

The background features a light purple color with several overlapping, semi-transparent kite shapes in various colors including yellow, green, blue, teal, orange, and red. Thin, curved lines in matching colors are scattered across the page, some resembling kite strings.

Peace Kites

A Peace Education Manual
for Non-formal Education Activities
with Children and Youth

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Federal Foreign Office

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Forewords

→ In a world increasingly defined by interconnect- edness, yet often divided by differences, the need for thoughtful, inclusive educational tools is more urgent than ever. Peace Kites emerges as a beacon of hope and learning, designed to equip young people and educators alike with a rich tapestry of activities that encourage collaboration, reflection, and a deepened understanding of peace and equality.

Drawing from a wealth of pedagogical expertise, this book blends both formal and non-formal approaches to education, offering a toolkit that is both practical and deeply reflective. From energizing games to thought- ful discussions on human rights and intersectionality, Peace Kites provides meaningful learning experiences for children and young adults of all ages. Whether nav- igating themes like identity, equality, or global inter- connectedness, the activities presented here empower young minds to think critically and empathetically about the world around them.

As you explore the chapters ahead, you will discover a diverse range of activities—each one carefully crafted to foster dialogue, self-awareness, and social respon- sibility. This is more than just a book of exercises; it is a journey toward building a more peaceful and just world, one interaction at a time.

May this guide inspire educators and students alike to soar towards a future marked by understanding, com- passion, and enduring peace.

Hale Silifkeli and Kyriakos Pachoulides,
AHDR Co-Presidents

→ The commitment to developing and sharing educational material has been central to the mission of AHDR since its establishment. Building on the suc- cessful publication of more than 30 resources focused on historical thinking and dialogue, in 2020 we proudly started to expand our efforts into the fields of Peace and Anti-Racist Education with the development of our antiracist board games. With this publication, which draws inspiration from 10 years of work in these fields, we aim to foster a wider dialogue and exchange among educators and contribute to the empowerment of a growing community of peacebuilders.

This resource represents the culmination of many years of practice, reflection, and knowledge-sharing. It offers educators and youth workers a window into activities that have been implemented with both mono-com- munal and intercommunal groups of students and teachers. It is also the outcome of the collective efforts of educators from across the divide in Cyprus, and beyond, who believe that social change and sustaina- ble peace are interconnected with the cultivation of a culture of peace and non-violence through formal and non-formal education.

We hope this publication will become a trusted com- panion for all those committed to teaching peace. May these activities inspire new ways of thinking, commu- nicating, and connecting—in classrooms and commu- nities—sparking conversations that ripple far beyond.

Evie Grouta,
Project Coordinator and AHDR Project Officer
and Loizos Loukaidis,
Project Coordinator and AHDR Director

Preface

Over the past two decades, the Association for Historical Dialogue and Research (AHDR) has navigated challenging conditions with unwavering passion and a clear vision, successfully transforming a part of Cyprus's 'dead zone' into a multicultural hub of knowledge, ideas, and impactful actions. Once a barren strip of land, it is now celebrated as a space of inclusivity, turning what was previously deemed unrealistic ambitions into tangible realities.

One of the principal objectives of AHDR's work is to foster a culture of peace. Organising peace education workshops, designed for educators and students, is a key part of the association's mission. These efforts, however, have faced challenges. The prevailing narratives of past events have led to initial scepticism among participants towards the concept of peace, and by extension peace education. This is particularly pronounced in a context where 'peace' is commonly associated with its absence, and further reinforced by Cyprus's reputation as one of the longest intractable conflicts in the world.

Inspired by the dedication of countless teachers and students participating in its activities, AHDR is constantly reimagining ways to promote peace education in Cyprus, with the aim of cultivating and sustaining a culture of peace on the island. This publication aims to inspire reflection on the essence of peace culture and to provide tools for constructing it. To this end, Chapter 1 focuses on this very concept, and examines how universal principles, such as human rights, global citizenship and non-violence are integral to it. Chapter 2 introduces non-formal learning methodologies and their application in peace education. It also offers general guidance for educators on effectively integrating these methodologies into formal education curriculums. Chapter 3 presents a compilation of activities (Activity Toolbox) which were designed for or used in AHDR's workshops. The activities are categorised by type and age group, allowing educators to easily identify those that best suit their students' needs, educational level, and the specific objectives at hand. They can be implemented both in formal and non-formal education settings and aim to contribute to sustaining a culture of peace.

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Chapter

1

**Introduction
and
Theoretical Background**

1

Introduction and Theoretical Background

Peace Education? No, thank you!

In regions affected by enduring conflict, specific patterns often emerge which dominate the lives of their inhabitants. The tendency to resort to force or use power as a means to settle even minor disputes becomes a learned behaviour¹. Psychological and collective traumas² persist long after the cessation of physical violence, and the prolonged segregation of individuals or groups generates mistrust towards the perceived 'other'. In such conflict-ridden settings, the fear of losing one's identity traits³, coupled with the belief that the conflict is crucial to the survival of one's group⁴, can intensify existing prejudices⁵ and create conditions for animosity. Additionally, there is typically a noticeable disengagement from participation in decision-making and democratic processes, which goes unchallenged. Finally, there is often a distinct absence of collective vision⁶ for the future of the community, country, or nation as a whole.

The aforementioned characteristics impact the application of peace education in such contexts, rendering the process both challenging and disheartening.

How can we effectively engage educators who are resistant to embracing a comprehensive understanding of peace, or those whose families have experienced trauma? Which activities can successfully dismantle deep-seated ideologies that perpetuate the status quo and foster distrust and animosity towards the 'other'?

How can we envision an alternative future that includes individuals typically marginalised from reconciliation efforts? What strategies can be implemented to foster and sustain hope and momentum, encouraging both collective and individual commitment to changing the status quo? Finally, can we revisit and broaden the traditional understanding of peace education to fully encompass its comprehensive components and significant role in addressing conflict? Given that education is a political activity⁷, the fundamental challenge lies in creating an inclusive environment without imposing one's own perspective.

In considering how peace is taught, we must first address the widespread dismissal of peace education due to its representation as merely a form of conflict resolution. What is the purpose of teaching peace, if it only reaches those who are already acquainted with its principles?

Peace Education: A Pathway to a Culture of Peace

Peace education is a coherent framework, an academic field and an empirical approach which embraces various concepts and themes. Global citizenship, human rights, sustainable development, democratization, gender equality, social justice, freedom of expression, non-violence, demilitarisation, and inner peace are but some of the thematic fields of work within it.

1 Mayrand, K.A. (n.d.) Communities in Conflict. In *Healing Communities in Conflict: International assistance in complex emergencies*, 5.

2 Narayan, G. (2002). *Children affected by armed conflict: Programming framework*. Ottawa: CIDA.

3 Pehrson, S., Gheorghiu, A.M. & Ireland, T. (2012). Cultural threat and anti-immigrant prejudice: the case of protestants in Northern Ireland. *Journal of Community and Applied Social Psychology*, 22, 111-124.

4 Bar-Tal, D. (2007). Sociopsychological foundations of intractable conflicts. *American Behavioral Scientist*, 50, 1430-1453.

5 Stephan, W. G., & Stephan, C.W. (2000). An integrated threat theory of prejudice. *Reducing Prejudice and Discrimination*. (pp. 23-45).

6 Hameiri, B., Bar-Tal, D., & Halperin, E. (2014). Challenges for peacemakers: How to overcome socio-psychological barriers. *Policy Insights from the Behavioral and Brain Sciences*, 1(1), 164-171.

7 Kincheloe, J. L. (2008). *Critical Pedagogy*. New York: Peter Lang. (pp. 1-44).

Peace education is a dynamic process that aims to raise awareness about social phenomena which sustain a culture of violence within our societies. Most nations are overtly militaristic, the remembrance of their histories centred on wars, the foundations of their policies built on masculinity, the construction of their democratic systems based on the needs and interests of the dominant or elite group, suppressing or hierarchising groups of individuals based on specific characteristics. Galtung constructed a typology of violence, differentiating direct violence from structural and cultural⁸. **Direct violence** refers to the use of force and/or weapons, whereas **structural violence** relates to the restriction of human rights for specific groups of people, including phenomena such as racism, sexism, homophobia, and hate speech. **Cultural violence** refers to the legitimisation of the superiority of a group defined as the ethnic one, which is embedded through the arts and literature, religion, and science⁹.

For the peace education process to be effective, it must be embedded not only within political and social decisions and context¹⁰, but also within everyday practices that enable any setting or society to refrain from endorsing key elements of a culture of violence. It is a comprehensive approach that aims to provide knowledge, develop skills, and cultivate attitudes¹¹ that will eventually lead to actions that can challenge the status quo. Its main objective is to empower individuals to be critical towards the culture of violence. The methodologies of peace education can only be participatory, and the culture of peace envisioned can only be cultivated through peaceful means.

Recent years have seen a considerable rise in the aforementioned social phenomena, underscoring the need to construct a culture of peace¹², facilitated by peace education. Galtung's framework of violence (Diagram 1), which elaborates on the concepts of **direct and indirect violence**, as well as **negative and positive peace**, is considered an important milestone that contributes to the

field of peace studies and peace education, clarifying that peace goes beyond the absence of conflict. Based on Galtung's work¹³ violence can be defined as direct (causing physical harm) and indirect or structural (a culture that promotes discrimination based on race, gender, and sexual orientation, and leads to social injustice). In a similar manner, peace can be defined as negative (the absence of war) or positive (a culture that dismantles discrimination and promotes social justice, based on the view that everyone deserves equal rights and opportunities).

It is also important to make reference to Toh Swee-Hin's framework of peace education (Diagram 2) consisting of six diverse tenets or pathways for the cultivation of a culture of peace¹⁴: (1) dismantling the culture of war: both at the macro level (use of weapons and force by states) and the micro level (domestic violence, violence in sports, violence in media, etc.); (2) living with justice and compassion: promoting sustainable development, combating social injustices and unequal distribution of resources¹⁵; (3) building cultural respect, reconciliation and solidarity: addressing discriminatory behaviour, celebrating the wisdom of all civilizations and promoting cultural respect and pride in one's roots¹⁶ (Cawagas, 2009);

(4) living in harmony with the Earth: addressing the causes which result to fights over natural resources, promoting sustainable development, and evaluating the impact of violent conflict on the environment; (5) cultivating inner peace: reconsidering of the impact of affluenza¹⁷, acknowledging the phenomena of dehumanisation, the loss of relationships, alienation and the deterioration of mental health; and (6) promoting human rights: the application of human rights for all groups within a society, evaluating how marginalised and vulnerable groups may not have access to services, and altering attitudes which may result in an equal application of human rights for all individuals.

8 Galtung, J. (1969). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3), 167-191.

9 Galtung, J. (1990). Cultural violence. *Journal of Peace Research*. 27(3), 291-30

10 Salomon, G., & Cairns, E. (2011). *Handbook on peace education*. Psychology Press. (pp. 1-5).

11 UNESCO (2005). *Peace education: framework for teacher education*. (pp. 1-15)

12 Symonides, J., & Singh, K. (1996). Constructing a culture of peace: challenges and perspectives. An introductory note. In UNESCO (Eds.). *From a Culture of Violence to a Culture of Peace*.

13 See footnote 8.

14 Toh, S. H. (2007). Pathways the building of a culture of peace. Presented at the Peace Education Workshop in Uganda, 10-13 July 2007, organized by the Ugandan National Commission for UNESCO and the Korean National Commission for UNESCO. (pp. 1-14).

15 Revki, A. C. (2005). A new measure of well-being. From a happy little kingdom. *New York Times*, October 4, 2005.

16 Cawagas, V. F. (2009). *Building Positive Peace*. *Peace Education*. Peace Education Studies. DCosta Rica: University for Peace

17 Affluenza is described as an extreme materialism and consumerism driven by the need to have more and more.

Diagram 1. Negative and Positive Peace Framework

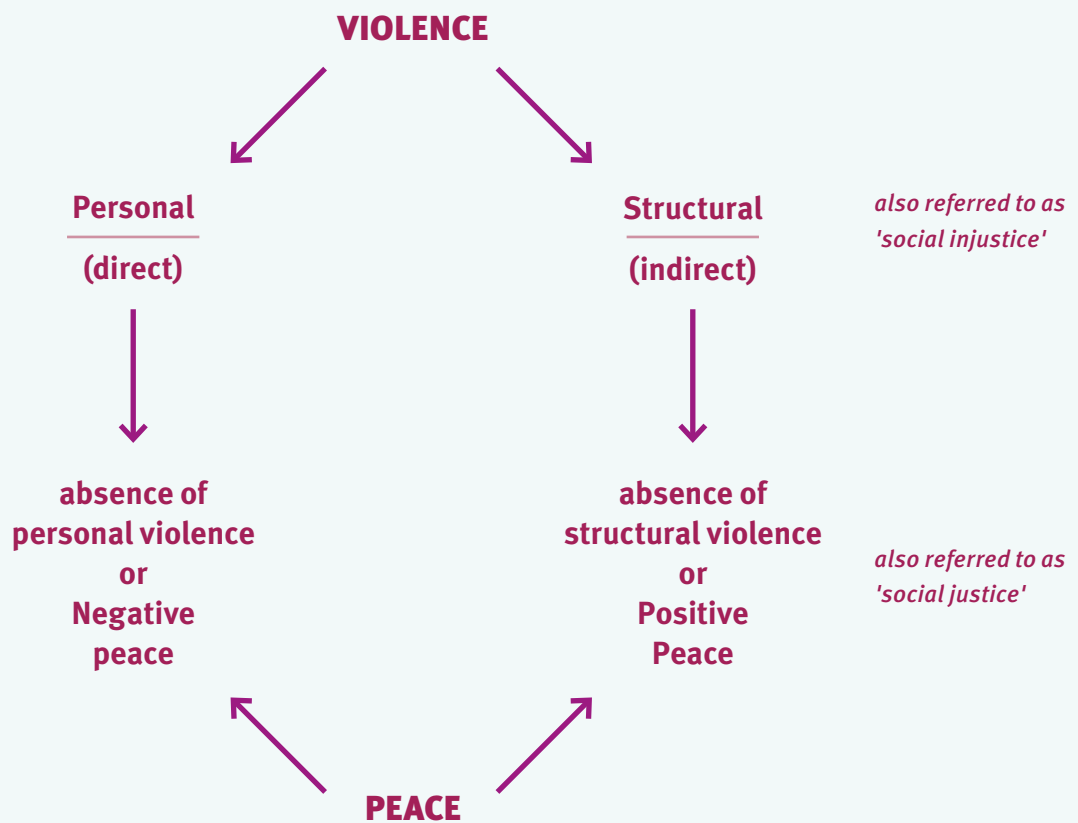


Diagram 2. A Holistic Framework of Peace Education



Peace Education Timeline

‘Peace education is the transmission of knowledge [attitudes and skills] with regard to the requirements, obstacles and possibilities involved in achieving and maintaining peace. It is about gaining the skills to interpret and apply this knowledge through reflective and participatory practices in order to overcome problems and achieve possibilities’¹

The evolution of peace education and the overlap of its concept across different periods span a considerable time frame.

According to Harris², the origins of peace education can be traced back to Comenius, an educator who lived in the 17th century. Grossi³, on the other hand, links it to peace education organisations and conferences that were established in the early 19th century, such as the International Peace Bureau and the Hague Conferences. A total of 33 universal peace congresses took place between 1889-1939, with peace education included in their agendas⁴.

The world wars of the first half of the 20th century demonstrated the increasing need for an education that would provide alternatives to violence, colonisation, and social injustice. After the First World War, the League of Nations was established. Following the Second World War, the United Nations (UN) and UNESCO were founded. One of the key documents of the League of Nations from which the principles of peace education were derived was the Covenant of the League of Nations, which outlined the organisation’s goals and principles. Article 23 of the Covenant specifically addressed the issue of international cooperation in education, including educational and cultural matters⁵. While the League of Nations had a limited lifespan, the principles it championed continue to influence current efforts toward peace education and international cooperation in organisations like the UN.

The latter recognises the significance of peace education in fostering global peace, promoting human rights, and achieving sustainable development. In collaboration with its specialised agencies like UNESCO, the UN actively strives to advance peace education initiatives and promote its integration into educational systems worldwide. Moreover, the adoption of the Universal Declaration of Human Rights in 1948, along with the subsequent Covenants and Conventions that become legally binding for states upon ratification, represents a significant milestone in the history of human rights.

Some prominent figures who have made significant contributions to the field of peace education include Jane Addams, Maria Montessori, and Mahatma Gandhi, among others. In 1889, Jane Adams co-founded the Hull House, which served as a centre for social reform and community services. In 1915, she co-founded the Women’s International League for Peace and Freedom (WILPF), an organisation dedicated to advocating for disarmament and peaceful conflict resolution⁶. Maria Montessori’s educational philosophy and approach also has a strong connection to the principles of peace education. While she is best known for her work in early childhood education, her educational method incorporates several elements that contribute to the promotion of peace and the development of peaceful individuals⁷. Mahatma Gandhi’s writings and stance on non-violence also made a significant contribution in the field⁸. According to Khatun (2023), Gandhi’s views encompass fundamental elements of peace education such as eternal truth, equality, the law of love and avoiding conflict⁹. He viewed peace as being grounded in human nature, an awareness of social actuality, and an understanding of economic and political systems and situations. Therefore, he is considered a significant precursor of conflict resolution and peace education.

In 1978, the Peace School in Chicago initiated the concept of ‘peace day’ and in 1981, the UN established the International Day of Peace¹⁰. In the same year, UNESCO began to award the UNESCO Prize for Peace Education

1 Reardon, A. B. (1999). Peace Education: A Review and Projection. Peace Education Reports, No. 17 (p.6).

2 Harris, I. (2009). History of Peace Education. Handbook on Peace Education. (pp.11-20).

3 Grossi, V. (2000). Peace Education: An Historical Overview (1843-1939). Peace Education Miniprints, No. 101 (p.3).

4 See footnote 21.

5 Britannica, The Editors of Encyclopaedia (2023). League of Nations. Encyclopaedia Britannica. <https://www.britannica.com/topic/League-of-Nations>

6 Women’s International League for Peace and Freedom (WILPF) (2023). Our Herstory. <https://www.wilpf.org>

7 Montessori for Today (2023). What is Montessori Peace Education? <https://montessorifortoday.com/what-is-montessori-peace-education/>

8 Sheykhjan, T. M. (2014). Global Peace Education in 21st Century. Online Submission. 4-5

9 Khatun, M. (2023). Elements Of Peace Education In Gandhian Thought and its Relevance in Contemporary Society. With Special Reference To National Education Policy 2020. EPRA International Journal of Multidisciplinary Research (IJMR), 9(2), 135-139.

10 Weisberg, B. (2021). About Peace Education. Online Submission. (p.1)

with the aim of ‘constructing the defences of peace in the minds of humans’¹¹. The importance of peace education research increased between the 1980s and 2000s, with three of the most important books in the field getting published during that period¹².

In 1986, the Seville Statement was published, which deconstructed the myth that violence is a biological trait inherent to humans, and as such it delegitimised its use¹³.

In 2008, the UN General Assembly adopted a resolution for the International Decade for a Culture of Peace and Non-Violence for the Children of the World, covering the years 2001 to 2010. The resolution aimed to provide a framework for international cooperation and action to

promote peace and non-violence¹⁴. At the same time, it emphasised the importance of reaching out to children and youth, with a special emphasis on children as its beneficiaries. ‘Education for Peace’ was chosen as the theme of the UN International Day of Peace in 2013. In the context of the UN Sustainable Development Goals which were introduced in 2015, the importance of peace education was mentioned under Goal 4.7. The latter emphasises the importance of education that extends beyond traditional academic subjects to include concepts related to sustainable development, human rights, gender equality, peace, non-violence, global citizenship, and cultural diversity. It recognises that education plays a pivotal role in shaping individuals’ understanding of complex global challenges and their role in addressing them¹⁵.

11 UNESCO (2002). Mainstreaming the Culture of Peace. Message from the Director-General of UNESCO marking the beginning of the International Decade for a Culture of Peace and Non-Violence for the Children of the World.

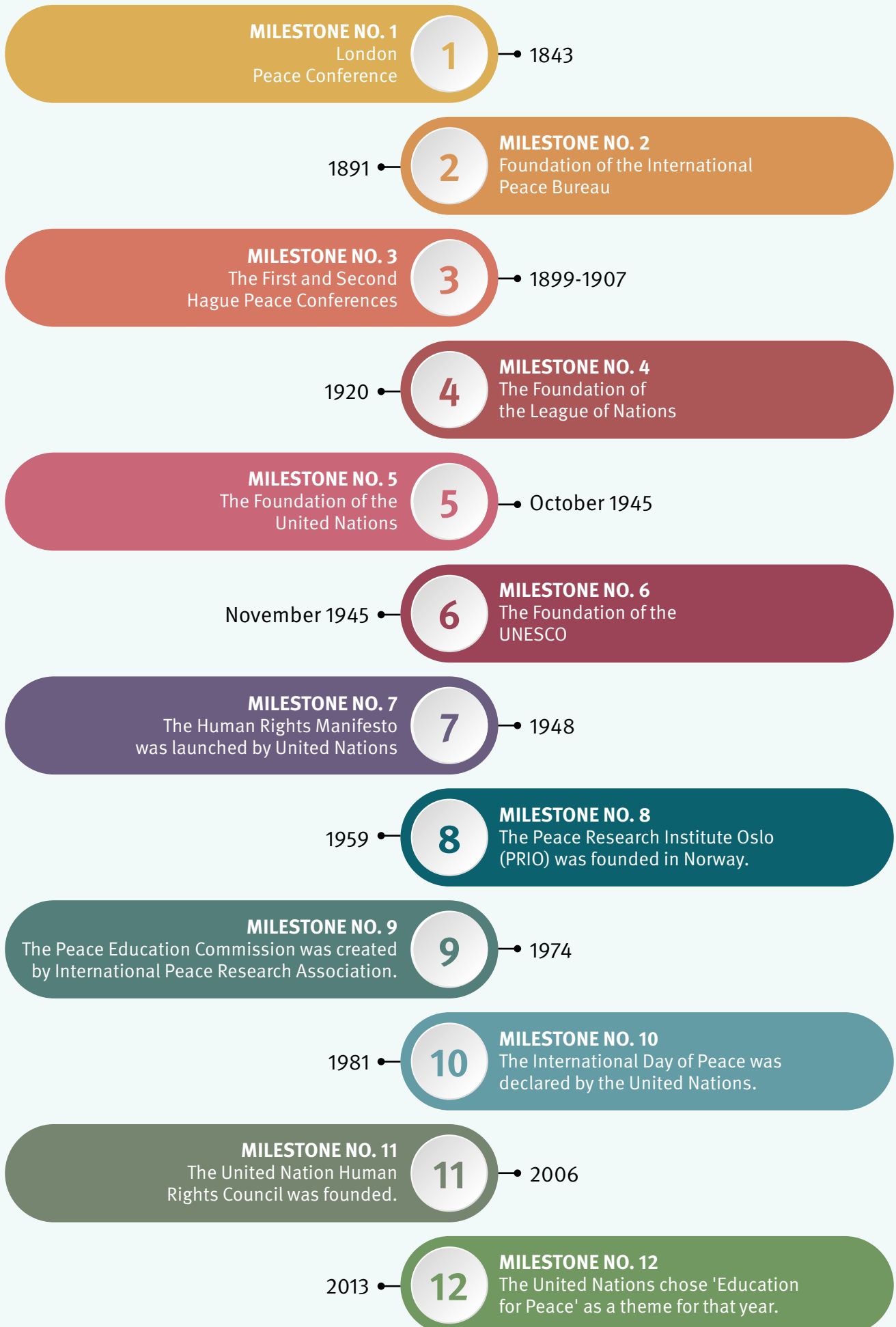
12 These three books are: Brocke-Utne, B. (1985). Education for Peace by a Norwegian, Reardon, B. (1988). Comprehensive Peace Education, Harris, I. (1988) Peace Education.

13 Symonides, J., & Singh, K. (1996). Constructing a culture of peace: challenges and perspectives. An introductory note. In UNESCO (Eds.). From a Culture of Violence to a Culture of Peace.

14 See footnote 29.

15 United Nations (2022). Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. <https://sdgs.un.org/goals/goal4>

PEACE EDUCATION TIMELINE



Thematic Areas of Peace Education

As mentioned above, peace education encompasses various concepts and thematic areas. Four of these areas are analysed below: global citizenship, human rights, non-violence and conflict resolution, and civic engagement and democratic participation.

Global Citizenship

Today's multicultural and technologically advanced societies necessitate the existence of educational systems that cultivate flexibility, adaptability, and openness to change and transformation. The content and methodologies of these educational systems cannot follow a dogmatic paradigm. On the contrary, since education is political, we are faced with the option to either resist change or challenge conventional norms and power structures.

Global citizenship education is a prerequisite for quality education that enables students to respond to local and global challenges and undertake informed decisions, whilst building a sense of belonging to a common humanity¹. It enables learners to understand the local challenges they face within a wider global context and provides them with the competencies to respond to them. It demands addressing today's challenges, such as the unequal distribution of wealth, extremism, the pushbacks of children on the move, and the climate crisis through a pedagogy aiming for social justice, sustainable development, and alternative futures. In other words, it urges for plausible solutions, which challenge the existing stereotypes and support the application of human rights for all individuals, without ignoring the complexity of global issues.

An essential pedagogical tool to address global challenges and promote a shared sense and vision of humanity is embedding². Embedding is a strategy used within the content and pedagogy which allows for thematic areas to be built as multi-disciplinary subjects, rather than individual disciplines or 'add-on' subjects³. For example, instead of teaching environmental education as a subject on its own, you embed climate change and justice in geography, maths, literature and explore it via different lenses. Embedding allows for a change in

the broader culture of the school, which may traditionally evoke feelings of injustice and the perception that the use of violence is a legitimate response.

Human Rights

Which parts of my identity are salient within my community, and which are suppressed? Do I lose my privileges by adding gender equality to the agenda? Do racism, sexism, and homophobia have an impact on the application of human rights? Can freedom of expression be a threat to human rights? Can children's participation be restricted based on the immaturity of the individual child? If elements of our identity are affected and altered through social interaction, does multiculturalism pose a threat to the national identity?

Some of the dimensions which shape the discourse related to the above questions are largely predisposed by personal feelings formed through prior experiences and/or constrained by identity considerations. The Universal Declaration of Human Rights set the foundation for a different trajectory in the dominant discourses within any given society. It is a non-binding document which paved the way for the development of the human rights discourse and their application. Due to its non-binding nature, the Declaration has been reinforced by other legally binding Covenants and Conventions, one of them being the Convention on the Rights of the Child, adopted by the UN General Assembly in 1989. The Convention has determined the course of action related to the provision, protection, and active participation of children in all aspects of life, including in decision making processes.

Human rights education contributes, inter alia, to the prevention of human rights violation and abuse. Anti-discrimination laws, albeit imperative, do not eliminate societal conditions which allow them to discriminate individuals. On the contrary, human rights education has the potential to empower individuals to confront the structures which support racist actions and to alter personal racial biases. Furthermore, education for, through and about human rights aims to develop the skills, attitudes and knowledge that will eventually lead to a universal culture of human rights and the realisation of all rights for all individuals⁴. As stated in the Council of Europe Charter⁵, 'human rights education means education, training, awareness raising, information, practices and activities which aim, by equipping

1 UNESCO. (2016). Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

2 UNESCO & MGIEP. (2017). Textbooks for Sustainable Development. A Guide to Embedding. New Delhi: UNESCO.

3 See footnote 34.

4 United Nations General Assembly. (2011). United Nations Declaration on Human Rights Education and Training. A/C.3/66/L.65.

5 Council of Europe. (2012). Charter on Education for Democratic Citizenship and Human Rights Education.

learners with knowledge, skills and understanding, and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms’.

Human rights are universal, inherent to every individual without discrimination; inalienable, meaning that no one can take them away; they are indivisible and inter-related, with all rights having equal status and being necessary for the protection of human dignity. However, despite the rights’ universality, the application of human rights, especially for children or specific groups of children, can be affected by different cultural and ideological beliefs and political aims. In many cases, the application of human rights is based on the philanthropy model: society ‘provides’ rights based on an altruistic desire. In other words, some individuals are not considered as having inherent dignity and rights, but that those can be provided by the society, based on the criteria it sets. Unfortunately, children’s rights have historically been restricted or misapplied due to the complexities posed by the various stages of children’s development. Legal responses to childhood are dominated by the perception that due to their age, children lack wisdom and maturity and are therefore incapable of dealing with the freedoms provided by rights. They are also often deprived of their freedoms based on the belief that they are citizens of tomorrow, rather than citizens of today who have rights as members of a community.

What is more, intersectionality, a framework used to describe an individual’s interrelated system of identities, has surpassed the traditional conceptualisation of the oppression systems and their effect as discrete entities to a complex one, where a set of power systems interact to marginalise certain groups of individuals within a society. As such, discrimination or human rights violations against children cannot be solely attributed to age factors, but also to a combination of other identities children have, such as their gender and racial background.

In intractable conflict settings, human rights violations persist, in many cases even after the cessation of the conflict, and often have their roots in the period prior to the conflict initiation. Discrimination, inequality, violations of integrity rights, political rights, economic,

social, or cultural rights are some of the factors that can trigger conflict⁶. During conflict, human rights violations are prevalent, while in its aftermath human rights cannot be detached from peace agreements.

Non-Violence and Conflict Resolution

Is it possible to think of societies being free from conflict? Is it possible to find peace primarily in ourselves, our relations, and the world? Is conflict an inevitable ingredient of everyday life? Does conflict always lead to violence and war? Can conflict lead to a creative outcome? What kind of solutions bring us to non-violence? Can conflict resolution and conflict transformation processes change the perspective on conflict? What is the relation between peace education, non-violence, conflict resolution and conflict transformation?

According to Eric Veil, ‘the opposite of truth is not error, but violence’⁷. Based on this view, non-violence is one of the significant ways to discover the truth in conflict. The UN defines **non-violence** as the abandonment of physical force to achieve social or political transformation⁸. Non-violence and the use of peaceful methods can lead to positive changes in politics and societies. Education stands as a vital and highly potent instrument in attaining the principle of non-violence. Peace education promotes the principle of non-violence by educating individuals about the effectiveness of peaceful approaches. It teaches communication, empathy, and active listening, which are essential for practising non-violence in personal and collective interactions.

The United Nations data shows that 600 million teenagers who are affected by various types of violence live in conflict-prone areas⁹. The first step to improving young people’s circumstances is to ensure their education cultivates essential behaviours and skills. During the process of improving attitudes and skills, it is essential to identify and understand the causes and structure of conflict and learn ways to resolve conflict-based problems. In pursuit of this aim, conflict resolution becomes imperative.

Conflict resolution concentrates on finding solutions to existing conflicts, whether they are interpersonal, societal, or international in nature. It seeks to de-escalate tensions, restore relationships, and prevent situation from becoming violent. The fundamental methods of conflict identification and resolution have been recog-

6 Rabbit, F. E., & Lutz, L. E. (Eds.). (2009). *Human Rights and Conflict Resolution in Context*. Colombia, Sierra Leone and Northern Ireland. Syracuse University Press.

7 Muller, J. M. (2002). *Non-violence in education*. Paris: Unesco.

8 United Nations. (2022). Say No to Violence. <https://www.un.org/en/observances/non-violence-day#:~:text=Definition%20of%20Non%2DViolence,achieve%20social%20or%20political%20change>.

