Antonio Samaranch. The IOC asks each host nation, (the UK in 2012) to officially declare the Truce, which is now recognised in a United Nations Resolution.

In 2000, when the Games were held in Sydney, Australia, athletes from North and South Korea marched under the same flag at the Opening Ceremony. Their flag featured an image of a united country, and they competed as simply ‘Korea’.

Peace One Day is working with the London 2012 Cultural Olympiad to bring the Olympic Truce to the attention of the world’s people and in doing so inspire action from individuals (like you!) on Peace Day 21 September 2012.

With your involvement, the Olympic Truce will have brought about the first ever Global Truce on Peace Day 2012 - you will be helping to write the next chapter of the story...



# EXAMPLE POSTER

A POSTER MIGHT LOOK LIKE THIS:



Download an 'in support of' logo from the **'Supporters Kit'** section of our website

# GLOBAL TRUCE SUGGESTIONS

HERE ARE SOME SUGGESTIONS FOR YOUR GLOBAL TRUCE 2012 ACTIVITY.

DON'T FORGET, THE MORE PEOPLE YOU TELL ABOUT THE GLOBAL TRUCE, THE HIGHER YOUR ACTIVITY WILL SCORE!

- Sport for Truce event (Ask about **Lesson 5B**)
- One Day One Goal football even (Ask about **Lesson 4D**)
- Film screening - of Jeremy's film The Day After Peace
- Concert / open-mic music event
- Comedy night
- Quiz night
- Create a peace garden
- Make banners and march to an important building
- Talk from an inspirational speaker
- Gaming tournament (computer games/board games)
- 24-hour Skype-athon (Ask about **Lesson 4F**)
- Club night / Silent disco
- Horse-riding
- Go-Karting
- Clothes / DVD / book swap
- Marathon / mini-marathon (Ask about **Lesson 5B**)
- Volunteer in the community
- Debate / forum on ending bullying (Ask about **Lessons 3A**)
- T-shirt making / tie-dying
- Do all your parents' washing
- Cake baking
- Photo booth
- Pizza making
- Picnic / BBQ
- Tennis tournament (Ask about **Lesson 5B**)
- Chess tournament
- Auction
- Movie-marathon

# GLOBAL TRUCE 2012 SCORING SHEET

WRITE THE NAME OF EACH IDEA IN THE BOX PROVIDED (IDEA 1, IDEA 2 ETC.) AND GIVE SCORES 1-10 FOR EACH QUESTION DOWN THE LEFT HAND SIDE.

	IDEA 1	IDEA 2	IDEA 3	IDEA 4	IDEA 5
<b>HOW PRACTICAL IS THE IDEA?</b> (A SKYDIVING COMPETITION MIGHT SCORE LOW HERE)					
<b>HOW FAR WILL THE IDEA SPREAD THE MESSAGE OF PEACE DAY AND GLOBAL TRUCE 2012?</b> (WORKING WITH A LOCAL RADIO STATION OR REACHING OUT TO SCHOOLS IN OTHER COUNTRIES WOULD SCORE HIGH)					
<b>HOW COMMERCIALY VIABLE IS THE IDEA?</b> (LESS EXPENSIVE SCORES HIGH)					
<b>HOW IN TUNE IS THE IDEA WITH THE SPIRIT OF PEACE DAY AND GLOBAL TRUCE 2012?</b> (SOMETHING FOCUSED ON ENDING BULLYING MIGHT SCORE HIGH)					
<b>HOW INCLUSIVE IS THE IDEA?</b> (ACTIVITIES THAT EXCLUDE CERTAIN GROUPS WILL SCORE LOW)					
<b>HOW MUCH FUN IS THE IDEA?</b> (REMEMBER TRYING NEW THINGS CAN ALSO BE FUN)					
<b>TOTAL:</b>					

SCORE OUT OF 10

# THE OLYMPIC GAMES

THERE ARE 35 DIFFERENT OLYMPIC SPORTS, MANY OF WHICH CONTAIN A NUMBER OF DISCIPLINES.

HOW MANY OF THESE SPORTS CAN YOU ORGANISE FOR PEACE DAY AT YOUR SCHOOL?

## LIST OF OLYMPIC SPORTS

### Aquatics

- Diving
- Swimming
- Synchronised Swimming
- Water Polo

- Archery
- Athletics
- Badminton
- Basketball
- Boxing

### Canoe

- Slalom
- Sprint

### Cycling

- BMX
- Mountain Bike
- Road
- Track

### Equestrian

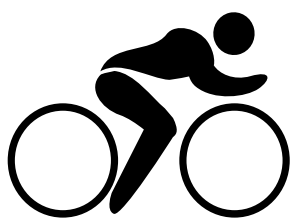
- Dressage
- Eventing
- Jumping

- Fencing
- Football

### Gymnastics

- Artistic
- Rhythmic
- Trampoline
- Handball
- Hockey
- Judo
- Modern Pentathlon
- Rowing
- Sailing
- Shooting
- Table Tennis
- Taekwondo
- Tennis
- Triathlon
- Volleyball
- Volleyball - Beach
- Weightlifting
- Wrestling

Source: Official Website [www.london2012.com](http://www.london2012.com)



# SPORT FOR TRUCE BRIEF

USE THIS WORKSHEET TO THINK ABOUT ORGANISING A SPORT FOR TRUCE EVENT ON PEACE DAY. READ THE 'GETTING STARTED' SECTION FIRST TO THINK ABOUT WHAT NEEDS TO BE DONE AND WHAT YOU WANT TO ACHIEVE! YOU MIGHT LIKE TO ESTABLISH AN ACTION COMMITTEE USING RESOURCE K.