9 United Nations. (2022). Peace and Conflict Resolution. <https://www.un.org/en/academic-impact/peace-and-conflict-resolution>

nised as encompassing dialogue, negotiation, mediation, and critical thinking, and reaching a consensus in decision-making¹⁰. By solving problems non-violently, rebuilding relations becomes more tangible. While peace education lays the groundwork for individuals to approach conflicts with a constructive and non-violent attitude, conflict resolution provides the practical means to address conflicts in a manner that leads to positive outcomes. The synergy between these two concepts contributes to building more peaceful and harmonious societies.

If conflict resolution education is the first step to peacebuilding and conflict education, then what is conflict transformation? According to the Paffenholz¹¹, conflict resolution is about focusing on the causes of conflict; however, for sustainable peace, transformation is needed. Conflict transformation involves actively interacting with and reshaping the connections, motivations, discussions, and, if required, the fundamental structure of the society that upholds the persistence of aggressive conflict¹². According to Lederach¹³, ‘conflict transformation is to envision and respond to the ebb and flow of social conflict as life-giving opportunities for creating constructive change processes that reduce violence, increase justice in direct interaction and social structures, and respond to real-life problems in human relationships’. Unlike conflict resolution, which often focuses on ending or containing the conflict, conflict transformation goes beyond that by seeking to fundamentally change the underlying conditions that give rise to the conflict in the first place. This can involve changing attitudes, perceptions, power imbalances, social structures, and even the broader societal context to create conditions for sustainable peace and positive change.

Peace education activities help individuals understand the root causes of conflicts, the dynamics that sustain them, and the impact of violence on individuals and societies. This understanding is essential for addressing conflicts at their core and transforming them. Both peace education and non-violence emphasise the importance of empathy and understanding. Peace education activities encourage individuals to step into the shoes of others and see conflicts from different perspectives. This understanding is a cornerstone of non-violent action,

as it seeks to break down barriers, create connections between conflicting parties, resolve the conflicts and transform them.

Civic Engagement and Democratic Participation

In addressing questions such as why societies need individuals to be engaged and participate within their processes, it is important to define what civic engagement and democratic participation is. **Civic engagement** is defined as individuals participating actively in their communities and striving to enhance the standard of living, so that substantial improvements can take place. Civic engagement covers both individual and collective endeavours aimed at recognising and resolving matters of public significance. According to Thomas Ehrlich¹⁴, civic engagement could be explained as the efforts aimed at positively influencing the civic life of our communities by cultivating a blend of knowledge, skills, values, and determination for effecting change. The sustainability of democracy and human rights relies on the civic engagement of individuals¹⁵. It is through these definitions that the role of education and peace education in advancing knowledge, skills and attitudes for civic engagement must be discussed.

According to Putman¹⁶, ‘education is an extremely powerful predictor of civic engagement’. In most countries, civic engagement is part of citizenship education, encompassing designed instructional methods to foster greater student involvement in their communities. The engagement of individuals in civil society and collective endeavours contributes to peace and national development, by empowering community members to reconstruct their communities, vision alternative futures, and facilitate peacebuilding efforts¹⁷.

Peace education equips individuals with the required skills, attitudes, and methodologies to form and sustain a culture of peace and manage conflicts in a peaceful and constructive manner. Civic engagement provides the platform for those competencies to be applied in practical settings, whilst encountering intra-community or broader societal challenges. The participation of children and young people fortifies democratic societies by

¹⁰ Salomon, G., & Cairns, E. (2011). Handbook on peace education. Psychology Press.

¹¹ Paffenholz, T. (2009). Understanding peacebuilding theory: Management, resolution and transformation. *New Routes*, 14(2), 3-6.

¹² Miall, H. (2004). Conflict transformation: A multi-dimensional task. In *Transforming ethno-political conflict: The Berghof handbook* (pp. 67-89). Wiesbaden: VS Verlag für Sozialwissenschaften.

¹³ Ideas for Peace, Defining conflict transformation. <https://ideasforpeace.org/content/defining-conflict-transformation/>

¹⁴ Ehrlich, T. (2009). Civic engagement in higher education: Concepts and practices. John Wiley & Sons.

¹⁵ Sherrod, L. R., Torney-Purta, J., & Flanagan, C. A. (2010). Handbook of research on civic engagement in youth. John Wiley & Sons.

¹⁶ Putnam, R.D. (2000), *Bowling Alone: The Collapse and Revival of American Community*. (p. 186). Simon and Schuster, New York.

¹⁷ Paffenholz, T., & Spurk, C. (2006). Civil society, civic engagement, and peacebuilding. *Social Development Papers: Conflict Prevention and Reconstruction*, 36(2006), 10-55.

enabling individuals to actively contribute to shaping their communities with a focus on promoting peace and democracy.

Democratic participation is a component of civic engagement, which encompasses actions undertaken with the aim of influencing the conduct and decisions of individuals in positions of authority or power within a democratic framework¹⁸. An effective democracy necessitates active engagement from its citizenry, well-informed decision-making processes, and circumstances conducive to open discourse and exchange of ideas. To cultivate an effective democracy, it is imperative to instil the practice of democratic participation from a young age. Through this process, education serves as a significant factor, particularly in fostering motivation for democratic participation.

The concepts of peace and democracy are inherently interconnected, with each component reinforcing the other. In societies emerging from a history of conflict though the reality is nuanced. Those societies may encounter complex situations and difficult choices. The enduring effects of conflict can significantly complicate the process of establishing democracy¹⁹. In such contexts, acquiring democratic participation skills through peace education holds significant importance. According to the UNESCO report (2024), peace should be founded upon normative and ethical principles, contingent upon democratic participation and the existence of justice, dignity, human rights, empathy, understanding, and the fulfilment of basic human needs. Additionally, in the dimension of politics, the report proposes the promotion of civic engagement, empowerment in political actions, and the cultivation of advocacy capabilities. It encourages individuals to gain experience in and engage with collective and democratic decision-making processes, as well as develop the ability to communicate effectively across diverse perspectives through dialogue²⁰. The democratic decision-making processes, crucial for the youth, can be established with the assistance of skills related to democratic participation.

18 Verba, S. (1967). Democratic Participation. *The ANNALS of the American Academy of Political and Social Science*, 373(1), 53-78.

19 Burnell, P. (2009). The Coherence of Democratic Peacebuilding. In: Addison, T., Brück, T. (eds) *Making Peace Work. Studies in Development Economics and Policy*. Palgrave Macmillan, London.

20 UNESCO Report (2024). Peace education in the 21st century: an essential strategy for building lasting peace, <https://unesdoc.unesco.org/ark:/48223/pf0000388385/PDF/388385eng.pdf.multi>

Formal Education and Peace Education

Peace education does not follow the historical trajectories of worldwide educational systems; however it cannot be absent from the philosophy and policy structure of any educational system functioning within democratic societies. The application and respect of human rights, promoting understanding and collaboration among all, advancing critical thinking skills and democratic participation, increasing awareness of interdependence, and forming attitudes that will support and enhance just, peaceful, and democratic societies need to be at the core of global educational system agendas. Through its curriculum and methodology, peace education has the capacity to alter political agendas and social structures that enable conditions for injustice, discrimination, and a diverse applicability of human rights for several social groups. Peace education is not restricted to knowledge and skills acquisition, but aims to achieve an attitudinal change, which allows one to identify and challenge values and beliefs enforced by the ‘hidden curriculum’.

In the case of educational systems functioning in the context of an intractable conflict, national celebrations promote ethnocentric attitudes, while history classes promote supremacy of one’s own civilisation over those of others¹, leading to human rights violations for certain social groups. In such contexts, peace education can challenge perceived ethnic threats, contest legitimised narratives and/or in-group prototypes, and out-group stereotypical beliefs, enabling students to envision an alternative future and participate and act for conflict transformation. That said, there is an urgent need to mainstream peace education in formal education.

While formal education limits itself to knowledge acquisition, peace education acknowledges that skills and attitudes are also important components that can lead to behavioural and structural changes, and as such focuses on those elements. It is important to recognise that while our attitudes affect and determine the knowledge we acquire and the skills we develop, at the same time, our knowledge affects our attitudes and skills.

Competencies on the Four Thematic Areas

The table below presents a list of competencies that the activities featured in the Activity Toolbox aim to cultivate, grouped under the four thematic areas analysed above. The list of competencies is not exhaustive and not all of the competencies included in the Table are related to the Activity Toolbox. Educators are encouraged to design further activities on the four thematic areas, based on a number of competencies they consider important for their intended audience.

¹ Bar-Tal, D. (2014). Collective memory as social representations. *Papers on Social Representations*, 23, 5.1-5.26; See also Spyrou, S. (2011a). Children’s educational engagement with nationalism in divided Cyprus. *International Journal of Sociology and Social Policy*, 31(9/10), 531-542.

Competencies on the Four Thematic Areas

Knowledge	Skills	Attitudes
Global Citizenship		
Understand local, national, and global issues.	Stand up against racist phenomena.	Build a sense of belonging to a common humanity.
Understand interconnectedness and interdependency of the global population.	Create the conditions for dynamic, transformative, and interconnected communities to develop.	Raise awareness of homophobia, racism, and sexism.
Understand the importance of intercultural solidarity, sustainable development, and alternative futures.	Develop compassion, solidarity, and empathy.	Develop respect for diversity and differences.
Evaluate the causes of migration and refugeeism and distinguish between different terms used to describe people on the move.	Develop skills to participate in the community.	Acknowledge the importance of life-long learning for basing decision-making processes.
Analyse the unequal distribution of wealth and opportunities, along with its implications for global justice.	Develop a critical inquiry for structures and systems.	Experience shared values.
Learn about ethically responsible behaviours.	Develop motivation for action-taking.	Demonstrate personal and social responsibility.
Human Rights		
Understand human rights.	Develop mechanisms that safeguard children's best interests.	Promote respect for human rights.
Understand the universality, inalienability, and indivisibility of human rights.	Develop procedures and mechanisms that allow all individuals to reach their full potential.	Provide opportunities for meaningful participation for all.
Identify human rights violations applied at an individual, group, or collective level.		Improve awareness of children's rights.
Examine the application of human rights for various groups.	Tailor actions as a result of knowledge derived from research or other sources.	Support the prevention of violations applied at an individual, group, or collective level.
Determine situations/events which support same treatment rather than equal, leading to human rights violations.		Acknowledge discomfort, tension or vulnerability that derives from social situations.
Investigate racial inequity.		Involve people of colour or people from vulnerable groups in decision-making processes.
Learn from individuals who are not considered experts.	Remove barriers for participation for all.	Reflect on societal biases, beliefs, and practices.
Identify intersecting identities of individuals.	Identify power structures.	Build on alternative resources distribution.
Understand stereotypes, racism, and discrimination.	Recognise stereotypes, racism, and discrimination.	Increase the need to lessen the power of existing stereotypes within the society.

Knowledge	Skills	Attitudes
Non-Violence and Conflict Resolution¹		
Understand the nature of conflict.	Develop skills that assist in changing the perspective of the conflict.	Embrace conflicts as an opportunity to build positive change.
Become aware of the conditions which trigger conflict.	Strengthen self-reflection related to conflict responses.	Acknowledge the need to work cooperatively to solve the problem.
Recognise conditions which drive a group or an individual to use violence to resolve a conflict.	Regulate emotions.	Undertake responsibility and social responsibility towards problem-solving situations.
Gain knowledge on restoring relationships.	Develop skills for constructive dialogue.	Construct the need for living in a harmonious and democratic society.
Identify the root causes of conflict.		Recognise the feelings of the “other” side.
Determine the groups’ needs to promote peace.	Learn how to work cooperatively, cope with problematic and challenging situations and discover solutions in non-violent and constructive ways.	Strengthen resilience for non-violence defenders and/or activists.
Clarify alternative visions of the future.	Strategize for a solution plan.	Increase trust on peace-led initiatives.
Acknowledge stereotyping of the ‘other’ or marginalised groups.	Improve empathy skills.	Deconstruct the violence paradigm supported by the societal mechanisms.
Civic Engagement and Democratic Participation		
Understand the culture of democracy prevalent within a society.	Learn ways to express one’s own opinion.	Develop a sense of shared responsibility for active citizenship.
Learn the link between the macro and micro level of any given situation.	Learn ways to advocate for human rights.	Increase willingness to participate in a dialogue across gender, race, disability, cultures and so forth.
Recognise diverse cultural positioning.	Develop channels of communication with “others” and decision-makers.	Treat everyone as equal.
Gain knowledge about leadership styles, decision-making processes, and accountability.	Filter information provided by media sources.	Recognise the need for accountability.
General Competencies		
Gain knowledge and an understanding of politics.	Develop critical thinking	Enhance self-confidence and respect for life.
Gain knowledge and an understanding of history.	Develop communication and active listening	Value human dignity.
Gain knowledge and an understanding of religions.	Develop creativity	Value justice.
Gain knowledge and an understanding of identity.	Develop self-awareness	Value democracy.
Gain knowledge and an understanding of economies.	Develop flexibility and adaptability	Value openness to otherness.

¹ Fountain, S. (1999). Peace education in UNICEF. Unicef, Programme Division.

Reardon, B. & Cabezedo, A. (2004). *Sustaining the Global Campaign for Peace Education: Tools for Participation. Hague Appeal for Peace.*

Sharma, D. G. S. (2019). Peace Education: Why need of today’s Education. *Pramana Research Journal*, 9(7), 42-46.

Chapter

2

**Blending
Formal and Non-formal Learning
Using the Activity Toolbox**

2

Blending Formal and Non-formal Learning Using the Activity Toolbox

Introduction

The [Activity Toolbox](#) is a dynamic resource crafted for educators to design compelling lesson plans that support learning around the field of Peace Education, using non-formal learning methodologies. It can serve as your guide, offering a rich selection of activities that align with formal education goals, while catering to the specific needs of your students.

Within the Toolbox compartments, educators can discover a variety of activities aimed at fostering **knowledge, skills, attitudes, and values** related to essential **Peace Education themes**. These encompass global citizenship, sustainable development, social justice, human rights, anti-racism, civic engagement, democratic participation, intersectionality, multiperspectivity and non-violence.

The Activity Toolbox unfolds in **five sections**. The initial section sets the tone for lesson plans with icebreakers and focus activities. Sections two to four present age-tailored activities for groups aged 6 to 9, 10 to 13, and 14 to 18 years old. Rather than mirroring formal educational age divisions, these sections are crafted based on content depth, suggested approaches, and debriefing intricacy that help learners delve deeper into Peace Education themes. The final section functions as a repository of activities supporting lesson conclusions and debriefing, facilitating the assimilation of explored ideas and issues.

Flexibility is a core principle. Educators are encouraged to adapt content and methods to suit the unique needs, ages, and socio-cultural contexts of the learners. Moreover, when translating information from the Activity Toolbox – such as character descriptions or scenarios – educators are advised to ensure that even when using a gendered language, the references to people remain neutral.

This toolbox avoids a one-size-fits-all approach, provid-

ing the freedom to tailor methodologies. For additional support and as a supplement to the Activity Toolbox, the following pages offer tips, guidelines, insights into designing non-formal learning lesson plans in formal education settings, strategies for facilitating discussion on Peace Education themes with diverse groups, and a visual guide for integrating playful, non-formal learning activities into formal education lesson plans. Enjoy the creative process!

Understanding Non-Formal Learning

Non-formal learning is an **intentional, structured educational process** situated beyond the traditional classroom setting of formal education and the unstructured nature of everyday experiences in informal learning. It is a purposeful learning process that diverges from a fixed curriculum or the pursuit of formal qualifications. Non-formal education can serve as an **additional, alternative, or complementary avenue to formal education**, contributing to individuals' lifelong learning journey¹. Not bound by a continuous pathway structure, it offers flexibility and adaptability in meeting diverse learning needs.

Unlocking the Power of Non-formal Learning

Non-formal learning serves as a dynamic sidekick to formal education, injecting a practical dimension into the learning journey. Picture your students immersed in hands-on experiences and exploring real-world applications. This is the essence of non-formal learning—it animates concepts, fostering a profound understanding. Engaging in non-formal learning not only imparts practical knowledge but also embarks on **a journey of skill-building**. This approach is a powerhouse for honing skills that radiate both personally and collec-

¹ [ISCED, 2011](#)

tively. Envision your classroom evolving into a group of critical thinkers, adept problem-solvers, team players, and adaptable champions!

Non-formal learning caters to teaching that incorporates a variety of instructions, stimuli and tools, embracing **alternating modes of providing information and building competencies**. Individuals who thrive on hands-on experiences and movement, for instance, will find activities like interactive simulations, role-playing, or practical projects more stimulating. Learners can make the most of the introduction of graphic-rich materials, infographics, or visual aids, while others may appreciate participating in discussions, debates, or activities that incorporate audio elements. By accommodating various learning modes, non-formal learning ensures that every student can effectively grasp concepts. This **inclusive approach** recognises the variety of student strengths, preferred modes and paces in processing information, and embraces diversity in entry points to learning.

At the Crossroads: Blending Formal and Non-formal Learning Approaches

What makes non-formal learning click within the walls of a school and the structure of formal learning? It is a bit like infusing a burst of energy into the traditional classroom setup. Imagine a science class turning into a hands-on exploration, where students voluntarily sign up for an after-school astronomy club. Here, the **voluntary participation** aspect of non-formal learning comes alive, creating a dynamic space where students willingly dive into the wonders of the cosmos beyond regular class hours.

Now, think about **flexibility in action** within the school realm. Picture a group of young environmentalists taking charge of a sustainability project during their break. Non-formal learning seamlessly adapts to the school timetable and planning, finding slots between or within classes and lesson plans. It moulds itself to when students are most engaged and ready to learn.

Practical skills take centre stage, transforming theoretical concepts into **tangible experiences** within the familiar school environment. Envision a history lesson extending beyond textbooks to include a hands-on historical reenactment. Students are not just reading about the past; they are stepping into the shoes of historical figures, making history an immersive, practical affair.

Consider **personal development** thriving within the school setting. Think about a debating segment in a lesson plan designed around democracy or civil rights,

where students not only learn the art of argumentation but also develop communication and critical thinking skills. Non-formal learning within the school is not just about academic knowledge; it is about fostering holistic growth and turning students into confident, well-rounded individuals.

Imagine the **inclusivity** that non-formal learning brings to the school environment. Visualise a language class where students move beyond textbook exercises to engage in language exchange sessions with native speakers from diverse backgrounds. Non-formal learning promotes an inclusive environment, breaking down cultural barriers and creating opportunities for students to broaden their perspectives.

Consider the **collaboration** aspect flourishing within the school context. Picture a group project where students from various fields of study come together to address a real-world issue, such as sustainability or community service. Non-formal learning fosters collaborative endeavours, encouraging students to pool their skills and knowledge across disciplines, preparing them for the collaborative nature of the professional world.

Think about the **adaptability** of non-formal learning, where student-led workshops enable students to explore areas of personal interest or passion outside the standard curriculum. Non-formal learning allows for flexible content that caters to students' evolving interests and keeps education relevant and engaging. Reflect on the **self-directed learning** potential within the school setting. Picture a scenario where students, guided by their interests and the lesson aims, embark on independent research projects that promote autonomy and a sense of responsibility for their learning.

In the realm of formal education, non-formal learning becomes a vibrant addition, infusing flexibility, practicality, personal development, inclusivity, collaboration, adaptability, and self-directed learning into the structured curriculum. It is about making every classroom a dynamic space where students actively choose to engage, learn by doing, and grow into individuals equipped for life beyond textbooks.

Holding Space for Non-Formal Learning

The concept of 'holding space' goes beyond the physical setting; it is about creating a **safe, supportive, and captivating environment** where students feel comfortable expressing themselves, sharing thoughts, and engaging in meaningful dialogue. This concept is

crucial for effective facilitation, and it involves considerations about both the physical realm of the lesson implementation and the atmosphere that fosters learning. Holding and adjusting spaces and environments is not a one-size-fits-all concept. It involves continuous observation, adaptability, and a keen sense of the group's dynamics. By honing the skills for holding space, educators can create an environment that not only accommodates diverse learning styles and abilities but also inspires curiosity and active participation.

Adjusting Space and Time Amidst the Unexpected

In the dynamic realm of teaching, the unexpected is often the only constant. When confronted with time constraints or unforeseen interruptions during a lesson, feel empowered to tweak or abbreviate activities while safeguarding the core learning objectives. Striking this balance is key; trimming too much risks diluting the richness of the learning experience. While debriefing may be streamlined, its importance cannot be overstated—it is a linchpin for reinforcing key learnings. The ability to adapt to challenges, preserving the lesson's essence, is a skill that blossoms with experience.

Non-formal learning methods occasionally demand a metamorphosis of the physical teaching space as well. Embrace creativity here and **think beyond the traditional classroom setup**. Do not hesitate to rearrange tables and chairs, creating space for collaborative floor work, or even venture outdoors. This flexibility can breathe new life into activities that benefit from a change in scenery or a deeper connection with the natural environment. For example, in an activity conducted by the AHDR with students from schools across the divide in Cyprus, the groups were invited to create statues with their bodies representing key concepts (Communication, Understanding, Connecting, Engaging, Learning, etc.) and then arrange themselves in any space in the classroom that best conveyed the essence of their statue. Whether on chairs or under tables, as long as everyone followed safety guidelines and inclusive rules of conduct, the possibilities were limitless!

Crafting a Learning Symphony: Picking, Mixing, and Rocking Activities

The Activity Toolbox is a curated collection of activities, often tailored with age considerations to ensure developmental appropriateness and engagement for learners of specific ages. Nevertheless, educators who are intimately acquainted with the unique needs and preferences of the students they work with, are encouraged to wield **flexibility in activity selection**.

This flexibility allows for adaptations that align with the distinct requirements of the group, fostering active participation and encouraging students to express their reflections fully. Remember, you are the expert on your students and your insights play a vital role in tailoring activities for maximum impact.

Formation Fiesta: Shaping Groups for Optimal Learning

In the realm of facilitation of non-formal learning activities, the art lies in dynamically shaping pairs, groups, or circles to align with learning goals and the rhythm and capacities of the group. Consider this: smaller groups can boost individual engagement, encouraging more reserved students to voice their thoughts. Conversely, larger groups may nurture diverse perspectives and teamwork dynamics. Circles, with their inherent communal setup are ideal for sparking open dialogue. The selection of formation should seamlessly align with the learning objectives and the group's unique dynamics and abilities. While the Activity Toolbox provides guidelines on optimal formations for any activity implementation, the real magic happens when you flexibly adapt to the specific needs and energy of any group you are working with.

Energise or Zen?

Understanding **when to energise and when to refocus** is an art in facilitation. Energising activities, such as quick physical exercises or interactive games, can be strategically placed to revive a lethargic atmosphere or break monotony. Conversely, calming activities, like brief mindfulness exercises, can help in regaining focus. The key is to gauge the energy levels of the group and adjust accordingly, ensuring an optimal balance between engagement and concentration.

The Magic of Play

Integrating play into the learning process is a strategy used to engage and motivate students. It transcends conventional approaches, introducing inventive techniques that foster creativity and critical thinking. **Play is crucial for our development** across the lifelong learning cycle. It not only captures our attention but also inspires active participation. It encourages self-expression and imagination, unlocking possibilities – think of it somewhat like our brains rehearsing real-life scenarios. Play often involves interaction with others, promoting the development of social skills such as communication, cooperation, negotiation, and conflict resolution; these are all important skills for problem-solving, whether it involves building structures with blocks, navigating a game, or resolving conflicts during group play. Through play, we learn to express and regulate emotions while

satisfying our innate human curiosity, thus naturally enhancing our understanding of the world. Especially for children, associating learning with enjoyment and positive experiences can set the foundation for a positive attitude toward education.

Activities like games, simulations, or role-playing exercises have the power to unravel intricate concepts, making them more approachable and memorable. The ultimate aim is to cultivate an environment where learning becomes an enjoyable experience, while nurturing a positive attitude towards education. By infusing an element of play, the classroom transforms into a dynamic space where curiosity thrives, and students eagerly embrace the joy of discovery.

Tackling Peace Education Themes with Diverse Groups

Facilitation, at its core, is about making things easier. When guiding a lesson plan infused with non-formal education methods, especially those delving into the nuanced themes of Peace Education, our role is to ensure that the activities involved provide enough backbone for students to feel sufficiently engaged, and to support this seamless flow between the activities and the discussion.

Peace Education, while essential and impactful, introduces inherent complexities, particularly when addressing intricate or controversial topics. This necessitates adept navigation through diverse perspectives and potentially sensitive subjects in a formal education setting. Within the Peace Education curriculum, topics like conflict resolution, human rights, and global justice can evoke strong emotions and differing opinions, requiring careful consideration. Peace Education involves engaging with diverse perspectives, opinions, cultural backgrounds, and individual student experiences, which can add layers of complexity to discussions. The Activity Toolbox is your compass, providing guidance on implementing dynamic learning activities. However, there will be instances when you will be called upon to lay the foundation for inclusive, supportive learning experiences while offering sufficient tools to navigate complexities. This section provides an insight into the intricacies of facilitating Peace Education lessons, ensuring they are not only informative but also impactful and transformative for your students.

Going Over Challenging Topics

Creating a supportive environment when addressing

Peace Education themes is essential for fostering a positive learning experience. To cultivate this atmosphere, it is crucial to encourage open dialogue while ensuring a sense of safety for all participants. Establishing ground rules that promote respect, active listening, and constructive engagement contributes to maintaining a positive learning environment. In navigating discussions on complex and potentially controversial topics, strategies to balance emotional reactions with objective analysis are instrumental. While it is advisable to encourage students to express their emotions, guidance toward critical thinking and analytical reflection is equally important. The richness of discussions in Peace Education is greatly enhanced by providing diverse resources and perspectives. Offering students access to a variety of materials, viewpoints, and voices promotes a well-rounded understanding of complex topics. Integrating case studies and real-world examples adds a tangible context to discussions, allowing students to analyse and comprehend the intricacies involved in peace-related issues. Active participation is key to an engaging learning environment. Ensuring that all voices are not only heard but also respected during deliberations fosters a sense of inclusivity and community among students. Lastly, encouraging students to question assumptions, evaluate evidence, and form well-reasoned perspectives on controversial topics fosters critical thinking and contributes to a more comprehensive understanding of the subject matter.

Rules with a Twist

In our pursuit of creating an impactful setting for Peace Education, it is essential to discuss ground rules—but not the usual, restrictive kind. Think of them more as the secret sauce that flavours our educational stew, creating a space where open dialogue, trust-building and respect thrive. One might contemplate the clash between non-formal flexibility and traditional rules. However, it is not so much a clash as it is an opportunity to be adaptable while preserving the essence of our educational framework.

Setting these ground rules is not about laying down the law; it is about encouraging a lively conversation within the boundaries of formal education. Imagine guidelines that put a spotlight on active participation, ensuring every voice is not just heard but celebrated during discussions. Craft rules that create a haven for respectful boundaries, making sure our conversations are not just constructive but inclusive. And let's not forget the essentials: guidelines that encourage active listening, constructive feedback, and embracing diverse perspectives. This is not restrictive rule-setting; it is the recipe for sustaining a harmonious learning vibe and infusing non-formal methodologies for that extra creative spark.

Now, let's add a dash of interactive decision-making. Students should have a say in how and why guidelines are developed, owning the learning journey. This collaborative spirit is the key to engagement, harmonising with the principles of both formal and non-formal education.

Because our learning environment is a living, breathing entity, let's talk reviews. Regular check-ins and adaptations are not about rule policing; they are about keeping things fresh and relevant. It is a bit like tending to a garden—pruning, planting, and making sure everything grows in sync with the evolving needs of the wider space (in our context, the classroom).

So, here's to guidelines that are more like friendly nudges, nudges that create a learning space where every voice matters, and every rule has a twist. After all, we are crafting an experience.

Crafting Individualised Learning Journeys

In the world of Peace Education, we often find ourselves guiding students with diverse levels of familiarity and capacities. Some might be seasoned travellers on the Peace Education journey, well-versed due to prior exposure or personal interest. Others may just be embarking on this adventure for the very first time. This diversity is an opportunity, a chance to mould an inclusive learning environment that caters to everyone's needs.

Let's weave together this tapestry of understanding. Encourage discussions that cherish contributions from students of varying capacities. Invite those with prior knowledge to share their insights and experiences, creating a collaborative learning vibe. At the same time, let's make room for questions and exploration for those who are less familiar with Peace Education, shaping an environment where every voice is not just heard but truly valued and respected.

Next, let's add some colour and vibrancy to our learning palette. Bring in multimedia and diverse learning resources—visual materials, documentaries, podcasts, and interactive platforms. These are not just tools; they are the secret sauce that enhances comprehension and keeps everyone engaged, no matter where they started on the familiarity scale.

Time for a personal touch in assessments and projects. Design options that cater to different learning styles, allowing students to showcase what they have learned in ways that resonate with their strengths. This is not just about meeting criteria; it is about fostering autonomy and that sweet taste of accomplishment.

Let's make it a group effort, shall we? Encourage peer learning by pairing up students with varying levels of familiarity. It is like having fellow travelers sharing stories from different parts of the journey. This collaborative approach is just as much about knowledge exchange as it is about building camaraderie and a strong support system within the learning community.

Lastly, keep your finger on the pulse. Regularly assess student understanding and engagement level. And when needed, tweak and modify the journey. We are not just teaching; we are guiding an ever-evolving expedition, ensuring the learning experience stays dynamic, effective, and tailored to each student's unique path.

Cultivating a Diverse Ecosystem

In the dynamic world of education, the classroom is more than a space for learning—it is an ecosystem where diversity flourishes, creating a rich tapestry of experiences and perspectives. Nurturing this diversity aligns seamlessly with the principles of Peace Education, where understanding, respect, and inclusivity form the foundation for a harmonious learning environment.

Begin by immersing yourself in the vibrant tapestry of your students' backgrounds and identities. See it not as a checklist of instructions but as an exploration, a journey into traditions, customs, and communication styles. This journey fosters a sense of community, where each student's identity becomes a valuable contribution to the collective peace narrative.

Within this mosaic, incorporate diverse perspectives and content into the fabric of your lessons. Choose materials, stories, and other stimuli that represent a kaleidoscope of cultures, histories, and life journeys. In this setting, each lesson becomes an opportunity for students to see themselves in the narrative, promoting a sense of unity.

View breaking down language barriers not merely as a directive but as an invitation. Imagine language as a bridge, not an obstacle, connecting students from different linguistic backgrounds. Provide tools and resources in multiple languages, turning your classroom into a tower of babel where linguistic diversity is celebrated. Consider implementing a language buddy system as a community-building endeavor for translations and delve into the Activity Toolbox and other resources for non-verbal activities that foster a sense of community and collaborative spirit without the use of many words.

A Journey Through Zones

In our educational journey we navigate diverse terrains—comfort zones, fear zones, learning zones, and growth zones—a nuanced expedition underpinned by the Yerkes-Dodson Law². Developed by psychologists Robert M. Yerkes and John Dillingham Dodson back in 1908, this law illuminates the delicate balance of stress for optimal performance. In the context of learning, it can be applicable as follows: Picture the comfort zone as a cozy cocoon where learners exist with ease and confidence, shielded by low-stress levels. But, here is the catch—the potential for learning and growth is somewhat limited. Step outside that comfort haven, and you enter the fear zone, where the stress levels kick up a notch, and anxiety might throw a curveball at absorbing new knowledge. The magic often happens in the learning zone, just a hop beyond the fear zone. Here, learners take on a bit of stress, pushing cognitive function to new heights. As they skillfully navigate this zone, they find themselves in the growth zone—a space for significant personal and intellectual transformation, all thanks to pushing boundaries and picking up shiny new skills.

Guiding your students through this journey, from comfort to fear and learning and, finally, to the growth zone, requires a bit of finesse. Consider the diverse backgrounds and emotional needs of your students, creating an environment where everyone feels secure and supported. As educators, we should act as compassionate guides, tuned in to each student's unique background and emotional state. Start by recognising and understanding individual experiences, setting the stage for a safe and supportive adventure through these zones. The goal should not be to expose or threaten but rather to gently stretch those comfort boundaries—an adventure where students freely express opinions and engage without feeling vulnerable.

Customise your teaching methods and materials to smoothly accommodate this stretch, all while keeping the dream alive of transitioning into the learning and growth zones. Strategies for this adventure include offering various outlets for self-expression based on student abilities and learning styles, making students aware of potential triggers, building a sense of community through fun group activities, and being the friendly face with an open-door policy for student concerns, checking in regularly.

In the crucible of the learning and growth zones, the focal point should not be coercing students into discomfort but rather gently steering them toward growth—an approach steeped in empathy and encouragement,

allowing each student to unfurl and expand boundaries at their own pace. The journey is not merely a trajectory; it is a profound transformation, a blooming of intellect and character that unfolds uniquely for each student.

Decoding and Reflecting: the Power of Debriefing

In the intricate dance of learning, debriefing takes center stage as a magical tool to make sense of experiences and connect students to theoretical concepts and new knowledge. It aligns seamlessly with the understanding that students are not uniform in their learning preferences or categorised in their experiences. Debriefing becomes a means to promote self-awareness among learners, helping them grasp strengths, identify areas for improvement, and recognise their preferred learning approaches.

Consider debriefing as an integral part of this educational adventure, much like the incorporation of active learning, group work, and inclusive teaching strategies. During reflective discussions in debriefing, instructors invite students to engage their full cognitive faculties, fostering a deeper understanding of the subject matter. It becomes a personalised compass, guiding students through the zones of comfort, fear, learning, and growth, ensuring that the journey is not just educational but also transformative and enchanting.

Crafting a Lesson Plan Sandwich

Imagine creating a lesson plan much like assembling the perfect sandwich where, layer by layer, you build a blend of formal and non-formal learning methods. In this metaphorical analogy, each layer plays a role in enhancing the overall richness of the learning experience. By seamlessly integrating activities from the Activity Toolbox with other relevant tools aligned with your lesson objectives and formal education framework, you can craft educational sandwiches that are both engaging and effective.

Much like a well-crafted sandwich, featuring the ideal combination of flavours and textures, a thoughtfully designed lesson plan accommodates diverse learning styles. As educators, we are not merely disseminating information; we are also directing the orchestration of activities that collectively shape a delightful learning experience. Here is an example of what your lesson plan structure could contain:

² <https://hbr.org/2016/04/are-you-too-stressed-to-be-productive-or-not-stressed-enough>

I. Introduction (Bread)

Activities from Section 1

Engage learners with a fun activity to create a positive and open atmosphere.

Introduce the lesson objectives and outline the learning goals.



II. Main Body

(Contents of the Sandwich)

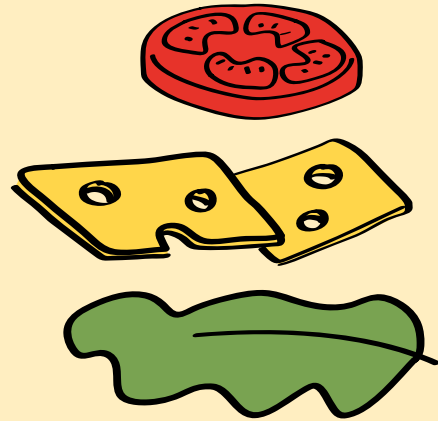
Activities from Sections 2-4

Present foundational concepts or skills through interactive methods.

Dive deeper into the core content with hands-on activities, discussions, or case studies.

Encourage diverse viewpoints through group discussions, role-playing, or guest speakers.

Combine these activities with some curriculum content for deeper learning.

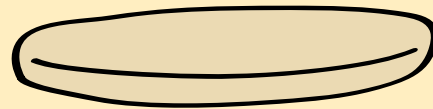


III. Conclusion (Bread)

Activities from Section 5

Facilitate a discussion where learners can share their insights and reflections on the topics tackled in the lesson.

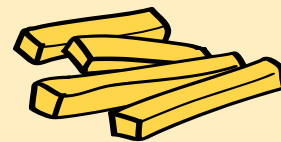
Summarise key takeaways and link them to the initial objectives. Connect learning to upcoming lessons with related content based on the curriculum.



IV. Assessment

(Optional Side Dish - Extra Flavour)

Include quizzes, presentations, or other formal assessments to gauge understanding.



V. Assignments for Further Exploration

(Dessert - Optional but Delightful!)

Provide optional activities or resources for those who want to delve deeper into the subject (e.g. assign additional readings or suggest online resources for further exploration).



Chapter

3

Activity Toolbox

Section 1

Activities for Energising,
Focusing and Introducing

Canoe, Canoe, Canoe*



10 minutes



Aims

- Enhance teamwork and cooperation
- Energise the group
- Provide a physical warmup



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Developing creativity and self-awareness (Skills)



Materials

- None required



Tips

To facilitate accessibility and understanding of the commands, consider writing them on the whiteboard and providing a translation where needed, as well as demonstrating each command formation with the help of some of the students at the beginning of the activity.

Description

The activity requires an open space without physical obstructions. Participants will listen to commands and quickly arrange themselves in different formations based on those commands. Before starting the activity, ensure everyone understands the formation for each command:

→ Tower

Form pairs and create a tower (two students standing, facing each other, and putting their hands up together)

→ Pyramid

Form groups of three and create a pyramid (two students on all fours, while the third student is standing behind them)

→ Canoe

Form groups of four and create a canoeing team (four students sit in a line pretending they are rowing and shout in unison 'canoe, canoe, canoe')

→ Let's do this!

Form groups of five and create a circle holding each other's hands, and shout in unison 'Let's do this!'

Variations

To make the activity more inclusive for groups with varied physical abilities, consider the following adaptations:

Modify formations: Adjust the formation for each command to accommodate participants with different physical abilities. For example, instead of forming a tower participants can create a pyramid by using different body positions or gestures.

Alternative commands: Introduce additional commands or variations that allow participants to contribute based on their abilities. This could involve incorporating different formations or movements that are accessible to all participants.

* Source Unknown

Chair Slide*



10 minutes



Aims

- Encourage cooperation and enhance teamwork
- Achieve a common goal collaboratively



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)



Materials

- Chairs (one for each student)

Description

Everyone sits down in a circle of closely positioned chairs. Select a volunteer to stand in the middle of the circle, leaving an extra chair. At the start signal, all students need to smoothly slide clockwise from one chair to the next, creating a seamless movement, while the volunteer is trying to occupy the empty chair. As the game progresses, you can introduce additional empty chairs and volunteers to increase the challenge and excitement.

Variations

Participants sit down on chairs in a circle. Select a volunteer to stand in the middle of the circle, leaving an extra chair. On your signal, the students will need to move to a different chair, except for the two adjacent chairs on each side of their original position, while the volunteer is trying to beat the circle in filling the empty/open chair.

Slow Motion Slide: Instead of sliding quickly from one chair to the next, participants perform the movement in slow motion. This variation allows individuals with limited mobility or balance challenges to participate comfortably and at their own pace.

Alternative Movement Options: Instead of sliding, participants can explore different movements to navigate between chairs. For example, they can hop, skip, crabwalk, or use a wheelchair to move to the next available place. This variation promotes inclusivity and accommodates individuals with diverse physical abilities.

Chair Rotation: Instead of having participants physically move to a different chair, each chair in the circle is rotated clockwise or counterclockwise by students positioned behind them, changing the direction of the empty chair. This variation eliminates the need for participants to physically move and allows for equal participation regardless of physical abilities.

Tips

To ensure the safety and smooth flow of the activity, establish some rules with the group. Consider rules such as a) chairs cannot be moved during the activity, with the exception of the Chair Rotation variation, b) students should not touch the volunteer or obstruct their path to sitting down, and c) once a student stands up, they cannot return to the same chair they just vacated.

* Source Unknown

Circle the Circle*



15 minutes



Aims

- Encourage cooperation and enhance teamwork
- Achieve a common goal collaboratively



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)



Materials

- Two hula-hoops
- Blindfolds (optional for variation)
- Timer (optional for variation)

Description

Students stand in a circle facing each other and holding hands. Break the circle between two people and pass their hands through two hula-hoops, then rejoin their hands. Explain that the goal is for the students to work together to pass the hoops quickly around the circle in opposite directions, without letting go of hands, until the hoops return to their original position.

Variations

Timed Challenge: Introduce a timer to add a sense of urgency. Start with a generous amount of time and gradually decrease it in subsequent rounds, challenging the students to pass the hoops within the allocated time. This variation promotes teamwork, coordination, and quick thinking.

Blindfold Challenge: Select some students to be blindfolded while attempting to pass the hoops. This variation enhances communication skills, trust-building, and reliance on verbal instructions. It also encourages empathy and an understanding of different perspectives.

Seated Variation: Instead of standing, have the students sit in chairs or on the floor in a circle. Adapt the activity by placing the hula-hoops on their laps or in front of them. The students can then use their hands or forearms to guide the hoops around the circle while remaining seated. This modification ensures inclusivity for individuals with mobility challenges or those who may find it difficult to stand for an extended period.

* Source Unknown

Get to Know You Bingo*



20 minutes



Aims

- Learn about each other
- Explore group diversity
- Highlight the positive effects of diversity in our communities



Competencies

- Communication and active listening (Skills)
- Enhance self-confidence and respect for life (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- A bingo card for each student (See Annex 3.1A)
- Pencils/Pens



Tips

Feel free to customise the bingo card according to student age and personal background to avoid the exposure of sensitive personal issues.

Encourage students to engage in meaningful conversation during the activity, fostering connections beyond surface-level information.

Description

Hand out a bingo card and a pencil/pen to each student.

Instruct the students to walk around the room and engage in conversation with their peers, aiming to match four different people with four of the criteria on the bingo card and write their names in the respective boxes.

The winner is the student who completes every box on at least one row or column of the bingo card with different names and shouts 'Bingo!' Verify the information provided by the winner by asking the people who have provided their names for validation.

Depending on the group size and available time, you may modify the winning instructions so that the winner needs to complete every box on at least one/two vertical or one/two horizontal lines.

Discussion

Facilitate a brief discussion with the students about their experience. Ensure they understand that the purpose of this activity is the recognition that diversity makes a group or community more interesting.

Indicative Questions

- How easy/difficult was it to find someone in our group who...?
- Would this activity be as fun if we all met the same criteria/we were all the same?

Note

Guide the discussion to emphasise the importance of diversity, exploring the unique perspectives, characteristics, and experiences that individuals bring to a community. Foster an inclusive and respectful environment where students appreciate the value of diversity and recognize commonalities and differences as strengths.

Variations

Change the instructions so that students need to find not one but three possible matches for each of the criteria on the bingo card. This makes the activity more challenging, while creating an opportunity to discuss diverse characteristics and experiences during the debriefing.

* Adapted from [“Anakalyptontas ton Elefanta”](#) (Discovering the Elephant), Cyprus Pedagogical Institute, Programmes Development Service, Ministry of Education and Culture. (p.49).

Line Ups*



20 minutes



Aims

- Energise the group
- Enhance non-verbal communication
- Promote teamwork and learning about each other



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- A blindfold for each student (optional for variation)
- A timer (optional for variation)



Tips

Allocate a few minutes between rounds for students to strategize on how to communicate and collaborate more efficiently for the next task. This provides an opportunity for teamwork and enhances problem-solving skills.

Description

Give students the task of arranging themselves single file without talking, based on different criteria each time. Start with a simple category such as height (tallest to shortest or vice versa) and repeat the activity with new criteria.

Categories can include the first letter of students' names (A to Z), shoe size (smallest to largest), hair or eye colour (lightest to darkest), date of birth (youngest to oldest), number of siblings, or number of owned pets. Adapt the categories to suit the group you are working with.

Discussion

Engage the students in a conversation about their experience during each round. Discuss the importance of different forms of communication and understanding within a group.

Indicative Questions

- How easy/difficult was it to accomplish each round?
- What was it like not using words to communicate in this activity?
- What strategies did you use? Did they work?
- Did you use any strategies to help make everyone feel safe/included?

Note

Explain to the students that effective communication is essential for co-existing and learning from and about each other. Effective communication can take various forms but needs to be founded on mutual respect. If people are intentionally avoiding communication, misinformation and misunderstanding could prevail. Make it a point to prioritise effective and open communication when working together.

Variations

To increase the challenge, introduce a timer and progressively decrease the available time for each round. Another variation is to have students line up while blindfolded, requiring physical touch and more time to complete the task.

Adaptation for students with visual impairments: Consider using tactile cues or assigning a partner to assist others to organise themselves in the line.

Adaptation for students with limited mobility: Allow them to participate in a modified way that suits their abilities, such as arranging themselves while seated or using assistive devices.

* Adapted from [Hyper Island Toolbox](#).

Name and Object Trade*



20 minutes



Aims

- Learn each other's names
- Practice concentration and active listening.
- Develop a sense of responsibility and caring for others' belongings



Competencies

- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Objects that students bring with them

Description

Ask the students to stand in a circle. The students take turns introducing themselves by stating their name and presenting an object they brought with them (e.g., "My name is Melis, and this is my watch"). Once all students have introduced themselves and their chosen object, explain the next step of the activity. Students will hold onto each other's objects and need to remember who each object belongs to throughout the activity. Emphasise the importance of respecting others' belongings and handling them with care throughout the activity.

Allow students a few minutes to mingle and interact with as many people as possible. Whenever two students meet, they should take turns:

- a) saying their names;
- b) identifying the owner of the object they are holding; and
- c) exchanging objects.

After 4-5 exchanges, ask the students to return to the circle holding the last object they received. In the circle, the students take turns in saying their name, mentioning the person who gave them the object they are holding, and returning the object to its rightful owner. For example: "*My name is Melis. Maria gave me this [watch/scarf/etc.]. This [watch/scarf/etc.] belongs to Eva*". Maria then proceeds to return the object to Eva if it indeed belongs to her. Continue the process until all objects are returned to their original owners.

Discussion

Conduct a debriefing discussion to reflect on the activity, helping students further develop their understanding of communication, empathy, and respect for others. Encourage open dialogue and active participation from all students

Indicative Questions

- How did you feel when you had to remember each other's names and belongings during the activity? Did you find it challenging or enjoyable?
- What strategies did you use to help you remember the names and objects of others?
- How did the activity encourage communication and active listening amongst you?
- How did this experience influence your understanding of respecting diversity and showing empathy?

* Adapted from "Activity In the Global Classroom 2", Pike, G. & Selby, D. 1999

Name
and Object
Trade

Note

Through the discussion, guide students to reflect on how the skills practised in the activity, such as remembering names and respecting belongings, relate to their daily interactions and relationships with others. Prompt students to think deeper about the impact of the activity. Ask follow-up questions that challenge them to consider the importance of communication, empathy, and respect for diversity in building positive relationships and inclusive communities. In this debriefing process, you can also acknowledge and praise students' efforts and achievements throughout the activity, highlighting instances where they demonstrated effective communication and responsible behaviour towards others' belongings



Tips

Before starting the activity, check in with all students to ensure they feel comfortable with others touching their selected object.

Open Handedness*



20 minutes



Aims

- Explore concepts of trust and cooperation versus competition
- Create awareness of personal values



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Developing creativity and self-awareness (Skills)



Materials

- Pencils/pens
- Paper for the referees' notes

Description

Students form groups of three and place two chairs facing each other in the classroom space. Two of the students act as players, and one acts as the referee. The players sit on the chairs facing each other with their hands on their laps.

Inform the students that there should be no verbal communication during the activity. The referee says, "One, two, three... now." On "now" the players bring their right hands up, either forming a fist or an open hand palm.

Scoring:

If both players show a fist, they each receive one point.

If both players have open palms, they each get two points.

If one player has a fist and the other an open hand, the former gets four points, and the latter gets none.

The game continues for a few rounds. Referees ensure that the players adhere to the rules and do not change their hand shapes once shown. Half a minute of reflection is provided to the pair between each round in case they need to agree on a strategy. Referees keep track of the points scored in each round and record them on the class score chart. Once the rounds are completed, the referees announce the scores, followed by a plenary discussion

Discussion

Engage the students in a conversation about their experience during the activity, focusing on how they strategised with their partners. Guide the discussion towards understanding the role of trust and cooperation in the game. If the players decide that their goal is to ensure both of them receive a high but equal score, then one tactic they can follow is for each player to always raise an open hand. However, this outcome depends on the level of trust and cooperation the players are willing to develop between them

Indicative Questions

- How was your experience of the game? What were the perspectives of the players and the referees?
- Did you perceive the activity as a contest to be won or as a problem requiring cooperation for a mutually satisfying result? How did you arrive at this understanding?
- Do you think people find it easier to compete or cooperate? What factors determine whom we choose to cooperate with or compete against?

Open Handedness

Note

Facilitate a supportive and respectful environment during the discussion, encouraging all students to share their thoughts and perspectives. The goal is to help students recognise the significance of trust and cooperation in achieving mutually beneficial outcomes.

Variations

Concealed Hands: Place a table between each pair of players, allowing them to hide their hands from view, adding an element of surprise and strategy to the game.

Symbolic Representations: To make the game more accessible, replace hand signals with drawings or symbols of a closed fist and an open hand. Students can point to the symbol of their choice instead of physically manifesting the hand shapes.

Pattern Ball*



10 minutes



Aims

- Practice cooperation
- Learn each other's names
- Develop the ability to focus and synchronise



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Communication and active listening (Skills)



Materials

- A few soft balls



Tips

Practise the pattern as a group before introducing more balls to ensure a smooth flow. Remind students to keep an eye on the person who threw the ball to them to maintain focus and synchronisation.

Description

Ask the students to stand in a circle. The students take turns sharing their names, ensuring everyone hears the correct pronunciation.

Give one of the students a soft ball. Instruct the students to pass the ball to the person on their right while saying that person's name.

Introduce a more complex version of the activity by instructing everyone to raise one hand. You throw the ball to someone, who will then throw it to someone else. The person throwing the ball calls out the name of the person receiving it. The receiver should not be next to them in the circle and should still have a hand raised. After catching and throwing the ball once, students need to lower their hand. The ball goes around the circle until everyone has a turn.

Explain to the students the importance of remembering the person who threw them the ball and to whom they threw it. Once the last person catches the ball, the pattern is completed and can be repeated multiple times.

Variations

For a more advanced version, add more balls to the pattern. Students will continue receiving the ball from the same person and passing the ball to the same person, increasing the complexity and coordination required.

Seated Version: Modify the activity to be performed while seated. Students can remain in their chairs or sit on the floor in a circle. They pass the ball while following the same rules, using their raised hand to receive and throw the ball.

Movement Adaptation: Allow students with limited mobility to participate by adapting the movement requirement. Instead of raising their hands, students can perform a specific movement with another body part, such as nodding their head or blinking their eyes, to indicate their turn in the pattern.

Name Substitution: Instead of using names, assign each participant a number or a colour. Students pass the ball and call out the corresponding number or colour of the person they are throwing the ball to.

* Adapted from [“Help Increase the Peace Program Manual”](#) Middle Atlantic Region, American Friends Service Committee (2009).

Pick-a-Who*



25 minutes



Aims

- Develop cooperation within the group
- Enhance the ability to remember each other's names



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- A blanket



Tips

Assign a volunteer from each team to help hold up the ends of the blanket. Rotate the volunteers at each round, ensuring that all students have a chance to experience different roles in the activity.

Description

Divide the students into two teams and position them sitting opposite each other in a line, one behind the other. Separate the teams with a blanket, ensuring that members of one team cannot see the members of the other team.

Each time the blanket is dropped, the two students at the front of the lines in each team must quickly say the name of the student they are facing. The student who successfully says the name first 'wins' that student as a new member for their team.

Prioritise clear and correct pronunciation of names during the game to facilitate accurate recall and reinforce respectful communication. After a 'face off' is completed, the student whose name was said first moves to the opposite team, and a new pair of students from each team sit at the front of the line to compete. Continue the game until all the students end up in the same team, seated in a line.

Variations

Standing Version: Instead of sitting, have the students stand in lines facing each other while the blanket separates them. This variation adds movement and can energise the activity.

* Source Unknown

Points of Contact*



15 minutes



Aims

- Foster non-verbal, physical collaboration and communication skills
- Develop teamwork and a sense of achievement as a team
- Energise the group through active participation



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Developing creativity and self-awareness (Skills)



Materials

- None required



Tips

Allocate a few minutes between rounds to allow students to strategise and plan their collaboration more effectively, ensuring smoother transitions and coordination during the next chain of points of contact.

Description

Explain to the students that this activity emphasises non-verbal communication and working together efficiently. Have them gather in the centre of the room.

Assign specific points in the room, clearly indicating each one (e.g., Point A: corner of a desk, Point B: door, Point C: chair). Give the students a designated time limit (e.g., starting with 10 seconds) to connect all the points by physically touching them and maintaining contact with each other using at least one body part (e.g., elbows, hands, feet).

You can repeat the activity in multiple rounds, altering or increasing the number of points to connect and potentially reducing the available time for each round.

Variations

Adapted Points of Contact: Modify the points of contact to accommodate different physical abilities. For example, if some participants have limited mobility in their lower body, you can focus on using upper body contact points such as hands, elbows, and shoulders. Customise the points of contact based on the participants' abilities and encourage creativity in finding alternative ways to connect the points.

Time Extension: Adjust the time limit for each round based on the abilities and needs of the participants. Allow more time for those who require additional processing or physical adjustment. This variation ensures that participants with diverse physical abilities have an equal opportunity to contribute and collaborate effectively.

* Source Unknown

Human rights, Anti-Racism, Intersectionality, Multiperspectivity (seeing different perspectives)

Civic Engagement

Democratic Participation



45 minutes



Aims

- Foster a sense of community among participants
- Explore the rich tapestry of cultures, identities, and histories that each participant brings to the workshop
- Illuminate the intricate interplay of various aspects within people's names



Competencies

- Developing creativity and self-awareness (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity and empathy (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- 'The Story of My Name' handout (one for each student) ([See Annex 3.1B](#))
- Pens

Story of my Name*

Description

Begin by explaining to the students that this activity will allow them to share the stories behind their names while also learning about the names of their peers. It is an opportunity to reflect on how our names influence our daily lives and our place in society.

Give students 15 minutes to reflect on and document the story of their name by responding to the five questions on 'The Story of Your Name' handout. They can choose to write or draw their answers.

Next, divide the students into two groups and have them form circles. In these smaller groups, each student will share the story of their name within a span of one or two minutes. To ensure everyone gets a chance to share, assign a student to keep track of time and inform the group when it is time to move on to the next person.

Discussion

In the plenary session, engage the group in a discussion about how names influence our experiences in society. Use the following indicative questions to guide the conversation:

Indicative Questions

- How does your name make you feel about the world?
- Does your name say something about you, like where you come from or what you like?
- Do people ever think certain things about you just because of your name?
- Has your name ever caused something good or not so good to happen to you?
- Have you ever thought about having a different name? Why?
- Did thinking about your name today make you feel different about it?
- Does your name affect how you act or feel when you are with other people?
- Why do you think names can make people think different things about us?
- Did this activity change how you see your own name or other people's names?
- How will our talk today affect how you act around others?

* Adapted from "AAUW Diversity and Inclusion Tool Kit" (2011) and "Intersectional Pedagogy, Creative Education Practices for Gender and Peace Work" by Gal Harnat (2020).

Note

Names are powerful because they can tell a lot about a person. People often choose names that mean something special or have a connection to their culture or beliefs. Your name is usually the first thing other persons know about you. By thinking about our names, we can understand that everyone's names are important and can teach us about their background. This helps build trust in a group and reminds us to respect everyone's unique identity.

Consider extending this activity further, to support the introduction of topics such as identity and intersectionality in your lesson plans.



Tips

To facilitate the activity, consider sharing your own name story as an example. This can set a positive tone and encourage participants to remember each other's names, fostering trust within the group.

The Silent Circle*



15 minutes



Aims

- Cultivate group concentration
- Strengthen body awareness and coordination
- Develop cooperation and teamwork



Competencies

- Developing creativity and self-awareness (Skills)
- Ability to cooperate and resolve conflict peacefully (Skills)
- Communication and active listening (Skills)



Materials

- None required

Description

Form a circle with the students standing and facing inwards. Explain to the students that they will need to work together as a group without using verbal communication to perform specific movements collectively.

Start by asking the group to choose a moment to make a half turn to the right, all together and in unison, without discussing it verbally. The objective is to turn together as a cohesive unit.

Once the group successfully achieves this, instruct them to accomplish the following tasks while maintaining the same distance between each other:

- Start walking together around the room in unison
- Raise and maintain the same tempo of walking in unison
- Start running and maintain the same tempo of running in unison
- Slow down and maintain the same tempo of slowing down in unison
- Stop all together, in unison
- Get back into a circle again, in unison

Encourage students to focus on body language, observation, and synchronisation during the activity. Remind them to pay attention to the movements and cues of others in the group. Emphasise the importance of cooperation, non-verbal communication, and maintaining a sense of unity throughout the activity.

Variations

Walking Variation: Instead of standing in a circle, have the students walk around the room. Instruct them to try to synchronise their walking, raising tempo, running, slowing down, stopping, and making turns without any verbal communication.

Different Task Variation: Make the activity more challenging by assigning different tasks to a specific number of students. For example, while the entire group is walking, ask three students to find a way to communicate non-verbally with each other and stop at the same time, while the rest of the group continues walking.

Adapted Movement Variation: To facilitate the participation of students with different physical abilities, allow them to choose alternative movements that they can perform comfortably. For example, instead of running, students can perform a modified movement, such as fast walking or arm movements while standing.

* Source Unknown

Section 2

Main Activities
for 6-9 years old

A Better World*



45 minutes



Aims

- Form aspirations of a better world
- Identify obstacles that might hinder people from achieving their aspirations
- Foster cooperation and teamwork



Competencies

- Communication and active listening (Skills)
- Critical Thinking (Skills)
- Developing creativity and self-awareness (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Coloured markers and pencils
- Crayons
- A3 paper
- Tape

Description

Ask the students to imagine that friendly visitors from another planet have come to Earth and are fascinated by the students and their ideas about humanity. These visitors would like to hear about the students' visions of a better world.

Divide the students into small groups. Instruct each group to collaborate and create a collective plan for a better world in the future. Here are some prompts to guide them: How would they like the world to be? If they had magical powers for a day, what would they erase from the world?

Students can either draw or write their ideas as a group. Allocate about 20 minutes for the groups to create their imagined better world, after which each group will present their vision to the rest of the students. As the activity progresses, move around the room to help the students and encourage collaborative thinking.

Discussion

After the presentations, facilitate a discussion encouraging students to reflect on the process of creating their collective plans for a better world. Emphasise that diversity in perspectives is essential and prompt the students to consider potential obstacles that might prevent them from achieving their aspirations for a better world, as they imagine belonging in a larger, global family. Encourage them to see themselves as global citizens who can contribute to a more sustainable and just world.

Indicative Questions

- How did you feel while working on your vision for a better world? Was it fun or challenging?
- What were some of the most exciting ideas that came up during your group discussions? Did any group's visions surprise you? How were they different from yours?
- Did your group face any challenges while creating your vision for a better world? How did you overcome them or find solutions?
- How do you think having different ideas among the groups makes our vision for a better world even better?
- If you could use magic to make the world better, what three things would you wish for? How would these wishes help to make our world more just or healthy?

* Developed by Eleni Kotziamani, Peace Educator from Cyprus.

A Better World

Note Emphasise the value of creativity and self-awareness in imagining a better world and taking positive steps towards it. Encourage the students to think beyond their immediate surroundings and consider the impact of their ideas on a global scale, linking global citizenship and sustainable development to the plans they created.

Variations

Emphasise the value of creativity and self-awareness in imagining a better world and taking positive steps towards it. Encourage the students to think beyond their immediate surroundings and consider the impact of their ideas on a global scale, linking [global citizenship](#) and [sustainable development](#) to the plans they created.



Tips

Keep the students' work on a classroom wall display for reference when similar topics arise during subsequent activities, lessons, or discussions.

All Different, All Equal*



25 minutes



Aims

- Raise awareness of the diversity of individuals in a group and the things they have in common
- Contemplate the importance of teamwork and cooperation
- Consider the importance of kindness, empathy, and understanding in resolving conflicts



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- ‘All Different, All Equal’ story ([See Annex 3.2A](#))
- Art supplies (optional for variation)

Description

Create a comfortable setup in the classroom, and if possible, arrange students in a circle using cushions or seats. Read the “All Different, All Equal” story to the students, using hand outlines or fingers to present the characters.

Conclude the story by encouraging students to shake hands with one another. Each student should shake hands with the person next to them until everyone has participated.

Discussion

The story of ‘All Different, All Equal’ serves as a reminder that each person has their unique qualities, and that as a united team, people can achieve great things. Talk about what the fingers achieved when they worked together in the story. Relate this to real-life situations and discuss how teamwork and collaboration can lead to better outcomes. Prompt the students to consider the importance of kindness, empathy and understanding in resolving conflicts. Discuss how people feel when they give or receive help from others. Encourage the students to share their experiences and emotions related to helping or getting help from others.

Indicative Questions

- Why did some fingers believe they were more important than others?
- How did the thumb manage to stop the fighting among the fingers?
- Can you think of times when people might feel less important than others?
- How can we support someone who feels less important, either at home or at school?
- What can the fingers achieve when they work together? How does this apply to people working together as a team?
- How do people feel when they give or receive help from others?

Note

Summarise the main message of the story and connect it to the real world. Emphasise the importance of treating everyone with respect, appreciating diversity, and working together to create a better and more inclusive world.

* Source Unknown

All Different, All Equal

Variations

Visual Arts Extension: After reading the story, provide art supplies and ask the students to draw their own version of the finger characters from the story. Encourage them to add unique features that represent diversity. Display their artwork around the classroom as a visual reminder of the activity.

Role-Playing Extension: After reading the story, divide the students into small groups and assign each group a character from the story (e.g., thumb, index finger, etc.). Ask them to act out the story, emphasising the importance of teamwork and resolving conflicts peacefully.



Tips

To engage the students and make the discussion more interactive, use visual cues related to the story. For example, consider using illustrations of the finger characters and ask them to point to the ones they remember.

Do You See What I See?*



25 minutes



Aims

- Develop an understanding that more than one perspective can be true simultaneously
- Explore the influence of cultural and socio-economic backgrounds on individual perceptions of reality
- Reflect on potential conflicts arising from opposing viewpoints and explore ways to address them



Competencies

- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Two different-coloured cards stuck together back-to-back.

Description

Hold two different-coloured cards, stuck together back-to-back, and position yourself in the centre of the student group. Inform the students that they will see one side of the card and should shout out its colour. Display the cards so that half of the students see one side, and the other half sees the other side. When the students call out two different colours, act confused and request them to shout again. Then, turn the card around so that everyone can see both sides and the two different colours.

Discussion

Facilitate an open and inclusive discussion, encouraging students to share their thoughts and respect different viewpoints. Begin by asking the students about their experience during the activity.