## GETTING STARTED

You'll need to think about all the elements of your Sport for truce event. What needs to be done?

- Is it a team sport? How many teams will be involved?
- Is it one game or a mini-tournament?
- Are the teams made up of players from your class or are you looking for volunteers from the whole school?
- If your school has a "house" system, perhaps each house puts a team forward.
- Do you want to organise a game or mini-Olympics with another school?
- Who will be captain of each team?
- Each team needs a name. Ideas could be voted on by the class, house, or team. Perhaps each team could take on the name of a national team.
- Are there local sports grounds that may wish to host a game or tournament? Who will contact them?

## TRAINING

- Teams could train in PE classes or at a sports club. Do you need to organise a separate training programme? Who will organise it?
- Invite local Olympians or professional athletes to help with training. Who will contact them?
- Would the science department like to run a sports science/nutrition class?

## LETTING PEOPLE KNOW

- Who will put together promotional materials, posters, press releases, school magazine articles, etc.? Promotional materials need to explain the reason behind Sports for Truce, i.e., Peace Day, 21 September Peace Day and Global Truce 2012.
- Can you make an announcement in assembly to help build interest?
- Who will contact local press? What about using a blog or social media?
- Talk to your teacher about inviting parents and people from the local community to the event.

## THE EVENT DAY

- Who will referee/umpire/judge?
- Who will write the speech for the opening ceremony? Who will read it out? Head Teacher?
- Will the teams wear special tops to raise awareness of Peace Day and the Global Truce? They could be designed in school.
- Do you want to make medals for everyone involved? Who will make them?
- Is the winning team/individual awarded a trophy? A local sports shop may like to donate one in return for some publicity.
- Will there be a medal/trophy ceremony? Can you build a podium?
- Who will organise refreshments for the participants and how will they be paid for?
- Do you want to find cheerleaders?
- Find a match photographer.
- Find someone to film the match. Where can you find the camera?
- Will there be refreshments on sale for the spectators? Perhaps these could help pay for any expenses.
- Use Resource L, Commitment Countdown Diary, to record your ideas and tasks.

# 1

## 'The Day After Peace' Film Lesson (applies to all versions of *The Day After Peace*)

### ➤ PREPARATION

DVD

**Resource A1** – One Person, One Powerful Idea

**Resource A2** – *The Day After Peace* Worksheet

**Resource A3** - *The Day After Peace* Feature-Length Film

**Resource R** – Film Characters

### ➤ HOMEWORK

- Go to [www.peaceday.org](http://www.peaceday.org) and find UN GA Resolution 55/282.
- Highlight the lines on the resolution that ask for action.
- What is being asked? Write down the key words.
- Who is doing the asking?
- Who is being asked?
- Write definitions for 'Ceasefire' and 'Non-violence.'

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 1

# 2A

## Great Peacemakers Like You and Me

### ➤ PREPARATION

Resources B1, B2, B3, B4, & B5 – Great Peacemakers  
Resource C1 – “I Have a Dream”  
Resource C2 – Your Dream

### ➤ HOMEWORK

- Create a biographical display based on a peacemaker you have studied today, or a role model of your choice.
- This work could form part of the class commitment for 21 September.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 2A



# 2B

## The Consequences of War

### ➤ PREPARATION

**Resource F1-3** – What Do You See?

**Resource G** – Worksheet: The Consequences of War

### ➤ HOMEWORK

- Draft a paragraph describing why non-violence in our communities is important to achieving peace in the world at large.
- Ask students to visit the website [www.peaceday.org](http://www.peaceday.org) to gather ideas for a commitment they can make.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 2B

 PREPARATION

**Resource H1** – Uniting Nations

**Resource H2** – Worksheet: Making a UN Web Page

**Resource T** – UN Resolution

 HOMEWORK

- Review your webpage and identify the changes you would make to improve it.
- How could your webpage or display form part of your commitment for 21 September?

Please help students to consider the  
**Three Steps to Peace One Day**

 RETURN TO LESSON 2C

# 3A

## 'End-Bullying' Role-Play

### ➤ PREPARATION

**Resource E1** – Role-Play Brief

**Resource E2** – Making an 'End Bullying' Short Advertisement  
**Jeremy's End Bullying Advert**

### ➤ HOMEWORK

- Ask students to type up their role-plays from notes to add to their class work records.
- Write an imaginary journal entry of one day in the life of your character.
- Write three ways in which your personal conduct can reduce bullying in school.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 3A

# 3B

## Conflict Resolution Role-Play

The following games look easy, but to play them properly requires concentration and commitment. The first game is designed to encourage collaboration and communication; the second game encourages students to consider how simple changes in their behaviour can affect others, both positively or negatively.