Indicative Questions

- *How did you feel when you heard two different colours being shouted out?*
- *Did you expect that different people would see different colours? Why?*
- *Why do you think different people in this room saw different colours on the card? What could have made their perceptions different?*
- *Was there anyone who did not clearly see the card? How do you think that person might have felt?*
- *Can you think of times when people see or understand things differently because of where they are or what they know?*
- *How can we show people different views to help them understand something better?*
- *In what ways can considering different perspectives help people work better together and understand each other?*

Note

During the discussion, focus on the concept of different perspectives and how people can see things in various ways. Use examples that the students can relate to, such as favourite colours or flavours, to show that everyone has their own preferences and that is okay. You can also talk about how our background, where we come from or how much access to information or other resources we have, can affect how we see things. Discuss how conflicts can happen when people have different ideas and encourage the students to think of ways to solve these conflicts peacefully and kindly. Remind them that understanding each other's viewpoints is essential for getting along and working together efficiently, just like they do with their friends and classmates.

* Adapted from T-Kit 4 Intercultural Learning, 2nd edition, by Oana Nestian Sandu and Nadine Lyamouri-Bajja (authors)/ Mara Georgescu (editors)
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Do You See What I See?

Variations

Role-Play Extension: Prepare scenarios relating to everyday situations that involve conflicting viewpoints. Assign roles to students and have them act out these scenarios, focusing on understanding each other's perspectives and finding solutions.



Tips

Avoid providing too much information at the beginning to keep the activity spontaneous and engaging.

Drawing Each Other*



30 minutes



Aims

- Encourage cooperation and enhance teamwork among students
- Achieve a common goal collaboratively by creating portraits together
- Explore the importance of developing respect for diversity and appreciating different perspectives



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Developing creativity and self-awareness (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- A bell
- A4 paper
- Coloured pencils and markers

Description

Divide the students into two concentric circles. The inner circle students sit facing the outer circle students. The students in the inner circle will be the models, and those in the outer circle will be the artists. The goal is for each of the artists to draw a portrait of the model seated opposite them.

Explain the process: When they hear the bell, signalling another round, all the student-artists must stop drawing and move to the seat next to them in a clockwise direction. The models must remain still. Ensure that the students switch after about 10 seconds, allowing more students to contribute to each portrait.

If there is sufficient time, you can ask students to switch roles, making those seated in the inner circle the models, while those in the outer circle become the artists, and repeat the process.

Once all the portraits are completed, display them for everyone to see and lead the group into a discussion about the experience.

Discussion

Engage the students in a discussion about their experience of the activity as it progressed in each round. Explore the idea of navigating diversity and the variety of actions, opinions, and perspectives present in a group, as mirrored in the activity where one person's creative vision is passed on to another person who might use a different approach or technique.

Indicative Questions:

- *Can you recognise the portrait you worked on? Why?*
- *How easy or difficult was it to progress through each round? What did you find more challenging, and why?*
- *What do you think about the final portraits we created? What would you say is unique about them and why?*
- *In future, how can we ensure that when we work together in a shared process, everyone's presence and contribution is respected?*

Note:

Emphasise the value of respecting each other's contributions and perspectives during collaborative activities. Discuss the importance of open communication and listening to each other's ideas. Encourage students to celebrate the diversity of approaches and techniques, appreciating how they enrich the outcome.



Tips

For a more structured approach, before each round, you can give specific instructions as to the part of the face students are expected to draw next. This can guide the artistic process while still allowing for creative expression and diversity in the portraits.

* Developed by Eleni Kotziamani, Peace Educator from Cyprus

Find Your Group*



30 minutes



Aims

- Initiate a discussion about diverse groups in society and the concept of inclusion
- Raise awareness of [prejudice](#) and [discrimination](#), promoting empathy towards rejected or excluded persons
- Develop communication skills that may assist in understanding and regulating emotions during group activities



Competencies

- Familiarisation with and recognition of [stereotypes](#), prejudice, racism discrimination (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)

Description

Show Image 1 and explain the concept of the colour wheel, including Primary, Secondary, and Tertiary (intermediate) colours. Inform the students that there will be two rounds in this game.

Round 1: Hand out a colour card to each student and ask them to hold up their card without speaking. Explain that only non-verbal communication is allowed and that when you ring the bell, they must find their group with colours that are also Primary, Secondary, or Tertiary. With the ring of the bell, give them the instruction “Find your group”.

Once the students are well acquainted with the activity, have them get back to the plenary and collect their cards. For round two, inform them that you will be distributing colour cards again, but this time, they must keep their eyes closed and not look at their cards.

Round 2: Redistribute the colour cards, including the white card in the deck. Instruct the students to hold their cards up to their foreheads without looking at them and to keep their eyes closed. Ensure that at least three students have the same colour card for each colour, except for the white card, which only one student should have.

Ask the students to open their eyes and, with the ring of the bell, give them the instruction “Find your group”. Again, they can only use non-verbal communication. Once they settle into groups, ask if everyone is satisfied with the composition of their group. If anyone is not, instruct them to raise their hand. Give them some time to see if anyone comes forward. If someone is unhappy, tell them to continue finding their group until everyone is content. Repeat this process until they say they are all happy with the group composition or until you decide to stop.

Discussion

Begin the discussion by gathering the students in a circle and explaining that they are going to talk about their experiences during the activity. Facilitate a conversation about empathy, which means having the ability to understand how someone else feels and being kind to them, even though you are not in that person’s situation. Encourage the students to put themselves in the shoes of others and imagine how it feels to be excluded or discriminated against.

* Developed by Esra Plumer Bardak, Arts Education Consultant from Cyprus

Find Your Group



Materials

- Image 1 printed on a poster large enough for the group to see (A4 or A3) ([See Annex 3.2B](#))
- Optional: Images 2-4 for explaining colour categories ([See Annex 3.2B](#))
- Coloured cards (e.g., for a group of 20 people, five blue, five red, five yellow, four green, and one white)
- A bell
- Optional: Tape for sticking the cards in different places (cheeks, nose, forehead)

Indicative Questions

- Did you enjoy playing this game? Why?
- Did you try to help each other get into groups? How easy or difficult was this since you could not communicate verbally?
- What did “finding your group” mean?
- What other groups do people belong to (e.g., family, a football team, class, school)? Can anyone join these groups, or are there some exclusive groups?
- Does finding your group always mean being with people who are the same as you?
- Did anyone feel left out or rejected during the activity? How did that make you feel?
- What can we do if we see someone being left out or treated unfairly?
- What can we learn from the activity about how it feels to be excluded or treated unfairly?

Note

Explain that the activity aims to help participants explore are concepts of prejudice and discrimination. Use simple and relatable language to define these concepts. Emphasise the importance of inclusion and the impact of being excluded from a group. Encourage students to reflect on the significance of diversity in their daily lives and the importance of accepting others regardless of any differences. Reinforce the importance of treating everyone with respect and kindness.

Variations

Add another card of a totally different colour or a card with an image featuring several colours so that two people cannot identify with any group or each other.



Be mindful who you give the white colour card to, to avoid potential discomfort or negative experiences from students who might have experienced exclusion or discrimination in real life.

I'm the Only One Who...*



25 minutes



Aims

- Reflect on intersecting [privileges](#) and [oppressions](#)
- Deepen the understanding of identity
- Develop empathy



Competencies

- Communication and active listening (Skills)
- Enhancing self-confidence and respect for life (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)
- Developing compassion, solidarity and empathy (Attitudes and Values)



Materials

- Paper and markers (optional for variation)

Description

Have the students sit in a circle and ask them to think about something personal (a habit, an experience, a circumstance, a fact, etc.) that they believe no one else in the room shares. Give them a minute to think, and then ask them to take turns standing in the middle of the circle and saying, “I’m the only one who...”, completing the sentence.

If someone else shares the same thing, they must join the person in the centre of the circle. If more than two students share the same chosen characteristic, they stand next to the caller. Afterward, everyone goes back to their original places, and the ‘caller’ must again try to think up a characteristic that is unique to them and only shared by a maximum of one person. When they successfully come up with a unique characteristic, the next person in the circle becomes the ‘caller’.

Discussion

Engage the students in a discussion about their experiences during the activity, highlighting the importance of acknowledging and respecting differences.

Indicative Questions

- How did it feel to be the only one in the middle of the group (or not)? Did you experience any specific emotions?
- Were you surprised at any point? Why?
- What have you learned from this activity and about each other?

Note

Explain to the students that the sentiment of being ‘the only one’ simulated in the activity can be an everyday experience for individuals belonging to disadvantaged and/or minority groups in society. Encourage students to reflect on how their unique characteristics intersect and shape their identities. With a more advanced age group of students, you can also expand the discussion to cover the concept of [intersectionality](#) and its relevance in understanding the complexity of individual experiences.

* Adapted from Miracle Project Manual; Civic Cross-Cultural Competencies for Elementary School Teachers – A Practical Approach (2011).

I'm the Only One Who...

Variations

Younger Age Group Version: When working with younger students, you might wish to consider offering them some examples of statements they could use to help them start introducing their own. Some examples of statements are: "I'm the only one who has travelled abroad", "I'm the only one who speaks X language", "I'm the only one who is wearing X accessory".

Pair Sharing: Instead of sharing in a large group, have students pair up. Each pair takes turns sharing something unique about themselves. Encourage active listening and discussion within each pair.

Visual Representation: Provide paper and markers to students. Ask them to create a visual representation of their unique characteristic or identity. Share their creations with the group, explaining the significance behind their artwork.



Tips

Remind students to use inclusive language when sharing their unique characteristics.
Encourage them to think beyond visible differences and consider personal experiences, perspectives, or talents.
Be mindful of potentially sensitive topics that may arise and address them with understanding and inclusivity.

Museum of Words*



30 minutes



Aims

- Collect diverse perspectives on discussed topics
- Cultivate creative communication and critical thinking skills
- Explore concepts related to peace education, such as peace and conflict, in a creative way
- Link the discussed concepts to participants' daily lives
- Promote multiperspectivity



Competencies

- Developing creativity and self-awareness (Skills)
- Critical Thinking (Skills)
- Ability to cooperate and resolve conflict peacefully (Skills)
- Communication and active listening (Skills)



Materials

- None required

Description

Ask the students to form pairs. Each pair stands facing each other with some space between them. Instruct pairs to decide who will be 'A' and who will be 'B'.

'A' begins as the 'sculptor' and 'B' becomes the 'clay'. 'B' should assume a neutral position with their hands at their sides and feet parallel and firm on the ground. A's task is to "shape" their clay (B) into a representation of a word or concept (e.g., loneliness). Encourage 'A' to imagine creating a sculpture for a museum, emphasising both aesthetics and conceptualisation. Once all 'A's have sculpted their representations, gather them on one side of the room.

It is now 'B's turn to create a museum. Instruct them to observe the other sculptures and creatively consider how they will reposition themselves in relation to the other sculptures and the room (e.g., near walls, under tables, on chairs, etc.). After 'B's have completed their museum, invite 'A's to 'visit' the museum silently without touching the sculptures.

Reverse the roles, where 'B's become sculptors, and 'A's become the "clay". This time, 'B's sculpt a concept that is the opposite of the previous one (e.g., belonging). 'B's then step aside for the museum to be created by 'A's who then invite 'B's to visit it.

Indicative Topics

Communication-Isolation | Acceptance-Discrimination | Competitiveness-Collaboration | Empowerment-Disempowerment | Loneliness-Belonging

Feel free to adjust the topics to align with the students' background, needs, age and the teaching context.

Discussion

The discussion following the activity aims to help students connect their experiences in the exercise with real-life situations. Invite students to think about the concepts represented in the sculptures (e.g., loneliness, belonging) and share instances in their daily lives where they have experienced these feelings or ideas. Encourage them to reflect on how they handle shifts between different emotions or situations in their daily lives. Do they find it easy or difficult to transition from feeling lonely to feeling connected? What strategies do they use?

* Developed by Natalia Kouhartsouk, Applied Theatre Facilitator from Cyprus

Museum of Words

Indicative Questions

- How did you feel during the activity?
- Share your experience of visiting the museum. What did you notice about the sculptures and the way they were arranged? Did you find any common themes or differences among the sculptures?
- Can you provide examples of these concepts in everyday life?
- How was the transition from the negative to the positive concept?
- How do we manage such transitions in our daily lives? Is it easy or difficult?
- What actions can individuals take to facilitate transformation? Emphasise the role of agency.

Note

During the debriefing process, touch upon the idea of personal agency, which means the ability to make choices and take actions. Ask students to brainstorm actions they can take to transform negative feelings or situations into positive ones.

Variations

Collaborative Sculptures: Inclusive of students with physical disabilities, consider group sculptures where everyone contributes to creating a single representation of a concept. This way, physical limitations of individual students will not hinder participation.

Collaborative Reflection: After the museum visits, have students work in pairs or groups to collectively reflect on the experience. This can be especially helpful for students with diverse learning abilities as they can support each other in discussing the concepts.

No Filter Selfie*



45 minutes



Aims

- Learn the difference between stereotypes, prejudice, [discrimination](#), and racism
- Recognise how stereotypes can affect how we see ourselves and the world
- Promote respect for diversity



Competencies

- Familiarisation with and recognition of stereotypes, prejudice, racism discrimination (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- A4 paper
- Coloured markers
- A bell
- Role cards ([See Annex 3.2C](#))
- Headbands

Description

Divide students into two groups: 'Group A' (photographers) and 'Group B' (camera operators). Instruct students to form concentric circles, with Group A in the inner circle and 'Group B' in the outer circle.

Assign each student in 'Group A' a role card and ask them to wear it on their forehead without looking at it until the end of the game. Provide 'Group A' with paper and markers to draw themselves based on their roles.

'Group B' students will give instructions to 'Group A' students on how to draw themselves. 'Group A' students will be instructed to move one place clockwise every 30 seconds, when the bell rings, and should remain silent during the game. 'Group B' students should not reveal the assigned roles of any of the students from 'Group A' while giving them instructions. After 8-10 rounds, ask the participants to return to their seats. Select some members of 'Group A' to present their drawings, share the instructions they received, and guess their assigned roles.

Discussion

Lead a thoughtful conversation where students are encouraged to share their personal experiences or examples of how stereotypes can impact people's emotions and behaviours. Highlight the harmful consequences of stereotypes, such as leading to unfair treatment and misunderstandings. Encourage students to empathise with others by imagining how it feels to be treated unfairly due to stereotypes or discrimination. Stress the importance of putting ourselves in others' shoes to understand their experiences better. Discuss the significance of valuing individual differences and embracing diversity. Share practical examples of how we can demonstrate respect and kindness to others, regardless of their backgrounds. Reiterate the idea that diversity enriches our world, and it is something worth celebrating.

Indicative Questions

- Was it challenging for 'Group B' to provide instructions to 'Group A'? Why?
- How did drawing themselves based on the instructions from others make 'Group A' students feel? Did the drawings match their expectations?
- Did you notice any variations in the instructions given by different students in 'Group B'? How do you think these differences affected the drawings?
- What important lessons do you think this activity teaches us about stereotypes?
- How do stereotypes influence our feelings about ourselves and others? Can you share your thoughts on how stereotypes might be formed?

* Developed by Eleni Kotziamani, Peace Educator from Cyprus

No Filter Selfie

Note

During the debriefing, it is essential to clarify the differences between stereotypes, prejudice, discrimination, and racism.

Variations

Partner Drawing: Instead of forming concentric circles, pair up students. One student is the artist, and the other is the director. The artist will draw themselves based on the director's instructions. This allows for more personalised attention and collaboration.



Tips

Customise your Role Cards, avoiding roles that touch on sensitive topics or personal attributes. Instead, focus on roles that centre around interests, hobbies, or professions without negative connotations. Regularly review and update the role cards to ensure they align with the principles of inclusivity, respect, and sensitivity.

Planet Game*



35 minutes



Aims

- Foster understanding, empathy, and acceptance of different perspectives
- Develop communication skills and active listening
- Promote positive interaction and encourage inclusivity



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Planet Cards ([See Annex 3.2D](#))
- Different coloured stickers
- Tape
- A4 paper sheets (1-4) with a planet number on each
- A bell

Description

Create four areas in the classroom, each representing a different planet, using tape to form an X or cross on the floor and labelling them with planet numbers 1-4.

Introduce the concept of impersonating four groups of friendly aliens, each from a different planet. Explain that each planet has unique ways of living and communicating, which the students will learn and try out in the activity.

Divide the students into four groups, each representing one planet group. Give each group a card describing the habits of beings on their assigned planet, emphasising that they are not to share this information with others. Place different coloured stickers on the students' hands within each group, ensuring everyone has a different colour. Have each group choose a name for their planet and the food its inhabitants eat. Ensure they understand their habits and their role card.

Instruct the groups to visit other planets and gather information by asking two questions: a) what is the name of the planet? and b) what do its inhabitants eat?

Use the bell to announce a specific colour and direction (clockwise/counterclockwise) for movement between planets. Allow time for interaction in each round and then have the groups return to their respective planets. Repeat the process with students of another colour sticker until everyone has visited all planets.

Discussion

Start the discussion by asking students how they felt during the activity and what they observed about the way in which beings from different planets interacted. Encourage students to think about the different ways of communication they experienced during the activity (how they treated the beings from other planets and how they felt when others visited their planet). Prompt them to identify how they adapted to these differences and highlight the importance of empathy and accepting others' differences.

* Adapted from "[Help Increase the Peace Program Manual](#)" Middle Atlantic Region, American Friends Service Committee (2009).

Planet Game

Indicative Questions

- How did you feel during the visits to other planets?
- How were you treated by the inhabitants of each planet?
- How did you feel when others visited your planet?
- Was it easy or difficult to communicate with inhabitants from other planets? Why?
- Can you relate this activity to real-life situations? How similar or different are your reactions in real life?
- How does this activity relate to encountering people from other countries, like migrants or refugees?
- What do you think is the role of individuals and society in such cases?

Note

Guide students to draw connections between the activity and real-life situations. Discuss instances where people from diverse backgrounds or cultures may have different ways of communicating or living. Encourage students to think about their role as individuals and as part of a society in embracing diversity and promoting understanding. Encourage them to share their ideas on how they can be more accepting and inclusive.

Variations

Inclusive Spaces: Ensure that the planet areas are accessible to all students, including those with mobility challenges. Use mats or cushions for sitting or lying down if needed



Tips

Ensure the physical safety of students during movement between the planet areas, providing clear guidance on movement and space usage. Offer a quiet space for students who might need a break during the activity.

The House and the Animal*



20 minutes



Aims

- Work together as a team
- Practice communication without using words
- Build trust in each other



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Communication and active listening (Skills)
- Developing creativity and self-awareness (Skills)



Materials

- Large sheets of paper (A3 size or paper roll)
- Colourful markers
- Tape

Description

Each pair of students will receive a marker and sit facing each other with a big sheet of paper taped to the table between them.

Explain to the students that they cannot use words during the activity, which will last for 5 minutes. Their challenge is to draw 'a house and an animal' together, with both partners holding the marker at the same time. They must draw in silence, without any prior preparation on what type of house or animal to draw. Encourage students to pay attention to each other's suggested movements of the marker in order to accomplish the task. Remind them that this is not a competition but a fun activity to practise teamwork and trust.

After the time allotted has expired, compare the drawings and see how they turned out. Celebrate each pair's efforts and drawings, focusing on the process rather than the result.

Discussion

Start the discussion by asking the students how they felt during the activity. Encourage them to share their experiences and observations about working together without using words. Emphasise that there are no right or wrong answers, and all perspectives are valuable. Acknowledge their efforts to work together and appreciate each other's contributions.

Indicative Questions

- How did you feel when you were drawing together without talking?
- What was challenging about communicating without words?
- How did you manage to understand what your partner was thinking while drawing?
- Did you have any ideas or thoughts that you could not express with words? How did you handle that?
- Did you think of any special signals or ways to convey your ideas to your partner?
- What did you learn about teamwork and cooperation through this activity?

* Source Unknown

The House and the Animal

Note

The discussion aims to deepen their understanding of teamwork, non-verbal communication, and trust. Guide students to draw connections between the activity and real-life situations where teamwork and cooperation are essential. You can provide examples such as playing in a sports team, working on a group project, or even helping each other with schoolwork. Highlight the importance of active listening, paying attention to each other's non-verbal cues, and being patient with one another. Discuss how trust plays a role in effective communication and cooperation.

Variations

Artistic Exploration: Instead of drawing a house and an animal, ask the pairs to choose any scene or object to draw together, like a beach or a spaceship.

Blindfold Challenge: Have one partner wear a blindfold while the other guides them in drawing 'a house and an animal' without using words.

Musical Drawing: Play soft music during the activity and let the partners move the marker in coordination with the music while drawing.

Sensory Drawing: Use various materials like coloured sand, clay, or textured paper to draw the 'house and animal' to add a tactile element to the activity.

Human Photos*



25 minutes



Aims

- Hear the perspectives of students on specific topics
- Explore peace education concepts such as peace, conflict and violence
- Connect these concepts to the students' everyday lives
- Promote multiperspectivity



Competencies

- Ability to cooperate and resolve conflict peacefully (Skills)
- Critical Thinking (Skills)
- Developing creativity and self-awareness (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- A bell
- Cards with words (See Indicative Concepts)

Description

Divide the students into groups. Each group has 5 minutes to decide on two human photos relating to specific subjects given to them. A human photo represents the topic using the human body, showing actions and gestures, without speaking or making sounds.

Indicative Concepts: (Negative - Positive)

Rivalry - Friendship

Isolation - Connection

Cruelty - Kindness

Fear - Courage

Injustice - Justice

Sorrow - Joy

Discord - Harmony

Environmental Harm - Environmental Conservation

Ignorance - Knowledge

Greed - Generosity

Ask the students to first create a picture for the word with negative connotations, and then one for the word with positive connotations. The human photo freezes for 2 minutes while other participants observe and give their inputs. You can tell them to defreeze for a bit if they feel tired.

Gather the groups after planning and let the acting group stay in the middle while others remain seated to observe. At the count of 3, ask the group to do their first human photo (and FREEZE) and then their second human photo (and FREEZE). Use the following questions to facilitate a brief discussion with the observers in between each human photo presented:

- What do you see?
- What notions/concepts can you associate with the living picture?
- What attitudes, values and behaviours can you see?
- Can you guess the topics from what you see in the still picture? Is the transition clear?

Thank the first group and move to the next one, repeating the procedure. It is better if students reveal the words they have worked with at the end of their group presentation.

* Adapted from [Peace Bag from Euromed Youth, Fundacio Catalunya Voluntaria and UNOY Peacebuilders](#). (2012).

Human Photos

Discussion

Guide students through a discussion to help them reflect on their experience and insights. Begin by asking the students how they felt during the activity. Encourage them to express their emotions and experiences freely. Explore the difficulty of depicting the given topics in pictures without using words. Discuss how creating positive images through the activity contributes to building a peaceful world. In order to emphasise multiperspectivity, reiterate the importance of seeing different perspectives and understanding that conflict and peace can have various manifestations in people's lives.

Indicative Questions

- How did you feel during the activity?
- Was it difficult to depict the given topic in a picture? Why?
- To photo members: how did it feel to not be allowed to explain your own photo while others were giving their input?

Note

Throughout the discussion, encourage students to express various words connected to the still images. Help them elaborate on the emotions and situations they observed and guide them to recognise the different ways in which conflict and peace manifest in people's lives. The focus should be on the process of exploration and understanding rather than giving the correct interpretation of the human photos.

Variations

Visual Aid Cards: Provide visual aid cards with images representing the concepts (e.g., pictures of people displaying emotions or actions) to make the activity more accessible for those students who find it challenging to conceptualise abstract ideas. The cards can be used by the students as a reference when creating their human photos.



Tips

Remember to celebrate the creativity and efforts of each group in creating their human photos.

The Blind Men and the Elephant*



25 minutes



Aims

- Consider that the same story/event can be portrayed and perceived differently
- Introduce [multiperspectivity](#)
- Foster critical thinking
- Develop respect for diversity



Competencies

- Critical thinking (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Image of the blind men and the elephant ([See Annex 3.2E](#))
- Projector and screen

Description

Let the students know that you will begin the activity by asking them to interpret an image and later connect it to the topics discussed and the upcoming walk or study tour. Show the students the picture of the blind men and the elephant and initiate a discussion.

Discussion

Explain to the students that the image portrays an Indian parable called 'The blind men and the elephant.' In this story, a group of blind men encounters an elephant for the first time. Each blind man touches a different part of the elephant's body and describes it based on their limited experiences, leading to diverse and sometimes conflicting descriptions of the elephant. Some versions of the story even depict the blind men arguing with each other, suspecting dishonesty in the others' accounts.

Emphasise that the moral of this parable is essential for your discussion. It teaches us that humans tend to claim absolute truth based on their limited, subjective experiences while disregarding the equally valid perspectives of others. This tendency can lead to misunderstandings and conflicts when we fail to recognize the value of diverse opinions and points of view.

Guide the students through the following questions to encourage them to think critically about the image and its implications:

Indicative Questions

- How do you interpret this picture?
- Can you link this picture to your everyday life and experiences?
- What do you think the blind men's descriptions of the elephant represent in this parable?
- How might this story relate to situations you have encountered where people have different opinions about something?
- What can we learn from this parable about the importance of considering multiple perspectives?
- How can we apply the concept of multiperspectivity in our lives to improve understanding and reduce conflicts?

* Source Unknown

The Blind Men and the Elephant

Note

Although we may not always physically move around like the blind men exploring the elephant, it is crucial to recognise that events and situations have multiple sides. People may perceive and interpret the same information differently based on their unique experiences and backgrounds. By understanding and appreciating diverse perspectives, we can develop a broader understanding of current and past events and gain insight into how people react to them. Encourage students to value diversity of opinions and seek to learn from others' viewpoints, fostering a more inclusive and harmonious community. Relate the concept of multiperspectivity to real-life situations, such as conflicts between friends or misunderstandings in the community. Discuss how considering multiple perspectives can lead to better resolutions.

Variations

Written Narratives: Have students write short narratives from the perspective of each blind man, describing what they felt and perceived when touching the elephant. This writing activity will allow them to delve deeper into each character's viewpoint.

Visual and Tactile Exploration: Provide students with a tactile representation of the elephant using raised textures and materials. They can feel and explore different parts of the elephant, just like the blind men in the story. Encourage them to share their interpretations based on touch.

Section 3

Main Activities
for 10-13 years old

A Walk in the Park*



30 minutes



Aims

- Encourage students to recognise and reflect on norms and stereotypes and their impact on daily life
- Initiate an honest conversation about stereotypes, fostering mutual learning
- Prompt students to examine their own stereotypes and consider ways to challenge them
- Promote the understanding that individuals have multiple identities that interact, forming unique and complex personalities



Competencies

- Familiarisation and recognition of stereotypes, prejudice, racism, discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)

Description

Ask the students to sit in a circle, creating a calm and peaceful environment. Participants may close their eyes if they prefer, or they can take notes or make drawings during the exercise. Slowly read through the guided fantasy story. After reading the story, proceed with the debriefing questions.

Discussion

Encourage students to connect the guided fantasy experience to real-life situations they may have encountered where stereotypes and [misconceptions](#) influenced their thinking or actions. Discuss how these situations impacted others and themselves. Highlight the concept of intersectionality, where individuals have multiple identities that interact to form unique personalities. Discuss how acknowledging intersectionality can promote a more nuanced and empathetic view of others. Consider how our world view influences our perspectives and actions. Discuss ways to challenge common stereotypes and foster positive change in our thinking.

Indicative Questions

- When you saw the child with the ball, did you imagine the child as female or male?
- How did you imagine the two people with the child? Did you consider them to be the child's parents?
- Describe the appearance of the two people sitting on the bench (gender, appearance, skills). What about the couple holding hands walking towards you? How did you perceive the group of men on the bench? Did you notice anyone wearing clothing or jewellery that made you think they were from a different culture?
- Did you assume everyone in the park was white, able-bodied, and young or middle-aged?
- Were there couples of the same gender in your perception?
- Did you imagine any retired or elderly people in the park?
- Did you envision different ethnic groups in the park?
- What factors influence the way we might perceive the park experience in a specific way?

* Adapted from [Intersectionality Toolkit, IGLYO, 2014.](#)

A Walk in the Park



Materials

- ‘A Walk at the Park’ Guided Fantasy Handout ([See Annex 3.3A](#))
- Relaxing music (optional for variation)
- Optional: Video [‘A Class That Turned Around Kids’ Assumptions of Gender Roles!’](#)

Note

Use the glossary provided to clarify the definitions of key terms like stereotypes, prejudice, discrimination, racism, and misconceptions and discuss how they influence our daily lives. Ensure that students have a clear understanding of these concepts.

Variations

Optional: Play relaxing music in the background during the reading of the story to enhance the atmosphere.

Group Discussions: Divide the students into smaller groups to facilitate discussions. This setup allows students who may be shy or have social anxiety to participate more comfortably.

Collaborative Drawing: Instead of relying solely on guided fantasy, engage the students in collaborative drawing activities. After discussing stereotypes and misconceptions, ask them to draw scenes that challenge stereotypes and promote inclusivity.

Video Exploration: If time allows, show the video [‘A Class That Turned Around Kids’ Assumptions of Gender Roles!’](#) to further explore stereotypes and misconceptions.

Flower Power*



30 minutes



Aims

- Develop an understanding of the connection between human needs, personal well-being, and human rights
- Foster reflection, analysis, solidarity, and respect for diversity



Competencies

- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)



Materials

- Handout (a copy for each student) ([See Annex 3.3B](#))
- Completed Handout Example and Facilitation Info Sheet ([See Annex 3.3B](#))
- Pencils, erasers, and coloured markers
- Optional: Tape for hanging drawings
- Flipchart and markers



Tips

The flower illustrated in the Annex is intended as an example only. Students should decide the size and colours of their petals individually.

Description

Explain to the students that this activity explores human rights by first considering what it means to be human. It will help them to identify what it takes to be a complete human being: meeting needs like food, water, safety, health, love, belonging, esteem, and personal fulfilment.

Tell students that each of them is to draw a flower to represent their own needs as human beings. The flower should have eight petals, one for each of these categories of needs: basic needs, personal security, financial security, health, friendship, family, esteem, and personal fulfilment. Give out the paper, pens, and coloured markers and ask each participant to draw their own personal flower in the middle of the paper leaving space around. Explain that there are no right or wrong, good or bad 'answers'; everyone's flower will be unique. To motivate people, say that their name should not be written on the drawing. Provide about 10 minutes for this task. Hang the drawings on the wall for an exhibition and to facilitate reflection during the discussion.

Discussion

Facilitate a discussion to explore what participants have learned about human rights, using the Facilitation Info Sheet ([See Annex 3.3B](#)) to support this process.

Indicative Questions

- Did you enjoy the activity? Why?
- Was it challenging to decide what to write down?
- Are you surprised by any similarities and differences between others' petals? What does this say about human beings?
- What did you learn about your own identity as a human being? How does this relate to human rights?
- Do you think there are other needs that are not on the petals?
- Which human rights (needs) do we need most to let us blossom and grow to be complete human beings (where we live)? How can we choose what is important?

Note

It is important to try to make the link between human needs and human rights and to show how human rights are the foundation for a world where everyone has their needs met. However, if students do not make this connection themselves, you can mention this in the debriefing without force. Link human needs to human rights and emphasise how rights enable meeting needs. In each case, draw out the relationship between the need, the consequence of it not being met, the benefits of it being met, and how it is protected by human rights legislation and documents.

* Adapted from COMPASS Manual for Human Rights Education with Young People, 2nd edition, by, Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, Justina Pinkeviciute (authors)/Patricia Brander, Ellie Keen, Vera Juhász, Annette Schneider (editors) © Council of Europe 2020.

Freedom Unlimited?*



45 minutes



Aims

- Discover what [freedom of expression](#) means
- Understand why it matters for each person and for our community
- Explore why sometimes we need to limit freedom of expression to protect people's rights, especially when hurtful words are used



Competencies

- Understanding of rights (Knowledge)
- Familiarisation and recognition of stereotypes, prejudice, racism and discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Flip chart paper
- Colourful markers
- A bell
- Copies of two 'Cases for Discussion' for each group ([See Annex 3.3C](#))

Description

Divide the students into small groups. Ask them to discuss and define what 'freedom of expression' means to them as a group. Following the discussion, they write down the definition on the flipchart paper provided by completing the sentence: "Freedom of expression is _____".

After each group has defined 'freedom of expression', with the ringing of the bell they are asked to pass their definition to the group on the right. In their groups, they discuss, edit, or change the definitions they receive. Repeat this process until each group has received definitions developed by each group.

Once each group has seen all the definitions, ask participants to join in a plenary discussion to come up with a definition which is agreed upon by everyone.

During the plenary discussion, collect ideas on a flipchart, inviting discussion of some of the following points if they are not raised by participants: *Does freedom of expression mean we can say whatever we want? If you think certain 'expressions' should not be permitted, how could we decide what needs to be banned? Who should decide? Apart from speaking or writing, in what other ways can we 'express' ourselves (e.g., music, drama, images, body language, etc.)?*

Gather some opinions and explain that these are often controversial questions which will be explored in more detail through the activity. Provide some brief information about freedom of expression.

Inform students that they will continue to work in their small groups and will discuss a number of cases in which people post things online which are harmful to others and their human rights. The groups need to decide whether in each of the cases any of the material should be taken offline.

Give each group two cases and allocate about 10 minutes to discuss them. The students should try to provide the reasons for the decisions.

Discussion

As you go over each of the cases, encourage the groups to share their responses and the reasons behind the decisions they made. Take a moment to discuss the factors that influenced their choices. You can use the following indicative questions to delve deeper into the conversation:

* Adapted from BOOKMARKS: A manual for combating hate speech online through Human Rights education, Revised edition, by Ellie Keen and Mara Georgescu (authors & editors) © Council of Europe 2020.

Freedom Unlimited?

Indicative Questions

- Were there any cases where your group could not agree on a decision? What were the main reasons for the differences in opinion?
- Did the identity of the person responsible for the posts affect your judgement?
- Did you establish any general principles to determine when it is appropriate to limit freedom of expression? What risks might come from being too strict? What about being too lenient? Remember that the line between freedom of expression and [hate speech](#) can be blurry in certain situations, and we value hearing your own perspectives.
- Do you think that shutting down websites or removing harmful posts is an effective way of combating hate speech online?
- In our country, are there restrictions on what people are allowed to say – online or offline? Do the rules differ for online expression?

Note

Use the questions above to guide the discussion towards a deeper understanding of why freedom of expression can sometimes have limitations and to help students grasp the multifaceted nature of freedom of expression, its limitations, and its significance in safeguarding the well-being and rights of individuals and their communities. Feel free to adjust the cases provided, to align with the students' needs, age, and the teaching context.



You can dig deeper into this topic with your students by checking out the [Universal Declaration of Human Rights](#). You could also include this activity as part of a lesson plan for World Press Freedom Day (May 3rd).

Get off the Fence*



20 minutes



Aims

- Facilitate connections and understanding among students
- Explore the richness of diversity within the group and consider the intricacies of our identities
- Develop decision-oriented thinking



Competencies

- Developing compassion, solidarity, and empathy (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- List of words

Description

Introduce the activity to students, explaining that they will have the opportunity to make choices between opposing concepts. Begin by marking two distinct sides of the room. Position all students in the middle, between the two sides.

Instruct students that each time you read out two contrasting words (pointing to different sides of the room for each word), they need to move to the side that corresponds with their choice. Conduct multiple rounds of the activity with different sets of concepts, encouraging students to interact with different classmates and viewpoints.

Use the list of opposite words provided below as a guide or create your own based on your group's context.

Quiet - Loud; Passive - Active; Listen - Speak; Movement - Stillness; Group - Individual; Together - Alone; Cold - Warm; Sound - Silence; Sunshine - Rain; Private - Public; Follow - Lead;

Discussion

Engage the students in a conversation about their experiences during the activity after each set of words. Guide the discussion towards the exploration of diversity within the group and the array of actions, opinions, and perspectives present. Use the following indicative questions to stimulate the discussion:

Indicative Questions

- What was the purpose of this activity? How did it make you feel?
- Were there instances where you found it challenging to decide? Please share your thoughts.
- Which decisions were difficult or easy for you? Why do you think that is?
- Did you gain new insights into someone else's perspective or personality in the room?
- How does this activity make you ponder the complex nature of our identities?

* Adapted from [Practicing Inclusion: Icebreakers and Team builders for diversity](#), The Office of Intercultural Affairs, Stonehill College (2012).

Get off the Fence

Note

The purpose of this discussion is to help students reflect on their experiences and consider the significance of embracing diversity within the group. Through this activity, students can recognise how their choices and perspectives contribute to a richer understanding of each other and the complexities of their individual identities.

Variations

Partner Interpretation: Organise the students into pairs. Instead of moving to sides, each pair discusses the opposing concepts and comes up with a joint decision. This adaptation encourages collaboration and is suitable for students who prefer working closely with a partner.

Seated Interpretation: For students with mobility challenges, adapt the activity by having everyone seated. Use hand gestures or colour-coded cards to represent the opposing concepts. Students can raise the appropriate card or gesture.



You can relate the activity to international days like World Tolerance Day (November 16) or Human Rights Day (December 10). Discuss how understanding diverse perspectives aligns with these days' themes.

Human Rights Tableaux*



45 minutes



Aims

- Foster creative communication and critical thinking skills
- Cultivate solidarity and respect for diversity
- Explore the concept of human rights



Competencies

- Understanding rights (Knowledge)
- Ability to cooperate and resolve conflict peacefully (Skills)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- [Chart](#) with abridged articles of the Universal Declaration of Human Rights (UDHR)

Description

Divide students into small groups. Explain that they will collaboratively create a 'frozen image', similar to a photograph, known as a 'tableau'. Every member of the group needs to participate. Each team will craft a tableau representing an Article from the UDHR. Other groups will observe the tableaux and attempt to guess the right being depicted.

If students have limited familiarity with the UDHR, consider using the chart before starting the activity, offering participants some clues. If there is existing knowledge, use the chart afterward to stimulate discussions about the represented rights and those not portrayed.

Assign each team an article, ensuring it remains hidden from other groups. Provide each team with around 5-10 minutes (adjusted by team size) to collaboratively create a tableau embodying their designated right. Once ready, have each of team present their tableaux to the rest of the group for guessing.

Discussion

Begin the discussion by reviewing the activity itself, then transition into a conversation about students' awareness of human rights, linking their experience with the significance of human rights.

- Was depicting human rights in a tableau easier or more challenging than expected?
- How do the various rights depicted in the tableaux compare? Did you notice any patterns or common themes? Are there certain rights that seemed more challenging to portray than others?
- Were there any tableaux that particularly resonated with you? Why?
- Did the activity shed light on any rights you had not thought about before?
- How did working as a team to create the tableaux help you to better understand the concept of human rights?
- Which rights do you believe are most important for ensuring fairness and respect in our society? Why?
- Can you share any examples from your own experiences where human rights played a role?
- Do you think understanding human rights can help us become better citizens? How?

* Developed by Natalia Kouhartsouk, Applied Theatre Facilitator from Cyprus

Human Rights Tableaux

Note

By reflecting on their tableaux, participants can uncover the complexities of rights and their real-world implications. Encourage open dialogue, thoughtful sharing, and exploration of how human rights are woven into our lives and the world around us.

Variations

Enhancing Empathy and Understanding: To deepen the exploration and interpretation of each tableau and align with the aims of the activity, you can introduce the concept of ‘thought tracking’. This variation adds an extra layer of connection and empathy among participants. As a team performs their tableaux, invite a member of the audience to stand and gently touch a team member’s shoulder. This audience member will then express, in the first-person singular, what they perceive the person in the tableaux is feeling or experiencing. For instance, they might say, “I feel humiliated” or “I want to be able to go home”. By using ‘thought tracking’, students step into the shoes of the imaginary individuals depicted in the tableaux, helping them delve into the emotional and personal dimensions of the depicted situations. ‘Thought tracking’ reinforces the exploration of human rights by immersing participants in the feelings associated with these rights. It offers a practical means for participants to reflect on the significance of each right and the impact it has on individuals’ lives. As participants voice feelings associated with the depicted situations, they engage with the real-world implications of the rights being portrayed. This helps bridge the gap between abstract concepts and the lived experiences of people facing human rights challenges.

Is it OK to Use Violence?*



35 minutes



Aims

- Identify factors contributing to individual use of violence in specific cases
- Generate strategies that societies can adopt to mitigate the risk of violent behaviours
- Enhance comprehension of the concept of violence



Competencies

- Comprehensive understanding nature of conflict and peace (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Envelopes containing 4-5 scenarios for each group ([See Annex 3.3D](#))
- A4 Paper
- Glue

Description

Share with students that they will work in groups to analyse real-life scenarios and arrange them according to perceived levels of violence. Provide each group with an envelope containing scenarios. Instruct the students to place the scenarios on a sheet of A4 paper in an order that reflects their perceived intensity of violence.

Groups present their scenarios order, explaining their rationale behind the arrangement.

Discussion

Conduct a whole-group discussion after all presentations, to help students critically examine the complex interplay of factors that contribute to violent behaviours and potential strategies to counter them.

Indicative Questions

- How did your group go about arranging the scenarios in a particular order?
- Reflect on the emotions that might have influenced the individuals in the scenarios. How do you think they felt?
- Can negative emotions ever justify causing harm?
- Let's explore ways to prevent people from resorting to violence in specific situations. What strategies can societies adopt?
- Consider the unintentional role of state practices in fuelling extreme beliefs due to violations of human rights for certain groups. How might this contribute to the problem?
- Looking at the scenarios, do you find any individuals who could be considered role models? Explain your reasoning.

Note

When addressing the topic of 'violence', it is important to prompt students to consider its various manifestations, encompassing both physical and psychological dimensions. Recognise that some students may resonate with the emotional content of the scenarios presented and refrain from spotlighting personal anecdotes that could potentially trigger discomfort. Emphasise the examination of harm stemming from beliefs, ideologies, or unlawful behaviours. Prolonged violations of human rights, for instance, have the potential to instigate extreme actions. Throughout the discussion, highlight that all actions causing harm are unacceptable; none should be upheld as role models. If there is additional time, encourage students to brainstorm factors that might lead individuals to use violence in the given scenarios. These factors could include defending one's culture, beliefs, or way of life, perceiving injustice towards their beliefs or culture, lacking critical evaluation skills for information, and facing socioeconomic challenges like poverty, unemployment, and lack of education.

* Developed by Eleni Kotziamani, Peace Educator from Cyprus. Certain discussion points were retrieved from PSHE Association, [Addressing extremism and radicalization lesson plans](#) (2019)

Lines of Opinion*



30 minutes



Aims

- Enhance understanding of participation
- Foster the development of active listening skills
- Cultivate skills for productive discussions and reasoning



Competencies

- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Printed statements ([See Annex 3.3E](#))
- “I Agree”, “I do not know”, “I Disagree” labels
- Duct tape
- Paper and markers, large emoji cutouts (optional for variation)

Description

Inform the students that you are interested in their perspectives on certain statements. Explain the process: you will read a statement and they need to independently decide whether they agree or disagree. They will position themselves along an imaginary line placed across the room, choosing the corresponding “I Agree” or “I Disagree” label. There is also an “I do not know” label positioned at the line’s midpoint. The aim is to influence peers’ opinions respectfully. Nobody should speak until all have taken a position. Start with the first statement, and students position themselves accordingly.

Wait until all students have chosen their positions before inviting representatives from each side to express why they chose their position. Encourage multiple students to voice their opinions.

After the discussion, allow those who wish to change their positions to do so. If many change positions, inquire about the argument that prompted the shift and its influence. Follow this procedure for all statements.

Discussion

Conduct a debriefing discussion to reflect on the activity, with students seated in a circle. The purpose of the discussion is to foster open dialogue, critical thinking, and respect for diverse viewpoints. Encourage students to explore the complexity of opinions and the value of thoughtful conversations in forming well-rounded perspectives.

* Variation of activity in COMPASS Manual for Human Rights Education with Young People, 2nd edition, by, Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, Justina Pinkeviciute (authors)/ Patricia Brander, Ellie Keen, Vera Juhász, Annette Schneider (editors) © Council of Europe 2020.

Lines of Opinion

Indicative Questions

- How did the activity make you feel? Did it feel different to stand in different positions based on your opinions?
- Were there any statements that you found particularly interesting or surprising? Why?
- Did you find it challenging to take a clear position on certain statements? Which ones and why?
- Did anyone's argument during the discussion make you rethink your initial position? Can you share an example?
- What reasons did you hear from your classmates for their positions? Did any of these reasons resonate with you?
- In real life, do you think people can hold opinions that fall in between "agree" and "disagree"? How might that work?
- Do you believe that people should be open to changing their opinions based on new information or different perspectives? Can you think of real-world situations where changing opinions is important for the well-being of individuals or society?
- Were there statements that you still feel uncertain about even after the discussion? What makes these statements challenging?

Variations

Emoji Zone: Use large emoji cutouts representing different emotions, such as a thumbs-up emoji for agreement, a thinking emoji for uncertainty, and a thumbs-down emoji for disagreement. Students can stand near the emoji that best represents their opinion.

Colourful Corners: Designate corners of the room with different colours. For example, one corner could be decorated in red for disagreement, one in green for agreement, and one in yellow for uncertainty. Students can stand in the corner that matches their opinion.

Personalised Placards: Give students small whiteboards or paper and markers to create their own opinion placards. They can write "Agree," "Not Sure", or "Disagree" on their placards and hold them up during the activity.

Remember to adapt and modify the variations based on the specific needs and abilities of the participants.

Human Rights
Anti Racism
Intersectionality
Multiperspectivity
Civic Engagement
Democratic Participation



20 minutes



Aims

- Introduce the concept of [‘othering’](#) and its role in conflicts
- Cultivate empathy for marginalised individuals or groups
- Illuminate the link between stereotypes and discrimination/exclusion/racist behaviour



Competencies

- Familiarisation with and recognition of stereotypes, prejudice, racism, and discrimination (Knowledge)
- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Ability to cooperate and resolve conflict peacefully (Skills)
- Critical thinking (Skills)
- Developing compassion, solidarity and empathy (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Stickers in different colours

Othering*

Description

Form a circle and ask students to close their eyes. Carefully place a coloured sticker on the forehead of each student. Your choice of colours is strategic - ensure there is one participant with a unique colour. This could mean having, for instance, 7 participants with red stickers and 1 with a blue sticker, or a combination such as 3 green, 2 orange, 4 red, and 1 yellow.

Once all the students have their stickers in place, guide them to open their eyes. With the stickers visible to everyone, give the students a clear instruction: they are to organise themselves into groups without any verbal communication. As students begin to silently self-organise, observe the dynamics at play. Allow them the time they need to find their positions within the groups.

When students believe they have successfully grouped themselves, they can remove the stickers from their foreheads to unveil the colours they have been assigned.

Now, transition to the second part of the activity. Reiterate the process of placing stickers on students’ foreheads, but this time, change the colours around. The student who was previously alone or with the distinct sticker should now be part of a group, and a new student should be given the distinctive sticker. Allow students to engage in this activity with a heightened sense of awareness from the previous round and new insight into the experience of ‘othering’ and its impact on individuals.

Discussion

Engage students by acknowledging the unique experience they just participated in. Highlight that this activity is designed to promote understanding of the concept of ‘othering’ and its implications, aiming to foster empathy and understanding. You can explore how the experience offers a dynamic and tangible way for students to experience how people can be treated differently based on perceived differences, leading to insightful conversations on stereotypes, prejudice, and the importance of inclusion.

* Variation of activity in ‘Setting the Conflict Compass: Experiential Activities for Conflict Resolution and Prevention,’ Michelle Cummings, with Mike Anderson, Kendall Hunt Publishing.

Othering

Indicative Questions

- Why did you decide to stand where you did in the activity?
- How did it feel to be in the larger group? What about being alone or in a smaller group?
- What factors might contribute to differences among people?
- Can you share examples from your own experiences that relate to the concept of 'othering'?
- In what ways might treating someone as 'different' impact them and their interactions with others?
- How can we promote empathy and inclusion in situations where people are made to feel like outsiders?
- How might treating someone as 'different' lead to misunderstandings, stereotypes, or even discrimination? Discuss how such attitudes can contribute to conflicts and societal divisions.
- What strategies can we employ to address 'othering' in our school or community?

Note

Make sure to shift the discussion to the importance of inclusion and empathy. Ask students how the activity made them feel, whether they felt more empathy toward the lone participant, and what they could do to ensure everyone feels included.



Tips

This activity can be emotionally charged for some students. Be attentive to the emotions and reactions of the participants and create a supportive environment during the implementation and at the plenary discussion that follows.

Global Citizenship
Sustainable Development
Social Justice
Human Rights
Anti Racism
Intersectionality
Multiperspectivity



30 minutes



Aims

- Encourage students to reflect on different aspects of identity and the possible privileges or barriers linked to these aspects within society
- Highlight that recognising privilege might not always be easy



Competencies

- Understanding rights (Knowledge)
- Critical thinking (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)



Materials

- Scrap pieces of paper in 2 colours (1 for each group)
- Scenario & Sites of Privilege List (See Annex 3.3F)
- A basket

Paper Basket*

Description

Begin by reminding students that each person has a unique identity with various aspects. However, not all aspects of identity receive the same respect or value in society. This activity will help us explore this concept.

In the first round, divide students into two groups. Give each group a different colour of scrap paper. Place the paper basket close to group 1. Instruct all students to scrunch their paper into a ball. Count to three and ask them to toss their paper ball into the basket.

Briefly discuss the results: group 1 might have more balls in the basket. Ask about their thoughts on the rules and setup. Ask the students in group 2 to express their feelings about being further from the basket.

In the second round, have everyone retrieve a paper ball from the basket and form a wide circle around it. Introduce the scenario and read it aloud. Ask students to position themselves close to or far from the basket based on the barriers or privileges they believe Tom might face. Clarify that the basket represents Tom's goal. Give students a few minutes to decide their position and then have them throw their paper balls into the basket.

Discussion

Lead a discussion that explores historical circumstances, social traditions, and group dynamics that can lead to unequal privilege and power in society. Emphasise that some groups can be closer to the basket/goal due to identity factors, not solely because of their efforts.

* Adapted from [Exploring my Power and Privilege Toolkit](#), Canadian Centre for Diversity and Inclusion (2017).

Paper Basket

Indicative Questions

- What do you think might be some privileges and barriers that Tom is facing in the scenario?
- Imagine yourself in Tom's shoes: How close or far would you be to the basket for the same goal? Why did you choose that position?
- If you are comfortable, would anyone like to share why they chose to stand close or far from the basket?
- How does this activity help us understand the concept of privilege in the real world?
- Why is it important to recognise intersectionality when talking about privilege and barriers?
- Can anyone think of a situation in the real world where different aspects of identity might create different experiences for people, even if they have similar backgrounds?

Variations

Group Discussion Panels: Divide the class into small groups and assign each group a specific dimension of identity (e.g., gender, race, socioeconomic status). Have each group discuss and present their thoughts on privilege and barriers related to that dimension, promoting group collaboration and discussion while also reflecting on different aspects of identity and the possible privileges or barriers linked to these aspects.

Digital Interaction: Utilise digital tools such as interactive polls or online platforms to conduct the activity virtually. Students can submit their responses digitally, and you can display the results visually for discussion. Instead of physically moving around the room, students can express their thoughts using a scale from 1 to 5, with 1 being 'far from the basket' and 5 being 'close to the basket.'

Peace and Violence Continuum*



60 minutes



Aims

- Foster open dialogue, active listening, and sharing of opinions
- Gather diverse perspectives on current affairs and explore their connections to 'peace' and 'violence'
- Develop participants' understanding of peace and violence through personal experiences
- Define and comprehend the concepts of 'peace' and 'violence'
- Discuss the spectrum of peace and violence levels and their interconnectedness
- Introduce the concept of 'Peace as a process structure'



Competencies

- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)

Description

Round 1: Explain to the students that the aim of this activity is to delve into different topics related to peace and violence, based on their perspectives.

Use masking tape or a rope to create a line on the floor. Mark one end as 'Peaceful' and the other as 'Violent.' Gather the students in the middle of this line.

Indicate that a word will be presented for each round without an explanation or definition. Participants must position themselves on the continuum of 'peace' and 'violence', indicating whether they find the word more 'peaceful' or 'violent.' The distance of their position from both ends reflects their perception of the word's relationship to the two continuums.

After revealing a word, allow participants time to think and position themselves accordingly. Initiate a brief discussion where participants explain the reasons for their positions, and how they associate the word with 'peaceful' or 'violent.' Repeat the process for all words.

Round 2: Present students with a concise scenario and a question (See Annex). Give each participant 30 seconds to reflect on their reaction to the situation and place themselves on the violent-to-peaceful continuum. Facilitate sharing of their choices and reasons for their positions.

After the continuum activity, participants gather in their groups to collaboratively develop their own definitions of peace. Each group records their definition on a flipchart paper and displays it on the wall. Everyone then moves around to read and comment on the definitions created by other groups.

Bring all participants back to the plenary for an exchange of the various definitions that emerged from the group work.

Discussion

Based on participant responses, initiate a group discussion to explore different perspectives on what constitutes peace and violence. Encourage active participation and thoughtful reflections in the plenary discussion.

* Adapted from [Peace Bag from Euromed Youth, Fundacio Catalunya Voluntaria and UNOY Peacebuilders](#), (2012).

Peace and Violence Continuum



- Card with indicative words and phrases ([See Annex 3.3G](#))
- Masking tape or rope (approximately 3 to 4 metres long)
- Papers with 'peaceful' and 'violent' printed on each
- Indicative scenarios ([See Annex 3.3G](#))
- Coloured markers
- Flipchart paper
- Duct tape

Indicative Questions

- How did you feel throughout this activity? Did you find it engaging?
- Did anything surprise you about the definitions of peace that your peers came up with?
 - Did your perception of peace and violence change after participating in this activity?
 - Was it challenging for your group to formulate a shared definition of 'peace'? Why?
 - It is interesting that people have different viewpoints on what is peace and violence. Why do you think this is the case?
 - Can you trace the origins of people's perceptions about peace and violence? How might these perceptions vary across different levels of society (self, family, community, nation, etc.)?
 - Is it important for everyone to have a single, common definition of peace? What advantages could that bring? (Consider discussing this in the context of human rights and diverse perspectives and points of view)
 - How can having diverse definitions of peace be beneficial for understanding things that are hard to talk about? (Consider introducing the concept of 'Peace as a process structure')
 - How can this activity help you talk about topics that might make people disagree in your classroom? What did you learn about sharing your thoughts, respecting others' ideas, and listening carefully?

Note

By reflecting on the indicative questions, you can guide students to deepen their appreciation for the diversity of perspectives, encourage respectful conversations, and gain insight into how differing viewpoints contribute to the complexity of peace and violence discussions. Encourage students to embrace the idea that peace is a process, not a single concept. Help them connect this notion to their own lives, showing how their choices and actions contribute to building lasting peace. This activity offers an opportunity to delve into the richness of different perspectives and to emphasise the importance of understanding complexities in discussions about peace and violence.

Given the potentially controversial nature of some words, discussions may sometimes veer away from the central theme of 'peace' and 'violence.' Ensure you guide the discussion back to the intended topic when necessary.

Variations

Group Discussions: Instead of individual placements, divide students into small groups. Present words or scenarios, and have each group discuss and collectively decide where each item falls on the continuum. This approach encourages collaboration and shared decision-making.

Symbolic Markers: Instead of physically moving, students can use symbolic markers (e.g., different-coloured stickers) to represent their positions on the continuum.

Roots and Branches*



60 minutes



Aims

- Understand the causes and effects of hate speech
- Connect [hate speech](#) to behaviour and real-world issues
- Investigate solutions by examining the underlying causes of hate speech



Competencies

- Understanding rights (Knowledge)
- Familiarisation with and recognition of stereotypes, prejudice, racism and discrimination (Knowledge)
- Critical thinking (Skill)
- Communication and active listening (Skill)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Flip chart paper
- Markers
- Drawing of the Hate Speech Tree ([See Annex 3.3H](#))
- Handout with indicative case study scenarios (one for each group) ([See Annex 3.3H](#))

Description

Explain that hate speech needs to be understood in relation to other issues and its underlying causes. To address hate speech effectively, we must uncover why it occurs. Introduce the ‘Hate Speech tree’ and tell students they will work in groups to identify ‘roots’ (causes) and ‘branches’ (effects) of hate speech.

Explain how the tree functions: Each box answers “why?” to another box, for both roots and branches. Offer an example of hate speech to illustrate.

For roots: Begin with hate speech and ask, “Why does this happen?” Students should list as many reasons as possible. Explain how one cause leads to its own causes.

For branches: Students explore the consequences of lower items on the branch. Ask what could happen to individuals or groups targeted by hate speech, and what this might lead to.

Divide students into groups, giving each a piece of flipchart paper. Provide a case study for each group to work on, while creating their ‘hate speech tree.’ Place their case study in the trunk, asking them to complete as many branches and roots as possible.

Allow around 20-25 minutes for the groups to complete the tree. Have groups present their results or display the trees around the room for all to see.

Discussion

Use the following indicative questions to encourage students to share their thoughts and insights while ensuring that the discussion remains respectful and inclusive of diverse viewpoints. Emphasise the importance of understanding the complexities of hate speech and working together to create a more inclusive and respectful environment.

* Adapted from BOOKMARKS: A manual for combating hate speech online through Human Rights education, Revised edition, by Ellie Keen and Mara Georgescu (authors & editors) © Council of Europe 2020.

Roots and Branches

Indicative Questions

- How did you feel about doing this activity?
- What were some common effects or consequences of hate speech that different groups mentioned?
- Who are the ones affected by hate speech in the case studies? How does hate speech impact them and the community?
- Did you notice any interesting differences among the ‘hate speech trees’ created by different groups? Do you have any questions for other groups?
- Did you find identifying the ‘roots’ of hate speech easy or challenging? Were there any disagreements or differing opinions within your group?
- How do you think hate speech affects the person saying it as well as the one receiving it?
- Do you think this activity helps to address the issue of hate speech? How can you use your ‘problem tree’ to make hate speech less likely?
- What strategies could we use to address some of the ‘roots’ you identified? How might this change the way people think or behave in our community or school?

Note

To make this activity more practical, we can take some of the ‘roots’ and brainstorm solutions for them. For instance, if we find ‘prejudice’ or ‘ignorance’ about Group X as a cause, how do you think we could tackle this issue? It could be helpful to explain that planning campaigns often involves breaking down such problems and finding ways to address them.

Variations

Case Study Role Play: Transform the case studies into short role-play scenarios, for instance Example 5: ‘Abusive comments are posted on various news sites claiming that foreigners have no right to be in the country.’ Divide this scenario into roles: the person posting the comments, someone targeted by the comments, and concerned bystanders. Assign each student a specific role to play in the chosen scenario (e.g., the person posting the comments, the target of the hate speech, a friend trying to intervene, a teacher addressing the issue, etc.) Guide students through the role-play scenario by providing prompts and directions for each role. Encourage them to think about the emotions, motivations, and actions of their characters. Role-playing encourages students to think critically about the scenario and its complexities and brainstorm solutions for addressing hate speech.



Tips

If students overlook or struggle to identify important causes or effects, consider offering examples of factors and their connections to the issue and the tree: The media, politicians and public figures, peer pressure, discrimination, economic factors, schools and education.

The School at the End of the Forest*



35 minutes



Aims

- Foster critical thinking skills
- Deepen understanding of multiperspectivity
- Reflect on diverse perspectives as potential sources of conflict
- Recognize human rights as a unifying framework for global understanding



Competencies

- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Copies of the story 'The School on the Edge of the Forest' (one for every participant) ([See Annex 3.3I](#))
- Flip chart paper
- Markers

Description

Organise students into small groups. Provide each student with a copy of the story 'The School on the Edge of the Forest.'

Allow time for groups to read and understand the story. In their groups, encourage students to discuss and compile a list of 'suspects' responsible for burning down the school and their potential 'motives'. The goal is to examine the causes behind the school's destruction and consider possible perpetrators and their reasons. After group discussions, have each group present their conclusions to the entire class. Compile a list of suspects on the board or on a flip chart.

Display the flip charts around the room and invite groups to collectively decide on their final suspect after hearing other groups' contributions. Designate a representative from each group to circle the group's final suspect and explain the decision briefly.

Discussion

Lead a discussion with the group, by starting with explaining that the activity's main goal was to highlight the significance of considering multiple perspectives. Different viewpoints are natural and often arise from various life experiences and backgrounds. Discuss how differing narratives can either promote open dialogue or lead to conflicts and explore how human rights principles provide a shared foundation for understanding, regardless of individual perspectives. They serve as a basis for respectful conversations and peaceful relationships.

Indicative Questions

- How easy or difficult was it to list the suspects and their motives? What were your criteria?
- Did your group's list of suspects and motives differ from those of other groups? Why do you think these differences exist?
- What do you imagine is the ending to this story?
- How can multiple perspectives contribute to understanding conflict? What are the benefits of considering different viewpoints?
- Why is it important to recognize that different people might have different reasons for their actions? How does this apply to real-life situations?
- Can you think of any real-world examples where misunderstandings or biases led to conflict? How could considering human rights have helped prevent or resolve these conflicts?

* Adapted from Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE) Training Pack for Teachers, by David Kerr and Ted Huddleston (editors) © Council of Europe 2020.

The School at the End of the Forest

Note

During the discussion, reiterate that the story intentionally lacks a definitive ending. The focus is on exploring the variety of interpretations that may arise, similar to how people may have different views in real-life situations. Multiple viewpoints are a common occurrence that, in certain contexts, encourages dialogue and democratic practices. However, different narratives influenced by misunderstandings or biases can lead to conflicts. In such cases, human rights serve as a shared foundation and standard for establishing peaceful relationships.

Variations

Role-Play Rebuilding the School: Explain role-playing and the scenario: "What if the teacher tried to rebuild the school? How would the different groups in the story react?" Assign characters to the students, focusing on their thoughts about rebuilding the school. Students must read their character descriptions and engage in discussions in small groups. Encourage the students to express character opinions, motives and concerns about rebuilding. Introduce the teacher-in-role method as a neutral guide. Interact with groups, posing challenging questions from character standpoints. Gather students for a group discussion on the outcomes. This variation will have a longer duration, but it fosters critical thinking through immersive role-play and the exploration of multiperspectivity by embodying different characters.

Human rights
Anti Racism
Intersectionality
Multiperspectivity
Civic Engagement
Democratic Participation



30 minutes



Aims

- Develop critical thinking and active listening
- Encourage communication and sharing of different opinions
- Enhance empathy and understanding
- Foster a sense of agency



Competencies

- Understanding rights (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- “What is Fair/Unfair?” Handout (one for each student) ([See Annex 3.3](#))
- Cards with the words “Fair”, “Unfair”, “I do not know”

What is Fair/Unfair?*

Description

Let the students know that you are curious about their thoughts on hypothetical situations. Mark a line on the floor with “Fair” at one end, “I do not know” in the middle, and “Unfair” at the other end. Explain that you will provide written scenarios and students should individually decide if they find each situation fair, unfair, or uncertain, and stand where they think appropriate, even between the labels.

Read each situation aloud, and silently have students pick a position without talking. Wait for everyone to take a stand. Then, select a representative sample from all positions to explain their choices. Allow students to share their thoughts openly, encouraging participation.