### [Mirroring Game](#)

This game is about agreeing on a common goal and cooperating to achieve it. Two students sit across from each other. One student begins to move. The second student copies, as closely as possible, the first student's movements.

The aim is to synchronise movements so that it is difficult for an onlooker to determine which student is leading. This requires the leader to move at a reasonable pace. After a while, ask them to change leaders.



### [Attentive Listening and Body Language Game](#)

Ask for two volunteers to demonstrate the game. Ask them to sit across from each other. Choose a simple conversation topic, e.g., their perfect day. Face to face, they begin a conversation about the topic. After a while the teacher steps in and turns one partner around so that they now have their back to the other student. The conversation continues. After a suitable time, the teacher stops the conversation and asks the students to describe how they felt during the two halves of the process. What differences did the onlookers observe? Now let the class try this in pairs.

Please help students to consider the

Three Steps to Peace One Day



RETURN TO LESSON 3B

# 3B

## Conflict Resolution Role-Play

### ➤ PREPARATION

Resource J1 – Worksheet: Conflict Resolution

### ➤ HOMEWORK

- Watch for situations of conflict and disagreement in school, on TV, etc., during the coming week. Take notice of body language, tone of voice, and dialogue.
- Bring your notes to the next lesson.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 3B

# 3C

## Conflict Resolution Model

### ➤ PREPARATION

Resource J2 – Conflict Resolution Model Brief

### ➤ HOMEWORK

Evaluate your CR model using the mini-script you worked with in this lesson.

- Write up your CR model neatly so it can be displayed. Next to each step, write a short paragraph explaining how that step could help resolve the conflict in your mini-script.
- Organise a training session to teach other people conflict resolution on 21 September. Refer to and use **Resource K**.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 3C

# 4A

## Peace Day Exhibition

### ➤ PREPARATION

**Resource D** – Exhibition Brief

**Resource I** – Peace Quotes

**Resource K** – Action Committee Guidelines

**Resource L** – Commitment Countdown Diary

### ➤ HOMEWORK

Reflect on the meeting and write up what worked well and what might be improved next time.

- Write a plan of what you will do next.
- Implement the plan before the next Action Committee meeting.
- Check to make sure you are on track and meeting your timeline.

Please help students to consider the  
**Three Steps to Peace One Day**

# 4B

## Your Peace Day Challenge

### ➤ PREPARATION

Resource M – Worksheet: Your Peace Day Challenge

### ➤ HOMEWORK

- Ask students to make contact, by the next lesson, with at least one person or group in another country, asking those they contact to make a commitment for Peace Day.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 4B



**➤ PREPARATION**

Resource N – Exploring Environmental Issues  
Resource O – Do I Really Need That Light On?  
Scrap Paper

**➤ HOMEWORK**

- Students should record their Eco Resolutions in their diaries or notebooks. They should make a note of the resolution and place it in a conspicuous place at home so that they can be reminded of it each day.
- They should come to the next lesson prepared to report back on how successfully they have managed to carry out the resolution and what difference they think it is making.

Please help students to consider the  
**Three Steps to Peace One Day**

**➤ PREPARATION**

- Resource K** – Action Committee Guidelines
- Resource L** – Commitment Countdown Diary
- Resource P1** – Letter Home
- Resource P2** – One Day One Goal Brief

**➤ HOMEWORK**

- Reflect on the meeting and write up what went well and what could be improved next time.
- Write a plan of what you will do next, including a timeline for implementation.
- Implement the plan before the next Action Committee meeting.

Please help students to consider the  
**Three Steps to Peace One Day**

# 4E

## Stand Up for Peace One Day

### ➤ PREPARATION

DVD

Chalk (or similar) for marking out words on the ground

Camera/ Step Ladder (for teacher use only)

### ➤ HOMEWORK

- Students could be involved in incorporating the final photo and any other photographic record of the project into the school's wider Peace Day activities.

Please help students to consider the  
**Three Steps to Peace One Day**

➤ RETURN TO LESSON 4E

# 4F

## Intercultural Cooperation

Lesson supported by Skype

### ➤ PREPARATION

Resource Q1 – Guide Script and Questions

Resource Q2 – Example Email

Computer facilities

Webcam

Skype Registration

Parental Written Consent

### ➤ HOMEWORK

- Write up the answers and any other aspects of your Skype Video call.
- Consider how the notes from the call might be displayed as part of your school's Peace Day activities.

Please help students to consider the

Three Steps to Peace One Day

➤ RETURN TO LESSON 4F

# 5A

## Global Truce

### ➔ PREPARATION

**Resource W2** – Global Truce Suggestions

**Resource W3** – Global Truce 2012 Scoring Sheet

**Resource W1** – Example Poster

### ➔ HOMEWORK

- Continue with the Action Committee

# 5B

## Sport for Truce

### PREPARATION

**Resource X** – The Olympic Games

**Resource V** – Olympic Truce - The History

**Resource Y** – Sport For Truce Brief

### HOMEWORK

- Continue planning your Sport for Truce event

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