After the discussion, invite those who want to change their position to do so. If many students shift, ask what influenced the change and why. After processing enough situations, gather the group in a circle for a debriefing on the activity.

Discussion

Seated in a circle, lead a discussion with the group. Kick off the conversation by asking the students to reflect on their experience during the activity and then delve into creating connections between their experience and real-life scenarios.

Indicative Questions

- How did you feel about joining in on this activity? Did you find it fun, tricky, or did it make you think a lot?
- Can you give examples of times you thought a situation was fair? What made you say it was fair?
- Can you tell us about when you thought a situation was unfair? What things made you think that way?
- Were there times when picking was hard? Can you remember those moments and why they were tricky to decide on?
- Did you ever change where you stood after listening to someone else? What did they say that made you think differently?
- Did you see that your classmates saw things in various ways? How did that make you feel about the activity?
- Can you guess why someone might say something is fair while another person thinks it is not? What things make us think in different ways?
- Can you think of real-life situations where people might think differently about what’s fair? How does this game connect to those situations?
- How can learning to respect the opinions of other people and having good discussions help us in our daily life, at school and elsewhere?

* Adapted from GEAR - Global Education Activity Resource; an educational resource for grades 2 to 8 supporting curriculum expectations in social studies, language arts and arts, by Sarah Hutchison and Nancy Del Col (editors), World Vision Canada, 2008.

What is Fair/Unfair?

Note

As you facilitate the discussion, acknowledge that diverse opinions are likely to emerge, and encourage an open exchange of ideas. Remind students that voicing their thoughts is a fundamental right, and listening to differing viewpoints is equally important. Create an atmosphere where everyone feels comfortable expressing themselves and valuing others' perspectives, even if they differ from their own. This process fosters a deeper understanding of fairness, promotes critical thinking, and nurtures respect for individual and collective viewpoints.

Variations

Visual aids collaborative chart: Incorporate photos or images depicting unfair situations. Have students create a chart, categorising photos according to fairness.



Tips

Offer examples to guide students. For instance, in order to describe the label 'fire-fighter' you can say, 'When I see you, I feel safe because you help people and save lives.' Encourage students to start their sentences with phrases like "When I see you, I feel..." or "I believe that..."

What is my Label?*



45 minutes



Aims

- Understand stereotypes and discrimination in daily life
- Promote respect for diversity
- Enhance expression and communication skills



Competencies

- Familiarisation with and recognition of [stereotypes](#), [prejudice](#), [racism](#) and [discrimination](#) (Knowledge)
- Critical thinking (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- Role cards designed as labels (See Annex 3.3K)
- Notepads
- Pens
- Headbands
- A bell

Description

Explain to the students that in this activity, you will explore stereotypes, prejudice and discrimination. The students are divided into two teams, Team A and Team B. There will be two concentric circles of chairs in the middle of the room. Half of the students will wear labels on their foreheads, which they will not be able to see. They will belong to Team A, sitting in the inner circle. The other half, Team B, will be sitting in the outer circle. Team A will try to figure out what's written on their labels by listening to Team B's comments.

Team B's role is not to reveal the labels but to express their feelings or thoughts about the people on the labels to the students in Team A. Team A will remain seated, silent, and take notes while listening to Team B. Team B will rotate clockwise when the bell rings, and they will have about 1 minute to share their feelings or thoughts with the person in front of them.

After a few rounds, have everyone sit in a single circle without revealing their labels. Each student will take turns expressing what they've been told and guessing their own labels. Instead of confirming whether their guesses are right or wrong, remove the labels from their foreheads and give them to the respective students.

Discussion

Begin the discussion by encouraging students to reflect on how this activity made them feel, particularly considering the feelings of others who may have experienced negative comments.

* Adapted from Compasito: Manual on human rights education for children © Council of Europe 2009.

What is my Label?

Indicative Questions

- For Team B: How comfortable was it to express your feelings for each label?
- For Team A: How did you react to the things you heard from others about your label? Did their words have a positive or negative impact on you? Were there conflicting emotions about your label, and how did you handle them?
- What are your thoughts on the common practice of labelling others without much thought?
- What are the consequences of labelling people's lives, their rights, and the way others treat them?
- How do you think people who have been characterised with the word written on your label might feel?
- Do you believe the labels used in the game reflect real-life situations where people face oppression and discrimination? Can you share examples and suggest ways to address them?
- What do we learn about our own biases and perceptions during this activity?
- How can we challenge stereotypes and avoid making unfair assumptions about others?
- In what ways can we create a more inclusive and respectful environment, both in our group and in society as a whole?
- How does it feel when you are unfairly labelled or when people make assumptions about you? How can we support individuals who experience this?

Note

The discussion provides an opportunity to deepen students' understanding of stereotypes, prejudice, and discrimination while fostering empathy, critical thinking, and a commitment to combating unfair assumptions and biases. It can also help to brainstorm possible actions students can take to challenge stereotypes and promote a more inclusive and respectful society.

Variations

Guess my label: Instead of distributing labels to half of the group, select one student at a time to receive a label. The rest of the group will then express their thoughts, feelings, and assumptions about the labelled student without revealing the label itself. After gathering sufficient responses, the labelled student will attempt to guess their role based on the feedback provided by their peers. Repeat this process with multiple students to enhance understanding and empathy.

Label Drawings: For diverse, multilingual groups or to accommodate students with speech or language difficulties, replace written labels with simple drawings. Students can still participate by exploring and interpreting the visuals on the labels.

Section 4

Main Activities
for 14-18 years old

Apartment House*



45 minutes



Aims

- Raise awareness of stereotypes relating to various identities
- Explore how stereotypes influence everyday decisions and contribute to discrimination against some groups while granting privileges to others



Competencies

- Familiarisation with and recognition of stereotypes, prejudice, racism, and discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)
- Developing compassion, solidarity, and empathy (Attitudes and Values)



Materials

- List of Applicants Handout (one for each student) ([See Annex 3.4A](#))
- Flipchart paper
- Markers

Description

Divide students into groups. Explain that each group will assume the roles of managing directors working for a prestigious real estate company. This company owns numerous apartment buildings, and they have just acquired a brand-new one in the heart of a bustling city. Inform the participants that this new apartment complex has garnered significant attention, resulting in a flood of rental applications. These applications represent a diverse range of individuals seeking to become tenants in the company's new property. Distribute the 'List of Applicants Handout' to each group.

Provide each group with a designated time frame of 20 minutes to collaboratively review the profiles and make decisions about which applicants they would select as tenants for their new apartment building. Encourage them to discuss, debate, and deliberate on their choices.

In a plenary session, each group shares their choices and the reasoning behind them. Encourage students to explain the reasoning and criteria that guided their decisions. Record each group's decisions on the flipchart to compare preferred and rejected applicants.

Discussion

Initiate a debriefing activity by inviting the students to reflect on the choices they made during the activity. Remind them that the primary goal is to learn and gain insight into stereotypes and their consequences. Explore the patterns that emerged regarding which applicants were predominantly accepted or rejected by different groups. Encourage students to think critically about how these patterns of acceptance and rejection, if they persist in real life, could relate to issues of privilege and discrimination. This is a key point for understanding the impact of stereotypes.

* Adapted from Competences for Democratic Culture Workshop on piloting the Descriptors of Competences for Democratic Culture, by Black, L., Lenz, C., Mompoint-Gaillard, P., Rus, C., April (authors), © Council of Europe, 2016.

Apartment House

Indicative Questions

- Why did you choose these applicants?
- Why did you reject the other applicants?
- What criteria guided your group's decisions?
- How did your group navigate differences of opinion when selecting tenants? Can you share an example of a particularly challenging decision?
- What insight can we draw from comparing the choices made by different groups? Do you notice any commonalities or differences in the applicants who were preferred or rejected?
- Considering the applicants who were predominantly rejected or preferred, what can we learn about the potential consequences of stereotypes in real-life situations? How might these individuals experience privilege or discrimination?
- In your opinion, how can awareness of these stereotypes and their impact on decision-making lead to more equitable and just societies?

Note

Consider inviting students to empathise with the applicants by encouraging them to envision themselves in the applicants' shoes. This not only fosters empathy and solidarity but also helps students grasp the real-world implications of the stereotypes explored in the activity.



Tips

Consider smaller group sizes to ensure that each student has an opportunity to actively participate and share their thoughts, as well as a customisation of the list of applicants to align with the students' background, needs, age and the teaching context.

**45 minutes**

Aims

- Understand that developing countries currently host a significant number of refugees
- Develop an initial understanding of the distribution of refugees and wealth and address common prejudices
- Explore how unequal distribution of resources and people can lead to conflicts.
- Foster critical thinking
- Encourage opinion sharing



Competencies

- Familiarisation and recognition of stereotypes, prejudice, racism, and discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)

Balancing the World: A Refugee Perspective*

Description

Introduce the concept of [intersectionality](#) as a means of understanding social identities and their relationship to power. Use this lens to expose unequal power relations between countries and continents, emphasising the dynamic nature of privileges and disadvantages. Topics covered include world population, global income, citizens' income, forced migration, and climate change.

Prepare large sheets of paper with continent names and map outlines (North America, South America, Africa, Europe, and Asia - Australia and Oceania belonging to Asia in this exercise). Arrange them in the room according to their geographic position.

Part 1: Estimating World Population

In Part 1, the goal is to raise awareness about world population distribution. Begin by explaining that the number of students participating symbolises the entire world population.

Ask the students to work together in their groups to estimate and discuss the population of each continent as a percentage of the total world population. Have each group come to a consensus on these estimated percentages. Record these figures on a flip chart paper on the wall. Next, ask the students to physically distribute themselves across the continents based on their estimated percentages. However, remind them not to use chairs at this stage; they should stand.

After they have positioned themselves, correct this symbolic distribution using accurate world population numbers. Share the real population figures for each continent. This part helps students grasp the disparities in population across continents and how our preconceptions may not align with reality.

Part 2: Exploring Global Income Distribution

Part 2 aims to shed light on the distribution of global income and wealth among continents. Explain that, in this phase, the chairs represent the total global world income, and each student has one chair representing their share of global income. Similar to Part 1, students work in groups to estimate and discuss the portion of the world income held by each continent, expressed as a percentage. Have each group reach a consensus and record these estimated percentages on flip chart paper. Now, it is time for students to physically distribute the chairs across continents based on their estimates. Every chair should be placed on one of the continents, representing their perceived share of the world income. However, emphasise that this distribution is based on their estimations, and the real distribution will differ. Correct this symbolic distribution using actual global income figures. Share the real income distribution among continents. This part of the activity illustrates the significant disparities in income and wealth among different parts of the world.

* Adapted from DGB-Bildungswerk Thüringen e.V. (o.J.): Baustein zur nicht-rassistischen Bildungsarbeit, "[Refugee Chair - Die Welt in Stühlen](#)", Thema Migration, Modul C8.

Balancing the World: A Refugee Perspective



Materials

- Markers
- Big sheets of paper with map outlines and names of the continents
- Balloons
- Coloured sticky paper spots (five different colours)
- Flip chart paper
- Blu tac

Part 3: Sitting as Citizens

Part 3 encourages students to reflect on the experiences of sitting on chairs that represent their continents. After the chairs have been placed according to the estimated income distribution, ask students to sit on the chairs corresponding to their continent. While sitting, give them a few moments to contemplate their experiences. Encourage them to think about how it feels to occupy a seat representing their continent in the context of global income distribution. This reflective moment helps students connect with the issues of global wealth disparities on a personal level.

Part 4: Understanding the Refugee Crisis

Part 4 aims to promote understanding of the global refugee crisis and its unequal distribution across continents. Explain that, in this phase, all students become symbolic refugees. Ask students to estimate and discuss the number of refugees on each continent as a group, considering percentages. Like in previous parts, have each group reach a consensus and record their estimated refugee numbers on flip chart paper. Then, instruct students to distribute themselves by sitting on the chairs representing their continent based on their estimated refugee numbers. Just like before, this distribution is based on their estimations, and it will be corrected with actual refugee numbers.

Correct this symbolic distribution using real data on the number of refugees in each continent. This part of the activity helps students understand the disproportionate burden of hosting refugees faced by some continents.

Simulation Round: Observing Accommodations

To conclude the activity, organise a simulation round. Ask all participants to return to their positions as citizens (Part 3), sitting on chairs that represent their continent. Now, choose one or more continents (e.g., Europe and Africa) and send the correct number of refugees from other continents to these chosen continents. For example, if Africa hosts the most refugees according to the data, send a corresponding number of refugees to Africa in the simulation. Observe how the continents accommodate the influx of refugees and how this redistribution impacts these continents. This simulation round provides a practical understanding of the challenges related to refugee flows and hosting responsibilities.

Discussion

Engage students in a conversation about the reasons for and implications of uneven distribution of resources, income, and refugees and encourage them to critically examine stereotypes, prejudices, and biases related to refugee populations and wealth distribution.

Balancing the World: A Refugee Perspective

Indicative Questions

- How did it feel to estimate figures on various issues?
- What factors influenced your estimates?
- How do you think media representations influence our perceptions of global issues like income distribution and the refugee crisis? How might media bias affect our understanding?
- Were the distribution results as expected? What surprised you the most, and why?
- What are your thoughts on the disparities between population, income, and forced migration? How did factors like geography, wealth, and population contribute to these disparities?
- How does this activity relate to what we learned about intersectionality?
- How did this exercise make you feel about the responsibilities that different regions have in the real world or those facing these challenges?
- How does the political, social, and economic power of continents impact others and contribute to violence?
- How can individuals, schools, communities, and nations work towards a more equitable distribution of resources and responsibilities and a more sustainable society?

Note

Connect the activity to the concept of intersectionality, as explained earlier. Discuss how the various factors intersected to create inequalities and disparities among continents and countries. For example, encourage students to consider how privilege and disadvantage relate to geographic regions, and reflect on the stereotypes that might be created.

Variations

Tabletop Simulation: Create a tabletop game with simplified maps or resource cards representing continents. Students can estimate and redistribute resources or populations among these cards, promoting discussions on global disparities.

Model United Nations (MUN): Organise a mock MUN session where students represent different countries and address global challenges, including resource distribution and refugee crises.

Global Interconnectedness Mind Map*

Description

Begin by writing the following quote on the whiteboard:

“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make”.

- Jane Goodall, Anthropologist¹

Use this quote as a conversation starter for a very brief brainstorming session on how the world is interconnected. Indicative Questions *“What does Jane Goodall refer to in her quote? In what ways do you think we are interconnected in the world?”*

Provide each student with a piece of A4 paper and ask them to create individual mind maps. In the centre of their paper, have them write ‘ME’ inside a circle. Students should then draw lines connecting this central circle to other regions and countries of the world using criteria based on categories such as media, music, sports, clothing, food, trade, technology, immigration, politics, environment, education, transportation etc. You can provide examples to stimulate their thinking, such as “My favourite TV show comes from X country,” “I was born in X country”, “Last summer I went to X country for vacation”, “My neighbour comes from X country” (See Map Visual Example).

Give students 10 minutes to complete their maps, and then invite some of them to share their maps with the class. After some students have shared their maps, transition to a debriefing session, with everyone seated in a circle.

Discussion

After completing their mind maps, engage students in a discussion to deepen their understanding of how interconnected our world truly is, focusing firstly on the elements of interconnectedness with different regions of the world and then on how our daily actions can affect others at various levels.

Indicative Questions

1 Jane Goodall (1934-): Renowned primatologist and anthropologist, known for her groundbreaking research on chimpanzees in the wild. She is a prominent advocate for wildlife conservation and environmental protection, emphasising the importance of individual actions in making a positive impact on the world.

* Adapted from [Inspiring Global Citizens: An Educator’s Guide](#), Aga Khan Foundation Canada, 2016.



45 minutes



Aims

- Explore global interconnectedness through sharing individual experiences
- Examine the relationship between interconnectedness and equality, both at a communal and personal level



Competencies

- Understanding rights (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Global Interconnectedness Mind Map Handout and Visual Example (one for each student) ([See Annex 3.4B](#))
- Pens/markers
- A4 paper
- Paper tape

Global Interconnectedness Mind Map

- Does the world seem more or less interconnected than you expected, after completing your map?
- Where do you see the strongest/weakest links? (Please provide examples from your mind map) Why do you think that is so?
- Are interconnected countries or regions of the world necessarily equal partners in their relationships? Can you think of examples?
- What are some causes of inequality among regions? (Geography, climate, natural resources, education, economy, political unrest, etc.)
- Is it important to understand what is happening in other places? Why?
- How does this understanding relate to individuals or groups of people? Are interconnected people or groups necessarily equal partners in their relationships? Can you think of examples? Share examples and discuss the implications of unequal relationships, both at the regional and personal levels.
- In what ways do you think your actions in your daily life affect others in your school, community, country, and other parts of the world? (e.g., volunteering, buying fair trade products, donating to a worthy cause)
- How do concepts like volunteering, supporting fair trade, or donating to a worthy cause relate to responsible global citizenship?
- Why is global awareness crucial in our interconnected world today?

Note

It is important for this activity to allow students to think about the importance of understanding what is happening in other places around the world and analyse how being informed about global issues affects our decisions and actions at a personal level.



Tips

Consider having students display their mind maps on the classroom walls and encourage a 'walkabout' to gain a more comprehensive understanding of each other's perceptions of interconnectedness. Maintain the word 'ME' in the centre of each mind map preserving anonymity.

Hot or Cold*



45 minutes



Aims

- Facilitate discussions on various social issues
- Foster active listening and effective communication skills
- Explore the interconnectedness of social issues at both a personal and communal level



Competencies

- Understanding rights (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- 3 Labels: HOT, LUKEWARM, COLD
- Cards with social issues ([See Annex 3.4C](#))

Description

Explain to the students that you would like to hear their thoughts on different social issues and how deeply they resonate with them and the world. Create an imaginary line on the floor, marked COLD at one end, LUKEWARM in the middle, and HOT at the other. The students will receive a card with a specific social issue written on it. In four rounds, they will explore how they perceive the impact of these issues at different levels. They are asked to place it on the thermometer (the line that has been created) following different instructions in each round:

Round 1: Place your card on the thermometer based on how much this issue affects you or your family (HOT: a lot - COLD: not at all).

Round 2: Now, consider how this issue affects your school. Adjust your card accordingly.

Round 3: Shift your focus to the society you live in. Where does this issue stand on the thermometer in relation to your community?

Round 4: Finally, explore how this issue impacts the world at large. Reflect on its global significance and adjust your card placement accordingly.

During each round, ask students to maintain silence while placing their cards. This allows each participant to express their concerns and feelings without external influence. Emphasise the importance of expressing their own views and respecting others' perspectives without judgement.

After each round, take a moment to examine the thermometer with the students: *“What do you notice? Are the placements consistent among everyone, or are there variations? Is there a particular issue you believe should be placed differently? Share your observations and reasoning.”*

Discussion

Seated in a circle, engage the students in a thoughtful discussion about their experience with the ‘Hot or Cold’ activity. Emphasise how this activity aims to create a space that highlights the interconnectedness between social issues and contributes to a deeper understanding of our complex world.

* Adapted from Living with Controversy - Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE) - Training Pack for Teachers, by David Kerr and Ted Huddleston (editors) © Council of Europe, 2015.

Hot or Cold

Indicative Questions

- How did you find this activity? Was it easy or challenging to place your card in the thermometer line in each round?
- How did your perception of an issue change as you considered its impact on you personally, your school, your community, and the world at large? Were there differences on how you felt about a topic when the instructions changed?
- To what extent do you think global issues should matter to people who are not directly affected by them? Can you give specific examples of issues that might seem distant but still warrant our attention and concern?
- What do you believe young people can do to address critical or controversial issues, whether they affect them directly or not? How can youth make a difference on a global scale?

Note

It is important in this activity to explore the concept of global issues and how much they should concern individuals who may not be directly affected by them. Encourage students to provide examples to support their views and think about their role as young people in addressing critical or controversial issues. Conclude the discussion by reinforcing the idea that understanding the interconnectedness of social issues is a crucial step towards active global citizenship.

Variations

It can be useful in the context of your discussion with the students to keep a visible record of the changes in the placement of their social issue card on the thermometer throughout each round. Here are some ideas on how students can keep a record:

Floor Markings: Students place one piece of masking tape on the thermometer line in each round, writing their name and the round number on it. This creates a visual timeline of changes from Round 1 to Round 4, if any, for each student.

Digital Tools: If students have access to digital devices, they can use a drawing or note-taking app to create a digital record of their card's placement. They can add labels and annotations for each round.

Photographic Record: Have students take a photo of their card's placement at the end of each round. This creates a visual timeline of changes that can be easily reviewed later.

Interactive Whiteboard: If you have access to an interactive whiteboard, students can digitally move their cards on the board during each round, and the positions can be saved and displayed for a discussion at the end.

**45 minutes**

Aims

- Explore the concept of [intersectionality](#) and its relation to [privilege](#), [oppression](#), peace, and violence
- Understand the complexities of our identities, including both visible and invisible aspects, and how they can lead to simultaneous privilege and oppression



Competencies

- Familiarisation with and recognition of stereotypes, prejudice, racism, and discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)



Materials

- ‘Intersectionality 101’ Video from [Learning Justice](#)
- Intersectionality 101 Handout (one for each student) ([See Annex 3.4D](#))
- ‘Seeing & Being Seen’ Video from [Stories that move](#)
- Seeing & Being Seen Handout (one for each student) ([See Annex 3.4D](#))

Intersectionality*

Description

Distribute the ‘Intersectionality 101’ handout to each student and inform them that they will watch a video titled ‘Intersectionality 101.’ After viewing the video, provide them with time to record the requested information about each of the three characters from the video, as indicated on the handout. You may choose to replay the video if necessary.

Encourage some students to share their notes and invite others to listen and offer agreement or suggest changes and additions.

Following the discussion of ‘Intersectionality 101’ handout, distribute the ‘Seeing & Being Seen’ handout. Inform students that you will play one of the real story videos (recommended video: Matej, Slovakia, 18). Based on what they observe in the video, instruct students to take notes on the characteristics of the represented character and consider the unique ways in which this character might experience privileges or modes of oppression due to these characteristics.

Discussion

Prompt students to discuss the manifestations of privileges and oppressions arising from the intersectionality of multiple identities. Encourage students to think about the dangers of oversimplification when fixating on a singular aspect of identity, which fails to acknowledge the many forms of oppression individuals may encounter for being, for instance, financially disadvantaged, an asylum seeker, a person that identifies as a woman. Consider examples where a single aspect of the identity of certain individuals had fostered social phenomena such as racism, exclusion, and violence.

* Adapted from [Bibi Lesson 2: Intersectionality in “Bibi”](#), by Nevarez, S. (n.d.), Learning for Justice.

Intersectionality

Indicative Questions

- How do our identities intersect and influence each other?
- Can you identify any instances from the video where a character's intersectional identity led to either privilege or oppression?
- Reflect on your own identity. How do different aspects of your identity intersect, and how might this impact your experiences and perspectives?
- How can the concept of intersectionality help us understand the unique challenges and advantages individuals might face in society?
- Can you think of real-world examples where a lack of consideration for intersectionality has resulted in injustice or discrimination?
- What role do stereotypes play in perpetuating unequal treatment based on intersecting identities?
- What steps can we take to ensure that intersectionality is acknowledged and respected in our daily interactions?
- In your opinion, how does recognizing intersectionality contribute to creating a more inclusive and equitable society? How can individuals, schools, and communities address issues related to intersectionality and work towards a more just and inclusive society?

Note

During the discussion, it is important to highlight the concept of intersectionality and how it us to understand the unique challenges and advantages individuals may encounter in society. Examine the role of stereotypes in perpetuating unequal treatment based on intersecting identities, fostering discussion on the impact of stereotypes and potential solutions. Consider the significance of recognising intersectionality and its contribution to social justice by fostering inclusivity and equity.

Variations

Collaborative Mind Mapping: Instead of printed handouts, students can create mind maps collectively on a large poster or whiteboard. This encourages group collaboration and accommodates different learning styles.

Small Group or Pair Work: Break the class into smaller groups or pairs when assigning the completion of the handouts. This can create a more comfortable and inclusive environment for students who may feel overwhelmed in larger groups and encourage peer support and collaboration among students.



Tips

The narration and subtitles in the video 'Intersectionality 101' are in English. The narrations in 'Seeing & Being Seen' Videos are in a selection of languages, with a selection of provided subtitles. Consider adapting the subtitles or providing audio descriptions or transcripts for any video content used in the activity, based on the learning and linguistic needs of your students.

Human Rights, Anti Racism, Intersectionality, Multiperspectivity, Global Citizenship, Sustainable Development, Social Justice
Non-violence and Conflict Resolution



45 minutes



Aims

- Engage in discussions on interculturalism, peace, and violence
- Enhance presentation skills
- Foster critical thinking abilities



Competencies

- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- Printed quotes on A3 paper or larger (See Annex 3.4E)
- Duct tape
- Flip chart
- Markers
- Printed biographies of quote contributors on A3 paper or larger (optional for variation)

Manifesto*

Description

Place several quotes on the floor. Instruct students to select the quote that best resonates with the concept of peace within their personal context.

Participants who choose the same quote form groups and are granted 10 minutes to craft a [manifesto](#) centred around the chosen quote. They must work collaboratively to present a convincing case to their peers.

Once all manifestos are presented, students collectively vote for the manifesto they find most fitting in their context.

Discussion

Engage participants in a reflective conversation regarding the activity and its themes, in order to foster a deeper exploration of intercultural perspectives on peace, violence, and conflict, as well as enhancing their ability to critically assess and express their own ideas through collaborative presentations.

Indicative Questions

- How did you go about choosing a quote that resonated with your understanding of peace in your own context?
- Can you share some insights about how your group collaborated to create your manifesto?
- During the manifesto presentations, what strategies did you find effective in persuading your peers?
- When you evaluated the different manifestos, what criteria did you consider to determine the most suitable one? Did you discover any common threads or differences among the manifestos that surprised you?
- In what ways has this activity expanded your comprehension of interculturalism and the concepts of peace and conflict? How did the diversity of perspectives and manifestos presented during the activity contribute to your understanding?
- Considering the manifestos you heard, can you discuss how they might influence your personal viewpoints on peace and conflict?

* Developed by Shreya Jani, Peace Educator from India

Manifesto

Variations

Biographical Exploration: Gather biographical information about the contributors of the quotes you have selected. Highlight key life experiences, achievements, and their roles in advocating for peace and multiculturalism.

Begin by introducing the concept of biographies to the students. Explain that they will not only be exploring quotes but also learning about the individuals behind these quotes. Set up stations around the classroom, each dedicated to one quote contributor. Display a brief biography of each contributor along with their respective quote.

Divide the students into small groups and assign each group to a biography station. Give them time to read and discuss the biography and the related quote. After rotating through all stations, gather the students for a discussion where each group shares one interesting fact they learned about their assigned contributor and exchange ideas on how the contributor's background and experiences might have influenced their views on peace and multiculturalism.

Now that students have a deeper understanding of contributor viewpoints, they can create manifestos that reflect not only their own interpretations of peace but also incorporate elements inspired by contributor biographies. Allow each group to present their manifesto, highlighting how the contributors' insights influenced their work. At the end of all presentations, lead a reflection discussion using questions similar to those in the original activity but with a focus on the biographical context.

Observe Think Connect Expand*



45 minutes



Aims

- Foster open communication and the exchange of diverse opinions on complex and sensitive topics
- Establish personal connections with global issues
- Enhance communication and presentation skills
- Cultivate critical thinking



Competencies

- Comprehensive understanding nature of conflict and peace (Knowledge)
- Critical Thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- A4-sized Observe Think Connect Expand Handout (one for each student) [\(See Annex 3.4F\)](#)
- A3-sized case studies photographs and their descriptions [\(See Annex 3.4F\)](#)
- Markers/Pens

Description

Divide the group into smaller teams, ensuring each team has a case study in the form of a photo. Instruct students to analyse the photo using the 'Observe Think Connect Expand' handout. Students should complete the handout individually and then share their thoughts within their teams. Encourage each team to allocate sufficient time for every member to share their thoughts on the case study.

Ask the teams to compile their shared thoughts on one collective handout, which they will present to the entire group. Prior to their presentation, provide them with the title and a brief description of the case study for reference.

Discussion

Seated in a circle, initiate a discussion with the students on the experience of the activity to help them not only engage with the activity's aims but also develop a deeper understanding of complex global issues and the role individuals can play in addressing them.

Indicative Questions

- How did you find the activity?
- How did analysing the case studies through the 'Observe Think Connect Expand' handout influence your understanding of these issues?
- Were there any case studies that challenged your preconceptions or beliefs? How did this feel, and did it lead to any shifts in your perspective?
- Reflecting on the case studies, can you identify any common themes or underlying factors that contribute to social inequalities or injustices?
- Were you able to establish personal connections with any of the case studies? If so, which ones and why or why not?
- If you were a person in one of the case studies, how do you think you would feel?
- Do you think it is possible for individuals to advocate for causes or issues they do not personally connect with? How might they develop empathy for such causes?
- As individuals, what actions can we take to contribute to the resolution of social issues? What strategies can we employ based on your previous responses?
- What are some potential challenges or obstacles individuals might face when attempting to address social issues, and how can they overcome them?

* Developed by Natalia Kouhartsiouk, Applied Theatre Facilitator from Cyprus

Observe Think
Connect Expand

Variations

Gallery walks: If time constraints exist, consider displaying the case studies on the wall. Ask students to conduct a gallery walk, selecting a case study that interests them the most. Have them take individual notes on their hand-out. Afterward, encourage students who chose the same case study to share their thoughts before convening for a plenary discussion.

On the Ladder of Participation*



45 minutes



Aims

- Explore the various [levels of youth participation](#) and the factors that can either hinder or support it
- Develop cooperative, organisational, and collective action skills
- Foster a sense of responsibility for one's actions



Competencies

- Understanding rights (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Levels of Participation Handout (one for each student) ([See Annex 3.4G](#))
- 'List of Indicative Obstacles for Youth Participation' Handout ([See Annex 3.4G](#))
- Labels with the headings 'Obstacles' (x1), 'Enabling Factors' (x1), 'Control' (x2), 'No control' (x2)
- Post-it notes
- Pens/markers

Description

Distribute the 'Levels of Participation' handout to each student. Explain that this model, developed by educator Roger Hart¹, represents different levels of participation. Briefly describe the levels on the handout.

Have students reflect on their own lives and place themselves on the ladder, indicating the level they believe youth in their country typically occupy. Encourage them to share the reasons for choosing their specific position on the ladder.

Divide participants into smaller groups and instruct them to brainstorm obstacles (factors that hinder upward movement on the ladder) and enabling factors (factors that facilitate upward movement). Each idea should be written on a separate post-it note.

While the groups are engaged in discussion, place the headings 'Obstacles' and 'Enabling factors' on the wall, spacing them about 2 metres apart.

Bring the groups together and ask them to affix their post-it notes on the wall under the appropriate headings.

Review both lists with the students. Clarify any unclear statements and facilitate resolution of disagreements regarding the placement of statements.

Introduce the headings 'Control' and 'No control' below the initial headings on the wall. Initiate a discussion about categorising each list into two sub-lists based on whether the statements relate to factors they can control or factors beyond their control.

1 **Roger Hart (1942-)**: Renowned educator and researcher known for his work on children's rights and participation. Hart has dedicated his career to promoting the idea that children have a fundamental right to be involved in decisions that affect their lives. He is most famous for developing the theory of "levels of participation," which categorises the different ways children can participate in various aspects of society. His work has had a significant impact on the fields of child rights and education, helping to empower young people and give them a voice in matters that concern them.

* Adapted from COMPASS Manual for Human Rights Education with Young People, 2nd edition, by, Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, Justina Pinkeviciute (authors)/ Patricia Brander, Ellie Keen, Vera Juhász, Annette Schneider (editors) © Council of Europe 2020.

On the Ladder of Participation

Discussion

Reflecting on the experience of the activity and sharing thoughts with students, the aim should be to enhance their understanding of youth participation, both its obstacles and enabling factors. The discussion should focus on empowering students with a clearer perspective on their own participation, fostering critical thinking about its implications, and inspiring actionable ideas to increase their involvement in areas where they currently participate less.

Indicative Questions

- Did this activity provide you with a clearer perspective on how you participate in various aspects of your life? What was the most surprising insight?
- Does it matter whether young people are actively engaged in participation or not? Why do you think so? What role do you believe young people play in shaping their communities and society at large through active participation?
- What are some ways in which you can increase your level of participation in areas where you currently participate less?
- What motivates you or your peers to participate actively in certain areas of life? Is it passion, responsibility, or a sense of duty?
- Can you identify specific barriers that young people face in participating actively? What potential solutions or strategies can you suggest to overcome these barriers?
- How might factors like gender, race, socioeconomic status, or geography intersect with youth participation? Do these factors impact participation levels differently for different groups?
- How do you think increasing your level of participation can contribute to your personal growth and development?

Our Futures*



45 minutes



Aims

- Foster an understanding of community life, rights and responsibilities
- Develop skills for open discussion, teamwork and visionary thinking
- Foster a deeper understanding of the role of young people as active citizens in shaping a better future
- Explore how human rights principles can serve as a framework for decision-making for a better future



Competencies

- Understanding rights (Knowledge)
- Developing creativity and self-awareness (Skills)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)

Description

Start by introducing the concept of change over time. Encourage students to reflect on familiar places in their lives, like homes, neighbourhoods, schools, parks, or roads. Ask them to remember how these places looked when they were younger and how they might have changed. For example, have any rooms at school or their community centre been redecorated? Are there new buildings or facilities in the neighbourhood? Discuss why these changes happened and who made the decisions regarding them. Explore the factors to consider when making decisions that impact people and their rights. Let the group know they will have a chance to envision and influence the future they can build together.

Organise students into small groups and provide them with paper and pens. Ask them to draft or sketch ideas for their ideal neighbourhood or town of the future. They have complete creative freedom, limited only by their imagination. Allow them 5 minutes for this individual brainstorming.

After individual drafts are complete, have each group transfer their ideas onto a large sheet of paper. They should enhance their designs with paint and collage materials, combining their ideas for an ideal future neighbourhood or town. Allocate at least 15-20 minutes for this collaborative artistic process.

Once the artwork is done, have each group present their plan, explaining the sources of their ideas and how they developed them. Allow time for brief questions and answers after each presentation, reserving a broader discussion for the debriefing session.

Discussion

Start the discussion with a review of how students worked together in their groups and acknowledging the creative and innovative ideas students have generated for their ideal neighbourhoods/towns. Encourage them to recognize that these visions represent not only personal desires but also collective aspirations for a better world.

* Adapted from COMPASS Manual for Human Rights Education with Young People, 2nd edition, by, Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, Justina Pinkeviciute (authors)/ Patricia Brander, Ellie Keen, Vera Juhász, Annette Schneider (editors) © Council of Europe 2020.

Our Futures



Materials

- Draft paper
- Flip chart paper for the final design
- Art supplies like paints, brushes, pencils, pens, and markers
- Collage materials such as coloured paper, magazines, twigs, rice, beans, leaves, shells, and drinking straws
- Scissors
- Glue and tape
- Optional: Pictures or photographs depicting changes in the neighbourhood/town over ten or twenty years, old and new maps of the local area

Indicative Questions

- Did everyone feel comfortable participating and contributing to the work?
- How did it feel to receive feedback on your individual drawings?
- Did you enjoy the experience of working together? Did you learn something new from someone else's vision that you liked?
- How did you incorporate individual desires or needs into the bigger picture?
- Were there any compromises along the way?
- How do you think considering the past, such as how your surroundings have changed, influences our decisions about the future?
- Did anyone discover common themes or values in the different visions presented by various groups?
- Can you identify any connections between your ideal neighbourhood/town and the concept of human rights?
- What do you think it would take to turn some of these ideal plans into a reality in your community or the world?
- How might understanding the impact of our decisions on others and their rights affect the way you make decisions in the future?

Note

Transitioning the discussion from envisioning the future to the concept of human rights is a critical part of this activity. Highlight how the decisions students made in their visions could impact the rights and well-being of individuals and communities. Guide them to consider aspects such as equality, freedom, dignity, and participation as fundamental human rights principles. You can introduce specific human rights concepts that align with their visions. For example, discuss how their plans may relate to the right to education, the right to a clean environment, or the right to participate in decisions affecting their community. Encourage critical thinking by asking students how these human rights principles can serve as a framework for decision-making in their envisioned futures.



Tips

If discussion initiation is challenging, you can show old local photos from ten to twenty years ago or discuss global changes like the widespread availability of the Internet in schools and libraries.

Removing Labels*



30 minutes



Aims

- Explore how labelling reinforces stereotypes
- Collaboratively brainstorm and communicate ideas and opinions



Competencies

- Familiarisation with and recognition of stereotypes, prejudice, racism and discrimination (Knowledge)
- Developing creativity and self-awareness (Skills)
- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- Four clothing items representing different brands (or images of these items)
- Flip chart paper
- Markers/pens

Description

Begin by introducing the students to the following quote:

“To me, clothing is a form of self-expression - there are hints about who you are in what you wear” - Marc Jacobs¹, fashion designer.

Facilitate a brief discussion on how brands create moods and offer pre-packaged lifestyles, providing some examples. Next, divide the group into smaller teams, providing each team with one t-shirt or another clothing item with a brand design. You can label these items as follows:

Item A: Expensive high-fashion brand

Item B: Brand from another country that may not be easily recognised

Item C: Affordable, ready-to-wear brand

Item D: Sports brand

Alternatively, provide students with four pictures of branded items.

In their teams, students collaborate to create the backstory of an imaginary individual who owns the specific clothing item. This should include details like name, age, place of residence, occupation, interests, character traits, etc. Allocate each team 10 minutes to complete their story. Once ready, appoint one person from each team to share the story with the entire group, displaying the item or image that inspired their narrative.

Discussion

Begin the discussion by asking students to reflect individually or in small groups on their experiences during the activity. This can help them process their thoughts and emotions before exploring the role of stereotyping in marketing and advertising.

¹ Marc Jacobs (1963-): American fashion designer with a significant impact on contemporary fashion.

* Adapted from [‘Unbranding’ to encourage an appreciation of diversity](#), by Amy Hutchinson, Learning for Justice.

Removing Labels

Indicative Questions

- How did your group decide on the backstory of the imaginary person associated with the clothing item? Why?
- What thoughts or feelings did you experience while creating the imaginary person's backstory?
- Did your group encounter any challenges or disagreements when crafting the story?
- How did the branding on the clothing items impact your group's assumptions about the imaginary person?
- Can you think of advertisements or marketing campaigns that rely on stereotypes, especially related to gender or sexual orientation? Discuss the effects of such advertising.
- In what ways do we tend to label people or make assumptions based on visual components or characteristics?
- Once we label someone, is it easy to remove that label? How is this connected to stereotyping? Consider how we learn these labels (e.g., through media, social media, advertising, books, films) and whether they accurately represent reality.
- How might repeated exposure to stereotypes in media affect individuals' perceptions of themselves and others?
- What strategies can you think of to counteract stereotypes in the media and promote more inclusive representations? Whose responsibility is it to implement these strategies?

Note

During the discussion, delve into the concept of labelling and its connection to stereotypes. Encourage students to share their thoughts on how society tends to label individuals based on appearances or characteristics, as well as potential consequences of mislabelling individuals and the harm this can cause.



Tips

Instead of writing down the backstory of the imaginary person associated with the clothing item, encourage students to express their creativity by drawing a detailed portrait of that person.

Human Rights, Anti Racism, Intersectionality, Multiperspectivity, Global Citizenship, Sustainable Development, Social Justice
Non-violence and Conflict Resolution



45 minutes



Aims

- Explore advocating for equal access to rights
- Gain insight into the role of active and responsible global citizens
- Foster creativity and teamwork



Competencies

- Understanding rights (Knowledge)
- Developing creativity and self-awareness (Skills)
- Communication and active listening (Skills)
- Enhancing self-confidence and respect for life (Skills)



Materials

- Whiteboard markers
- 4 'Speech Bubble' Handouts (A2 size) ([See Annex 3.4H](#))
- A prop microphone (for reporters)
- Paper tape or Blu Tack
- Flip chart paper

Reporting for Equality*

Description

Begin the activity by sharing this statement:

"Those who have rights should speak out for those whose rights are denied"
- Elizabeth Cady Stanton¹, women's rights activist.

Begin by discussing the notion of responsibility. Ask students to consider the statement by Elizabeth Cady Stanton and think about who should actively advocate for rights. Encourage students to reflect on the roles of individuals, communities, governments, and international organisations in advocating for various rights. Discuss the responsibility of those with rights to advocate for equal access while emphasising the importance of empowering less advantaged groups to speak out for themselves.

Place a different speech bubble statement (quotes from activists worldwide) in each corner of the room. Students must read the statements, stand next to the one they most identify with, and briefly explain their choice.

After several rounds of students explaining their choice, have them sit in the corner they selected, forming teams with classmates who made the same choice.

Each team notes down on a large piece of flip chart paper the consequences people might face due to the lack of or equal access to the right referred to in their chosen speech bubble, as well as the benefits gained from equal access to this right. Teams have 10 minutes to brainstorm and fill in their flip chart paper. Assign each group a spokesperson who acts as a journalist or reporter, presenting the issue to the wider public.

Discussion

Once all team reporters have presented the issue, initiate a plenary discussion with the students to help them reflect on the issues discussed and deepen their understanding of advocacy for equal rights.

1 **Elizabeth Cady Stanton (1815-1902):** Influential American women's rights activist, suffragist, and writer who played a pivotal role in the women's suffrage movement and championed women's rights, including the right to vote, in the 19th century.

* Adapted from ["The World Is Not Equal. Is That Fair?" World's Largest Lesson P.1](#), The Global Goals for Sustainable Development, UNESCO.

Reporting for Equality

Indicative Questions

- Was it easy to brainstorm ways to advocate for these rights? Did some find it easier than others? Why?
- If this campaign were featured on local/national news, do you believe it would make a difference? Why?
- How can individuals and communities raise awareness about rights and advocate for change effectively?
- What role can social media and technology play in advocacy efforts?
- Can you think of historical examples where advocacy and public awareness campaigns led to significant changes in access to rights?
- What are some potential consequences of not advocating for equal rights?
- Are there any specific rights or issues you feel particularly passionate about advocating for? Why?
- How can education contribute to a more informed and engaged citizenry in advocating for equal access to rights?

Note

When delving into the challenges students encountered while brainstorming ways to advocate for rights ask them to reflect on whether some rights seemed easier to advocate for than others and why. This can lead to discussions about the complexity of different rights issues.

Variations

Flexible Presentation Styles: Allow students to choose their preferred presentation style, whether it is a traditional speech, a multimedia presentation, or a dramatic performance. This flexibility accommodates different learning and communication styles.

Silent Stigma Simulation*



25 minutes



Aims

- Explore the harmful effects of discrimination and stigma
- Illustrate the experience of being discriminated against
- Cultivate empathy through role-play
- Discuss the responsibilities and agency for change relating to discrimination



Competencies

- Familiarisation and recognition of stereotypes, prejudice, racism discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)



Materials

- Deck of playing cards
- Headbands for affixing cards to foreheads (Alternatively: paper tape)

Description

Begin by having students discuss and define the concepts of stigma and discrimination, asking for real-world examples that they are aware of (excluding personal ones). Explain that each student will receive a playing card but must not look at it, as this is crucial for the activity. They will attach the card to their foreheads, facing outward for others to see.

When distributing cards, ensure that there are enough students who receive Jacks, Queens, and Kings cards. Clarify the unique characteristics of Jacks, Queens, and Kings and instruct students to respond to individuals with these cards using only facial expressions and body language:

Jacks: They have a deadly, highly infectious disease

Queens: They cannot be trusted

Kings: They are very wealthy

All other cards: Individuals with no specific characteristics

Once students understand how to respond to each card, allow them to move around the room, greeting others non-verbally. After 3-5 minutes, pause the activity. Instruct students to form a single line across the classroom by choosing where to stand based on what they think their role is, as follows: Kings at one end. Jacks at the opposite end. Queens stand next to the Jacks. All other roles position themselves between Queens and Kings.

Ask students to reflect on the non-verbal greetings they received and guess which type of card they have, in order to place themselves in the line accordingly. Instruct them not to see their card until the lineup is complete. Tell them to check their cards and adjust their positions accordingly.

Discussion

Draw on the following questions to guide students in reflecting on their experience and deepening their understanding of discrimination and empathy. Initiate a conversation by encouraging students to reflect on their personal experiences during the activity and discuss their assumptions and stereotypes, if any, about the roles they encountered.

* Adapted from GEAR - Global Education Activity Resource; an educational resource for grades 2 to 8 supporting curriculum expectations in social studies, language arts and arts, by Sarah Hutchison and Nancy Del Col (editors), World Vision Canada, 2008.

Silent Stigma Simulation

Indicative Questions

- How did you feel when you received certain gestures or reactions? Were there any moments that stood out to you as particularly challenging or enlightening? Did anyone's behaviour surprise you?
- What specific gestures or actions helped you determine your assigned role?
- How would you describe the treatment of the Kings / Queens / Jacks? Ask students who played Kings, Queens, or Jacks to share their experiences. How did it feel to be in these roles?
- For students with standard cards, inquire about their observations and interactions. Did they notice any patterns in the treatment of different roles?
- How did the activity make you think differently about the experiences of others?
- Can you identify any parallels between the simulated discrimination in this activity and real-life discrimination? What similarities and differences do you see?
- How do you think experiencing discrimination or witnessing it affects individuals in real life?
- Who do you think holds the responsibility to act when discrimination occurs? What about the role of bystanders?

Variations

Exploring Responsibility and Agency: Instead of the last debriefing question, divide the classroom into two imaginary sides, one representing YES and the other NO, with the middle ground as I DO NOT KNOW. Present students with statements and ask them to stand in the appropriate space based on their agreement, disagreement, or uncertainty. Encourage brief debates on their positions. Some statements to consider: *"We all have a responsibility to act against discrimination when we witness it"*, *"People in power are responsible for stopping discrimination in society"*, *"Individuals who face discrimination have a responsibility to take action."*



Tips

If attaching cards to foreheads is challenging, you can tape the cards to the backs of students. Keep in mind that this might require more time, so plan accordingly.

Sun of Identity*



45 minutes



Aims

- Foster an appreciation for the significance of one's identity
- Cultivate an understanding that individuals belong to multiple identity groups, shaping their complex sense of self
- Recognise the potential impacts of belonging to specific identity groups
- Promote empathy and sensitivity towards those with different backgrounds



Competencies

- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Enhancing self-confidence and respect for life (Attitudes and Values)
- Developing respect for diversity and a sense of common humanity (Attitudes and Values)

Description

Instruct students to draw a sun with 6 rays on a piece of paper, placing their name in the centre.

Allocate 2 minutes for students to write down 6 characteristics of themselves, one on each ray. When choosing their characteristics they should focus on aspects of their identity that significantly impact their lives or hold personal importance. Encourage them to consider categories like age group, gender, ethnicity, religion, studies, hobbies, family affiliations, or club memberships that connect them to various groups.

Following this, grant students 5 minutes to mingle with their peers in the classroom, sharing the aspects of their identity noted on their sun rays. Whenever they encounter someone with a matching characteristic, they should write that person's name on the corresponding ray.

Convene a plenary discussion about the commonalities in identities and the unique characteristics that each person possesses. This discussion serves as a springboard for exploring diversity and delving deeper into the topic of identity. Have students return to their seats and contemplate:

- an aspect of their identity that empowers them or makes them feel comfortable or important in society/community; and
- another aspect of their identity that disempowers them or makes them feel uncomfortable.

On separate post-it notes, students should jot down and circle these two characteristics. Encourage them to place the empowering elements above a line (ribbon) on the wall and the disempowering elements below the line. Invite participants to explore and discuss recurring characteristics or those found in both categories, fostering engaging conversations.

Discussion

Lead the students into a plenary debriefing aiming to explore the complexity of identity and facilitate a more comprehensive exploration of diversity identity and their connections to peace education as you delve into the potential consequences of focusing exclusively on one element of identity.

* Developed by Shreya Jani, Peace Educator from India

Sun of Identity



Materials

- A4 paper
- Post-it notes
- Pens
- Ribbon
- Tape

Indicative Questions

- Reflect on the ease or difficulty of identifying elements that empower or disempower us. Which aspect of your identity was the easiest to recognize, and why?
- Were there any surprising discoveries about your identity or others' identities?
- How does our identity shape and evolve through interactions with others and the society in which we are born?
- To what extent do people judge individuals based on their entire identity versus specific aspects of their identity?
- What potential consequences can arise from exclusively focusing on one element of our identity?
- Can you think of real-life examples where a person's identity has been misunderstood or misrepresented, leading to conflict?
- How do identities relate to Education for a Culture of Peace? How can acknowledging the multiple dimensions of identity lead to a more peaceful and inclusive society?
- What are some strategies for addressing and challenging stereotypes and biases related to identity?

Note

The discussion centres on the multifaceted nature of identities, highlighting how a singular focus on a specific aspect of identity can give rise to social issues such as racism, exclusion, and violence. Examples like extreme behaviour among football fans due to unwavering loyalty to a particular club can be referenced to underscore the importance of acknowledging individuals as composites of multiple elements.



Tips

When asking students to list their identities, specify that these are not personality traits (e.g., dynamic, depressed, handsome, etc.). Instead, suggest identity categories like gender, ethnicity, religion, hobbies, age, family roles, and affiliations (e.g., sports clubs, school roles), or use well-known figures (e.g., Nelson Mandela, Beyonce) as identity examples.

Take a Step Forward*



60 minutes



Aims

- Raise awareness about the inequality of opportunities and privileges in society
- Generate a discussion around human rights and privilege
- Encourage self-reflection on one's own privilege and biases
- Foster imagination and critical thinking
- Cultivate empathy



Competencies

- Familiarisation with and recognition of stereotypes, prejudice, racism discrimination (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)
- Developing a sense of shared responsibility for active citizenship (Attitudes and Values)



Materials

- Role cards ([See Annex 3.4I](#))
- Statements ([See Annex 3.4I](#))
- An envelope or hat

Description

Choose an open space, such as a large corridor, a spacious room, or an outdoor area. Create a calm atmosphere with soft background music or request silence from participants.

Distribute role cards to the students from an envelope or hat. Instruct them to keep their roles private and not to reveal them to anyone else. Ask them to sit down, preferably on the floor, and carefully read the contents of their role cards. Encourage students to immerse themselves in their assigned roles by reflecting on questions like: *“What was your childhood like? What kind of house did you live in? What sort of work did your parents do? What is your everyday life like now? Where do you live? Where do you socialise? What excites you, and what are you afraid of?”*

Instruct students to remain silent as they line up next to each other, as if on a starting line. Explain that you will read a series of statements, and if the statement applies to their assigned role, they should take a step forward. If not, they should stay in place. Read out the statements one by one, pausing after each to allow participants to step forward or stay put. Encourage them to observe their positions relative to others.

After all statements are read, have students note their final positions and the positions of others for a brief discussion on the spot:

- What thoughts or emotions did you experience as you took steps forward or remained in place?
- For those who took many steps forward, when did you notice that others were not progressing as quickly?
- Who appears to have taken the most steps forward, who is in the middle, and who did not advance at all?
- Can students guess each other's roles? (Let them reveal their roles during this part)

If time permits, designate an endpoint, and ask participants to run toward it, each from their final position, as quickly as they can. This can illustrate unequal access, social injustice, and human rights deprivation, especially when those who took more steps reach the endpoint more easily.

* Adapted from COMPASS Manual for Human Rights Education with Young People, 2nd edition, by, Patricia Brander, Laure De Witte, Nazila Ghanea, Rui Gomes, Ellie Keen, Anastasia Nikitina, Justina Pinkeviciute (authors)/ Patricia Brander, Ellie Keen, Vera Juhász, Annette Schneider (editors) © Council of Europe 2020.

Take a Step Forward

Discussion

Transition the discussion back to the classroom to avoid disruptions and draw on the indicative questions below to promote a productive discussion. During the debriefing, start by exploring how the students perceived the characters they portrayed – based on personal experience or other sources of information (news, books, jokes). Discuss the reliability of the information and images they have of these characters, introducing the concepts of stereotypes and prejudice.

Indicative Questions

- How did you feel about the role you were assigned, and did you make any assumptions about others' roles?
- Were there any surprises or realisations during the activity?
- In what ways does this activity mirror or parallel aspects of our society?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Which human rights do you think were at risk for each role, and can anyone share their own experiences or observations?
- What initial steps could be taken to address inequalities in society? Provide concrete examples.

Note

This activity is particularly useful for understanding the connection between different kinds of rights, for example those related to our personal freedoms (civil/political) and those related to our well-being and culture (social/economic/cultural). It is very important for people to be able to exercise these rights in practice in their everyday lives, not only on paper. This is where the biggest challenge often lies, highlighting that problems like poverty and being left out socially are not solved just by having legal rights on paper.

Variations

Pit Stop Edition: In this variation you can introduce three 'Pit Stop' moments in between reading the statements, to add complexity and dynamics to the progression of the activity, influencing how students are advancing and introducing additional layers of interaction and decision-making.

Pit Stop 1: Sponsorship

At a designated point during the activity, announce that one person who has not taken many steps forward has the opportunity to ask a person who has taken many steps forward to be their 'sponsor'.

The conditions are as follows: The person at the back openly shares their role with everyone. The 'sponsor' can choose to help or not. If the sponsor chooses to help, they take 3 or 4 steps back, and the person who shared their role takes 3 or 4 steps forward.

Invite one person standing at the back of the line to participate by announcing their role. If they announce their role, the person at the front decides whether to accept or refuse to become their 'sponsor'. If refused, the activity continues with the reading of another statement. If accepted, the steps are executed as described in the conditions above.

Take a Step Forward

Pit Stop 2: Fast Track Chance

Announce to one of the participants who has taken the least steps forward that they have the opportunity for a fast-track chance to move forward by 10 steps. Additionally, they do not need to share their role with anyone. They have the opportunity to take the steps if, within the next 5 seconds, no one says “I do not trust them!” If someone voices distrust within the 5-second window, the person stays where they are. If no one objects, one chosen person from the group gets to advance by 10 steps. Countdown loudly for 5 seconds to facilitate the process.

Pit Stop 3: Pay It Forward

Announce to the person at the very front of the line that they have the opportunity to help one person who is at the back of the line (but has not shared their role yet) advance to the same position as them. The rule is that the person at the back of the line will not announce their role. The person at the front decides whether to accept this rule and provide the advantage to another classmate or not.

Indicative Questions

→ How do the different conditions/pit stops added in this activity mirror situations in real life? Can you think of particular examples? What do these conditions imply regarding the dynamics between the different roles? (power dynamics, rules and conditions posed in society etc.)

These ‘Pit Stops’ introduce strategic choices and opportunities for participants to exercise trust, empathy, and cooperation. They add an element of unpredictability and challenge students to think critically about their decisions as they navigate the inequality and privilege depicted in the activity.

Circular Format: Consider conducting the activity in a circular format, which simplifies communication between educators and students. A chair at the centre marks the focal point, and students are prompted to move closer to the centre after each statement. This arrangement enhances audibility and engagement.



Tips

If conducting this activity outdoors with a large group, ensure participants can hear you. Consider using co-facilitators to relay statements if necessary.

The Great Game of Power*



45 minutes



Aims

- Explore the concept of power and its dynamics, and its impact on individuals and groups.
- Investigate how power relationships can be altered and transformed.



Competencies

- Comprehensive understanding of the nature of conflict and peace (Knowledge)
- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- A plastic bin
- A plastic bottle
- Six chairs

Description

Form a circle on the floor with the group and place the following objects randomly in the centre: a plastic bin, six chairs, and a plastic bottle.

Round 1: Discovering Power Dynamics

Explain to the students that the goal of this exercise is to arrange the objects in a way that makes one chair the most powerful object in relation to the bin, the bottle, and the other chairs. Encourage individual students to step forward and share their ideas on how to achieve this arrangement. They can build on each other's suggestions. Allow for a continuous flow of ideas during this phase, where any arrangement is acceptable except for removing an object from the circle.

Once the group collectively agrees on what they consider the most powerful arrangement, choose one student to take on a position of power within the circle without moving any objects. They stand in place of one of the objects.

Ask the remaining students to position themselves in roles they consider even more powerful, effectively taking power away from the first person.

Encourage all students to go through this process, sequentially replacing the previous student with a more powerful position each time. For instance, if Student A enters and assumes a powerful position, Student B then enters and creates a position they perceive as more powerful than Student A's position.

Continue this cycle with more students entering the circle and assuming positions of greater power.

After some or all students have taken positions within the circle arrangement, guide the group into a brief discussion session. Use questions like: *"How did it feel to 'create' a power arrangement? What emotions did you experience when gaining power? How did it feel to lose power?"*

Round 2: Applying Power Dynamics

Have students think of a conflict situation and volunteer to represent its power relationships through a new arrangement using the available objects. Allow a few students to explain these relationships (e.g., a parent-child conflict) after creating their new arrangement for everyone to see in the middle of the circle.

* Adapted from T-Kit 12: Youth transforming conflict, by Yael Ohana (editor), © Council of Europe 2012.

The Great Game of Power

Discussion

Begin by asking students to share their feelings and thoughts during the activity. Encourage them to talk about their roles in the power dynamics and their reactions to gaining or losing power. Develop the debriefing to explore how the perception of power affects relationships, especially in conflict situations. Encourage students to consider how different actors in conflicts may perceive and wield power.

Indicative Questions

- Can you recall a specific moment during the activity when you felt a significant change in power dynamics? How did it make you feel?
- How does power influence our personal relationships at home, at work, and in our community?
- In what ways can unequal power distribution lead to conflicts or tension within a group or society?
- Can you think of historical or contemporary examples where power dynamics played a central role in conflicts between different cultural communities within a society?
- How might government policies impact power dynamics within a country? Can you provide examples?
- What roles do civil society organisations play in challenging and transforming power structures within a society?
- What strategies can you devise to transform a power-over situation into a power-with situation? (Can you demonstrate these using the objects?)
- Have you ever witnessed or been part of a situation where someone used their power to help others or create positive change? Share the story.

Note

Through the debriefing, guide the students in reviewing the development of the various arrangements and their relevance to everyday situations, emphasising specific actors in conflicts, such as cultural communities within a society, the government, and civil society among others. Discuss strategies and techniques that can shift a power-over situation into a power-with situation. Encourage students to brainstorm solutions to power imbalances in various contexts. Use the objects from the activity to visually represent power dynamics while discussing strategies. For instance, demonstrate how rearranging the objects symbolises a shift in power and cooperation.

Variations

Alternative Objects: Consider using objects that are easier to manipulate or have sensory elements, such as textured objects or objects that make sounds when moved, to engage students with different abilities.

Small Groups: Divide the class into smaller groups to provide more individualised support and attention to students with diverse needs.

Global Citizenship
Sustainable Development
Social Justice
Human rights
Anti Racism
Intersectionality
Multiperspectivity



35 minutes



Aims

- Consider the consequences of resource restrictions due to inequality
- Explore how stereotyping and discrimination can lead to restricted access to resources



Competencies

- Familiarisation and recognition of stereotypes, prejudice, racism and discrimination (Knowledge)
- Comprehensive understanding of the nature of conflict and peace (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)



Materials

- 100 large buttons
- A few pairs of cotton socks
- Whiteboard marker

The Scramble*

Description

Have students sit on chairs in a circle. Explain that they will distribute the world's wealth and power represented by 100 plastic buttons among themselves. The rule: no touching other group members.

Scatter the buttons in the circle's centre. Select three students to sit out initially. All other students should place one hand behind their back. Give some students a sock to wear on their free hand without discussing why yet.

Instruct students that once the activity begins, they can only collect buttons around their chairs, using one hand and without taking steps. They can stand, bend, or kneel around their chair but cannot collect multiple buttons at once. Place the buttons strategically on the floor:

Closer to some chairs for GREAT WEALTH (6+ buttons)

Somewhere between for SOME WEALTH (3-5 buttons)

Further from others for LITTLE WEALTH (2 or fewer buttons)

When signalled to start, students collect buttons. Afterward, record their wealth categories on the board along with their names. Explain that these buttons represent their wealth and power in the world, affecting their access to needs and wants, and impacting their survival and well-being (e.g., access to health care).

Discussion

Initiate a group discussion by encouraging students to share their emotional responses and personal experiences during the activity and gradually moving on to discuss how the activity reflects the distribution of wealth and power on a global scale, mirroring real-world inequalities.

* Inclusion, University of Houston.

The Scramble

Indicative Questions

- How did you feel about acquiring and distributing buttons? Was it fair?
- How does this game reflect the distribution of wealth and power globally?
- What about the three students who did not participate? Was their treatment similar to global situations? Who do they represent?
- What do students with socks on their hands represent? Which group did they end up in?
- Why were some people given more buttons? Does it accurately represent power distribution globally?
- Does having more resources relate to enjoying rights? Should wealth be linked to access to rights?
- Can you think of any specific examples where resource disparities have resulted in unequal access to rights or opportunities?
- Who are the 'haves' and 'have nots' globally? In different countries and societies? Why?
- Should the 'haves' be concerned about the 'have nots'? For what reasons? Economic? Moral/religious? Political? Why might the 'haves' share resources?
- Do you believe there should be global redistribution of wealth and power? Why?

Note

Conclude the debrief by summarising key points from the discussion and emphasising awareness of the connection between resource access and rights for different groups.

Variations

Buddy System: Pair students with varying physical abilities, where one student assists the other in collecting buttons.

Section 5

Activities for Concluding
and Debriefing

Backpack*



15 minutes



Aims

- Reflect on the workshop or lesson experience
- Develop active listening skills
- Encourage sharing and open communication within the group



Competencies

- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- An empty backpack (or an outline of a backpack on A4 paper for the variation)
- Post-it notes
- Pencils/pens



Tips

Remind students of the key activities and discussions they participated in during the workshop or lesson to help them reflect more easily on what they learned and enjoyed.

Description

Arrange the students in a circle, ensuring everyone has a clear view of the backpack placed in the middle. Each student is invited to mentally fill the backpack with things they are taking with them from the workshop or lesson. These could be something they have learned, enjoyed, or wish to share with others in the future. Provide each student with post-it notes and pencils/pens for them to anonymously write down their thoughts and reflections.

Instruct students to write one idea or reflection per post-it note. Once a student completes a post-it note, they can throw it into the backpack. Once all students have written their reflections and placed them in the backpack, empty the backpack and collect the post-it notes. Facilitate a plenary session where the content of the post-it notes is shared. Read each reflection aloud, allowing for discussion or comments from the group. Encourage active listening and respectful attention to each reflection shared.

Variations

You can replace the empty backpack with an outline of a backpack printed on A4 paper and distributed to each student. In this variation, students work individually, noting their thoughts and reflections on their own A4 paper backpacks. They can choose to share what they wrote during the plenary session.

Digital Backpack: Instead of using a physical backpack or outline, create a digital platform or online collaboration tool where students can type in or share their reflections. This variation can be especially useful for remote or online learning environments.

Picture Collage: Instead of using post-it notes, provide students with magazines, newspapers, or printed images related to the workshop or lesson. Ask them to cut out pictures or create a collage that represents their reflections and experiences. During the plenary session, students can explain their collages to the group.

Audio or Video Recording: Instead of written reflections, give students the option to record their thoughts as audio or video clips. They can share their recordings during the plenary session, providing a more personal and expressive approach to reflecting on the workshop or lesson.

* Developed by Natalia Kouhartsiouk, Applied Theatre Facilitator from Cyprus

Ball Toss*



15 minutes



Aims

- Reflect on the workshop or lesson experience
- Develop active listening skills
- Encourage sharing and open communication within the group



Competencies

- Critical Thinking (Skills)
- Communication and active listening (Skills)



Materials

- A soft ball or beanbag

Description

Arrange the students in a circle, standing, ensuring everyone has enough space.

Explain the activity: Each participant will have an opportunity to catch the ball and share their reflections or thoughts related to the workshop or lesson. Start the activity by tossing the ball to a student. The student catching the ball should share one thing they learned or gained from the experience of the workshop or lesson. After sharing, the student gently tosses the ball to another participant.

The process continues until every student has had a turn to catch the ball and share their reflection.

Encourage active listening and respectful attention to each participant as they share their reflections. Emphasise that all participants should listen attentively to each other's reflections, promoting a supportive and inclusive atmosphere.

Variations

Symbolic Object Reflections: Introduce a symbolic object alongside the ball, such as a small toy or prop. When catching the ball, students can use the symbolic object to represent their reflection or learning experience. For example, they can hold up a small globe to represent global awareness or a puzzle piece to represent problem-solving skills. This variation encourages creative thinking and symbolic representation.



Tips

Begin the activity by giving students a few moments to individually reflect on their experience. This allows them to gather their thoughts and be better prepared to share when the ball lands in their hands. If some students are hesitant to share in the plenary, provide the option for them to toss the ball to another person, skipping their turn. Ensure they do not feel pressured to participate.

* Adapted from Compasito: Manual on human rights education for children
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Image Debrief



15 minutes



Aims

- Reflect on the workshop or lesson experience
- Develop active listening skills
- Encourage sharing and open communication within the group



Competencies

- Developing creativity and self-awareness (Skills)
- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- Set of image cards ([See Annex 3.5A](#))

Description

Spread the cards face up on the floor, ensuring they are easily accessible to all. Invite the students to have a close look at the cards and choose the one that represents their feelings from the day's workshop. After choosing their cards, instruct students to return to their seats.

Allow students a few minutes to reflect on their chosen card and their feelings. Encourage students to talk about their chosen card and describe their feelings to the group, promoting open communication and active listening.

Gather the cards and proceed by asking students to state an expectation they have about upcoming workshops. Encourage a supportive and inclusive atmosphere throughout the activity.

Variations

Physical accessibility: Ensure the cards are within reach for all students. Provide assistance or adaptive tools, such as card holders or a display board, to help students interact with the cards comfortably.

Visual adaptations: Provide enlarged or high-contrast cards for students with visual impairments, ensuring they can fully participate in selecting and discussing their chosen cards.

Written reflections: Instead of verbal discussion, students can choose to write or draw their reflections on the chosen cards. This allows them to express their feelings and expectations through alternative means.

Group facilitation: Pair students with different abilities to work together, supporting one another in selecting cards and discussing their reflections. This promotes collaboration and inclusivity within the group.

For students with cognitive disabilities: Simplify the activity by providing a smaller selection of cards or using visual aids, such as pictorial representations, to help them choose the card that best represents their feelings.

Emoji Debrief*



15 minutes



Aims

- Reflect on the workshop or lesson experience
- Develop active listening skills
- Encourage sharing and open communication within the group



Competencies

- Developing creativity and self-awareness (Skills)
- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- Set of emoji cards in A4 size
([See Annex 3.5B](#))

Description

Gather the group in a circle, either standing or seated, depending on the group's preference and accessibility needs. Place several printed emoji cards on the floor inside the circle.

Explain that you will ask a few questions, and any student can volunteer to answer by choosing an emoji that best describes their feelings or thoughts related to the question. Conduct the discussion as follows: Ask the students, "How did you feel about today's workshop?" Encourage students to volunteer by picking an emoji and justifying their choice.

Take a few rounds of students volunteering to answer, allowing each participant to choose an emoji and share their thoughts. Facilitate active listening and respectful attention as students share their reflections.

Variations

Adaptations for students with mobility limitations: Conduct the activity with the group seated instead of standing, accommodating the needs and preferences of the participants. Ensure the printed emoji cards are easily accessible for all students.

Adaptations for students with visual impairments: Offer tactile adaptations, such as embossed or textured emoji cards, and provide verbal descriptions of the emojis to facilitate their participation.

Online adaptation: Use digital platforms or virtual tools to display emojis and conduct the activity remotely, allowing for engagement and reflection in an online setting.



Tips

If there are students who do not wish to share, respect their decision, and skip their turn. Encourage participation but avoid forcing it.

* Developed by Natalia Kouhartsiouk, Applied Theatre Facilitator from Cyprus

Pass the Parcel*



20 minutes



Aims

- Reflect on the experience of the workshop
- Share thoughts and impressions
- Encourage sharing and open communication within the group



Competencies

- Communication and active listening (Skills)



Materials

- Cards with questions (prepared in advance)
- Wrapping paper
- Music (optional)
- A small gift

Description

Prepare the reflection parcel by wrapping a small gift in multiple layers of paper. Write a different question on each layer of paper. Examples of questions include: “What are you taking with you from today’s workshop?”, “What have you learned today?”, “What did you find valuable?”, “What did you struggle with?”, “Is this workshop worthwhile?”, “What should you keep in mind the next time around?”, “What did you feel today?”, “What are three key points from today’s workshop?”, “What are two things you found interesting?”, “Do you still have a query?”

Gather the students in a circle. Start playing music or use clapping to create a rhythmic beat. This signals the students to pass the parcel around the circle or throw it to each other. When the music stops or the clapping ends, the person holding the parcel at that moment tears off one layer of paper and reads the question aloud. The person answers the question or carries out the task written on the paper. Continue passing the parcel and unwrapping layers until all the layers have been opened.

The person who unwraps the final layer of wrapping receives the gift.

Facilitate a discussion or reflection after each participant’s response to the question, allowing others to share their thoughts and perspectives. Encourage active listening and respectful attention to each participant’s reflection.

Variations

Partner Reflections: Instead of answering the question individually, students can be paired up and asked to discuss the question together before providing a joint response. This variation encourages collaboration and deeper reflection through dialogue.

Visual Reflections: Incorporate visual elements into the activity by including small images or symbols on each layer of the parcel. Students can share their thoughts or reflections based on the visual representation rather than answering a question. This variation appeals to different learning styles and enhances creative expression.



Tips

Consider the timing and pace of passing the parcel to ensure everyone has an opportunity to participate.

If playing music, choose a lively and engaging tune that adds energy to the activity.

Celebrate the final recipient of the gift as a way to conclude the activity and acknowledge everyone’s participation.

* Source Unknown

Postcard Exchange*



15 minutes



Aims

- Share experiences and impressions
- Exchange of gifts between participants



Competencies

- Developing creativity and self-awareness (Skills)
- Communication and active listening (Skills)
- Developing compassion, solidarity, and empathy (Attitudes and Values)



Materials

- Empty postcards
- Pens/markers in assorted colours
- Art supplies and collage materials



Tips

Remind students that participation in the plenary is voluntary, and those who do not wish to express themselves do not need to. Encourage participation but avoid forcing it.

Inform students to avoid drawing flags or other symbols to promote inclusive and respectful communication.

Description

Ask students to form pairs. Explain that each pair will think about what they are taking with them from the workshop or something they would like to express to their peers. They will transfer their thoughts onto the postcard by writing and/or sketching their ideas. Provide each pair with an empty postcard and pens or markers in assorted colours, as well as art supplies and collage materials. Encourage the students to write, sketch or visually represent their thoughts and reflections on the postcard, expressing their key learning points or something they enjoyed during the workshop. Once they are done, invite the students to join a circle, bringing their postcards with them.

Ask some students to voluntarily express their key learning points or share something they enjoyed during the workshop. Facilitate a postcard exchange by instructing each pair to exchange their postcards with another pair. Emphasise the importance of respectful handling and appreciation for the thoughts and expressions shared on the postcards. Encourage students to keep the postcards as mementos of the workshop and the connections made with each other.

Variations

Digital Postcards: Instead of using physical postcards, have students create digital postcards using online design tools or apps. They can use images, text, and other multimedia elements to express their thoughts and reflections. Postcards can be shared electronically, and students can provide feedback and comments on each other's digital postcards.

Multilingual Postcards: Encourage students to write their thoughts and reflections in different languages spoken by the participants in the classroom. This variation promotes language learning and cultural exchange. Students can also include translations or explanations of their messages for others to understand.

Postcard Exhibition: Extend the activity by organising a postcard exhibition. Display the postcards around the classroom or in a designated area where students and other members of the school community can view and appreciate them. This variation adds a public sharing aspect and creates a sense of pride and accomplishment for the students.

Virtual Postcard Exchange: Adapt the activity for remote or online learning environments. Use online collaboration tools or platforms that allow students to create and exchange virtual postcards. They can share their postcards through video conferences, discussion forums, or digital galleries.

* Adapted from [Creating a Memorable Debrief](#), WorkSMART Blog.

Reflection Card Game*



15 minutes



Aims

- Reflect on the experience of the workshop or lesson
- Share experiences and impressions



Competencies

- Critical thinking (Skills)
- Communication and active listening (Skills)



Materials

- A deck of playing cards with four suits (hearts, spades, diamonds, clubs)

Description

Ask the students to gather in a circle and explain that the workshop is coming to an end, and you would like to hear their impressions and reflections on the experience. Introduce the card game activity and distribute a deck of playing cards among the participants.

Explain the instructions for each card suit and the reflection prompts they represent:

Hearts: If a student picks a heart card, they share a moment of personal growth during the workshop.

Spades: If a student picks a spade card, they share a memorable activity or discussion.

Diamonds: If a student picks a diamond card, they share a specific skill or knowledge acquired.

Clubs: If a student picks a club card, they share a goal they have set for themselves based on the workshop.

Begin the activity by having each student pick a card from the deck one by one, going around the circle. As each student reveals their card, they should share their response based on the corresponding suit's instruction. Encourage active listening and respectful attention to each participant's sharing. After everyone has shared, facilitate a brief discussion or reflection on the variety of responses and any common themes or interesting points raised.

Variations

You can modify the card prompts to suit the specific focus or content of the workshop. Some ideas:

Strengths and Challenges: Assign each card suit to represent different strengths or challenges related to the workshop or lesson. For example, Hearts can represent personal strengths gained, Spades can represent challenges faced, Diamonds can represent skills developed, and Clubs can represent future goals or aspirations.

Metaphorical Interpretations: Instead of providing explicit instructions for each card suit, allow students to interpret and associate their own meanings with the suits. For example, Hearts can represent feelings or emotions, Spades can represent challenges or difficulties, Diamonds can represent discoveries or insights, and Clubs can represent connections or collaboration. This variation incorporates creative thinking and personal connections to the reflection process.

* Adapted from [Creating a Memorable Debrief](#), WorkSMART Blog.

Show Me Your Hand!*



10 minutes



Aims

- Reflect on the workshop or lesson experience
- Develop active listening skills
- Encourage sharing and open communication within the group



Competencies

- Developing creativity and self-awareness (Skills)
- Communication and active listening (Skills)



Materials

- None required

Description

Gather the group into a circle, either standing or seated, depending on the group's preference and accessibility needs.

Explain to the students that when you ask a question, they will have three options for rating their answer non-verbally, using hand gestures: a 'thumbs up' indicates agreement or a positive reaction, a 'thumbs down' indicates disagreement or a negative reaction, and a 'thumbs sideways' indicates a neutral response or uncertainty.

Ask the students, "How did you feel about today's workshop?"

Instruct the students to simultaneously raise their hands with their chosen hand gesture to rate their answer: 'thumbs up', 'thumbs down', or 'thumbs sideways'. Facilitate a discussion by inviting some students to share why they chose their response, what they learned or can use from the workshop, and what they will remember from the experience. Encourage participation from students across the spectrum of responses ('thumbs up', 'thumbs down', or 'thumbs sideways'), promoting diverse perspectives and fostering inclusive communication.

Respect the autonomy of students who choose not to share their thoughts, allowing them to participate at their own comfort level. If conducting the activity while seated, ensure everyone can see and hear each other clearly. Encourage active listening and respectful attention to each participant's sharing.

Variations

Context-Specific Questions: Customise questions based on the specific focus or content of the workshop or lesson. Tailor the prompts to elicit reflections that align with the learning objectives or outcomes. For example, if the workshop was about environmental sustainability, the question could be, "How confident do you feel about applying sustainable practices in your daily life?"

Alternative Rating Options: Adjust the hand gestures or rating options to accommodate the cultural context or preferences of the participants. Instead of using thumbs up, thumbs down, or thumbs sideways, you can use different gestures or symbols that are meaningful and comfortable for the participants. Ensure that the chosen rating options are clearly explained before the activity begins.

* Adapted from "Reflection Activity Ideas For Community Service & Service-Learning Projects" by Jessica Jens, Board of Regents of the University of Wisconsin System, Division of Cooperative Extension of the University of Wisconsin-Extension, 2007.

Deeper Reflection Prompts: Enhance the depth of reflection by incorporating additional prompts or discussion points. After participants rate their response, follow up with open-ended questions such as, “Can you share an example or specific moment from the workshop that influenced your rating?” or “What could have made the workshop even more effective or impactful for you?”

Non-Verbal Alternatives: Accommodate participants with different physical abilities by offering alternative non-verbal communication methods. For instance, participants can use coloured cards or objects to represent their responses, such as green for agreement, red for disagreement, and yellow for uncertainty. This adaptation promotes inclusivity and ensures that everyone can effectively communicate their thoughts and reflections.



Tips

Clearly explain and demonstrate the hand gestures for ‘thumbs up’, ‘thumbs down’, and ‘thumbs sideways’ to ensure everyone understands their meaning.

Encourage students to provide brief explanations or reasons for their chosen hand gesture, across the spectrum of hand gestures, promoting thoughtful reflection and open communication.

The Invisible Microphone*



15 minutes



Aims

- Reflect on the workshop
- Build anticipation for future encounters and/or collaboration



Competencies

- Developing creativity and self-awareness (Skills)
- Communication and active listening (Skills)



Materials

- None required.

Description

Have the students stand in a circle, ensuring they can see and hear each other clearly. They pass around an invisible microphone, and whoever holds the microphone will share something they take home from the workshop or something they liked about it.

Start the activity by pretending to hold an invisible microphone and sharing an example statement to set the tone. Pass the imaginary microphone to a student, who then takes a moment to ‘hold’ it and share their reflection or positive experience from the workshop. Encourage active listening and respectful attention from the other participants while each student speaks. Continue passing the invisible microphone around the circle, allowing each student an opportunity to share. Maintain a supportive and non-judgmental atmosphere throughout the activity, valuing each student’s contribution.

After each student shares, briefly acknowledge and appreciate their reflection to create a positive feedback loop. As the facilitator, conclude the activity by expressing gratitude for everyone’s participation and reflections. Use this activity as a bridge to future encounters or collaboration, helping students recognize the value of their contributions and setting a positive tone for future interactions.



Tips

Emphasise that there are no right or wrong answers, and each student’s perspective is valuable.

* Developed by Natalia Kouhartsiouk, Applied Theatre Facilitator from Cyprus

Annexes

3.1A _Get to know you Bingo

Get to know you Bingo			
They are wearing white socks today	They go to school on foot	They like swimming	They like ice cream
Their favourite colour is blue	They are left-handed	They have short hair	They are wearing sports shoes today
They can whistle	They like vegetables	They have two siblings	They like sports
They have a pet	They have blue eyes	They like to dance	They can mimic a donkey's call

[Back to the activity](#)

3.1B _Story of My Name

The Story of Your Name

Answer the following questions in the space below.
You may write and/or draw.

1.

What's the story behind your name?

Can you share why this name was chosen for you?

2.

What does your name mean to you?

How does it make you feel?

3.

How does your name make you unique?

Do you have any special connections or memories related to your name? Is your name related to who you are, such as your family, culture or heritage?

4.

Do you think people may have preconceptions about you based on your name?

Have you ever noticed being treated differently because of your name?

5.

Have you ever considered changing your name, and why?

If you have thought about a different name, what made you think about it?

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3.2A _All Different, All Equal

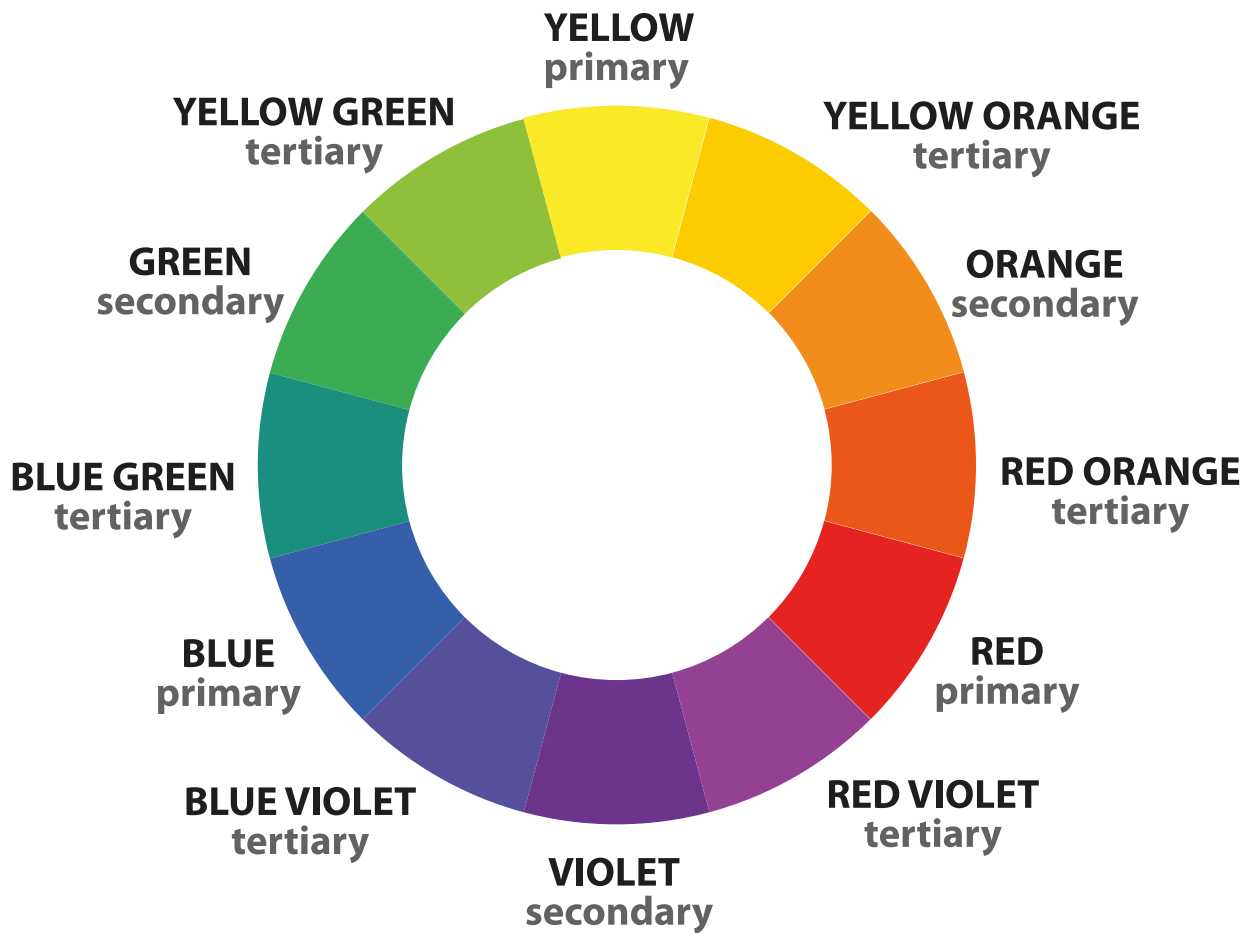
'All Different, All Equal' Story

“Look at my hand. I want to tell you a story. One day the fingers started arguing with each other on who is the best one. The index talked first: “I think I am the best and most important finger because when someone needs directions, I can show them the way. Without me, you would all be losers”. “Wait a minute!”, said the middle finger, “I am the longest finger of all. And because of this I am the best”. “Excuse me?”, said the ring finger, “I am the most important finger, since I get to wear gold, silver and diamonds. Aren’t I the most beautiful?”. “Shhh... it’s my turn now”, said the pinky. “I may be the smallest one of all but please tell me is there another finger that can lick the chocolate from the bowl’s walls when stirring?” Silence... Only the thumb did not speak yet. “I am the thumb. I might be alone at the side of the palm but without me you wouldn’t be able to hold the pencil, unbuckle your coat, peel a banana or brush your teeth. These would be very difficult, as it would have been for me if I didn’t have you to help me. We need each other. No finger is better than the rest. We are all equally important. Let’s give hands and remember that we need each other to become better”.

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3.2B_Find Your Group

Image 1



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3.2B_Find Your Group

Image 2
PRIMARY COLOURS

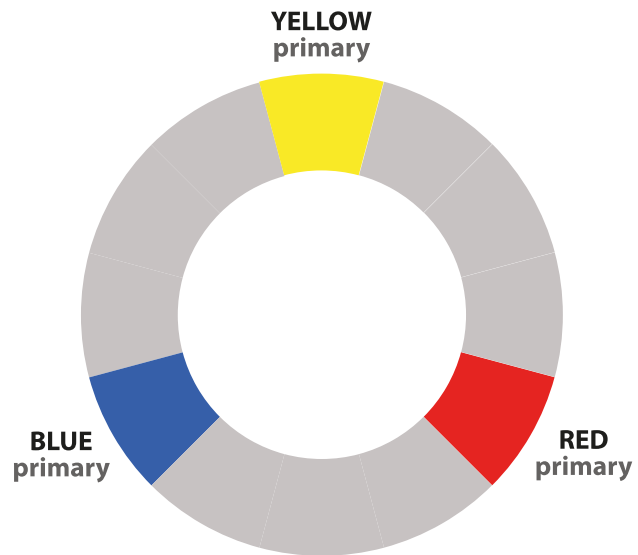


Image 3
SECONDARY COLOURS

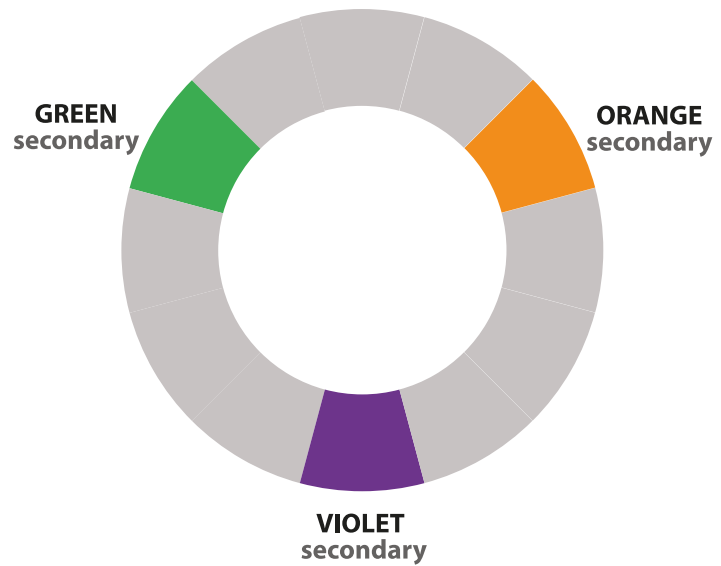
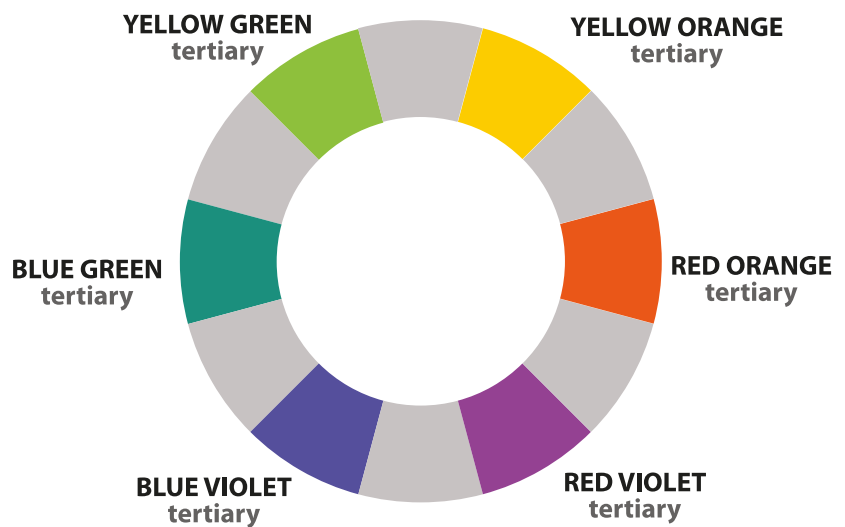


Image 4
TERTIARY COLOURS



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3.2C_No Filter Selfie

Role Cards		
Politician	Backpacker	Police officer
Architect	Doctor	Artist
Teacher	Traveller	Chef
Pilot	Astronaut	Dancer
Builder	Football player	Cleaner
Influencer	Waste collector	Nurse

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3.2D_Planet Game

Planet Cards	
<p>Planet 1</p> <p>The beings of Planet 1 like to show their feelings by gently touching another being when they talk. They speak in very soft and quiet voices.</p>	<p>Planet 2</p> <p>The beings of Planet 2 prefer to talk from a distance. If another being gets very close to them, they like to sit on the floor and close their eyes.</p>
<p>Planet 3</p> <p>The beings of Planet 3 enjoy talking when their backs touching each other. Sometimes, they playfully bend their right leg when they feel happy or amused.</p>	<p>Planet 4</p> <p>The beings of Planet 4 have a unique way of communicating. They count silently up to 10 before they start expressing themselves. Instead of using words, they use their hands to talk and convey their messages.</p>

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3.2E _The Blind Men and the Elephant



Adapted from: iStock.com/Iconic Prototype

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3.3A_A walk in the park

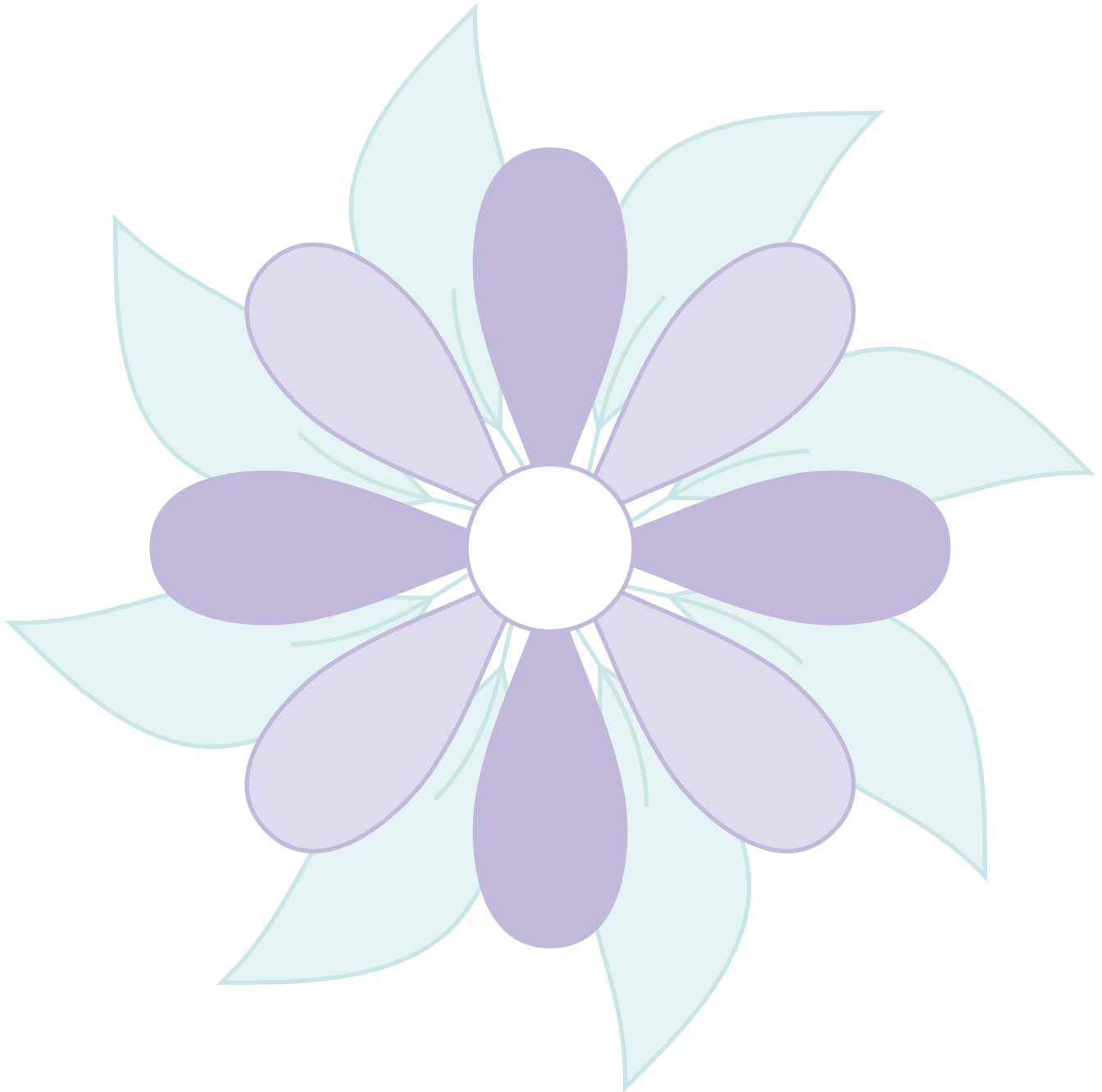
Guided Fantasy Handout

Close your eyes. Take a minute to imagine yourself in a public park. Just for now it is empty of people. It's a warm summer's day, the trees are heavy with leaves and the sun breaks through to make you feel warm. There is a slight breeze; you can feel it on your face. As you look forward you can see a path winding its way far into the distance. Around the path there are flowers, grassy patches of cut grass and large leafy trees. The only sound is of birds singing. You hear the birds and smell the freshly cut grass; you feel the heat of the sun and are refreshed by the slight breeze. You look in front of you and decide to follow the path. You begin to walk and you move along the path and hear human voices in the distance. You look first to your right and then to your left, you notice a young child kicking a football. The child throws the ball into the air and catches it as it falls. You notice the ball fall hard into the child's hands. Two people are playing with the child – you smile and wave towards them noticing the smiles on their faces. You continue to walk around some large trees and pass by two people sitting on a bench. They are laughing loudly – you try to hear what they are saying. You move again along the path and see a couple walking towards you holding hands. They walk past you as you look at them. As you walk on, a number of men are sitting on a bench by the path, talking and laughing – you look at them one by one. As you walk on, you are nearing the gate of the park, you walk through the gateway and in front of you, you see this building (*make it relevant to the environment*). You walk into the building and then into this room. You sit on the chair and feel it under you. You begin to slowly open your eyes and come back into the group when you are ready.

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3.3B_Flower Power 1/3

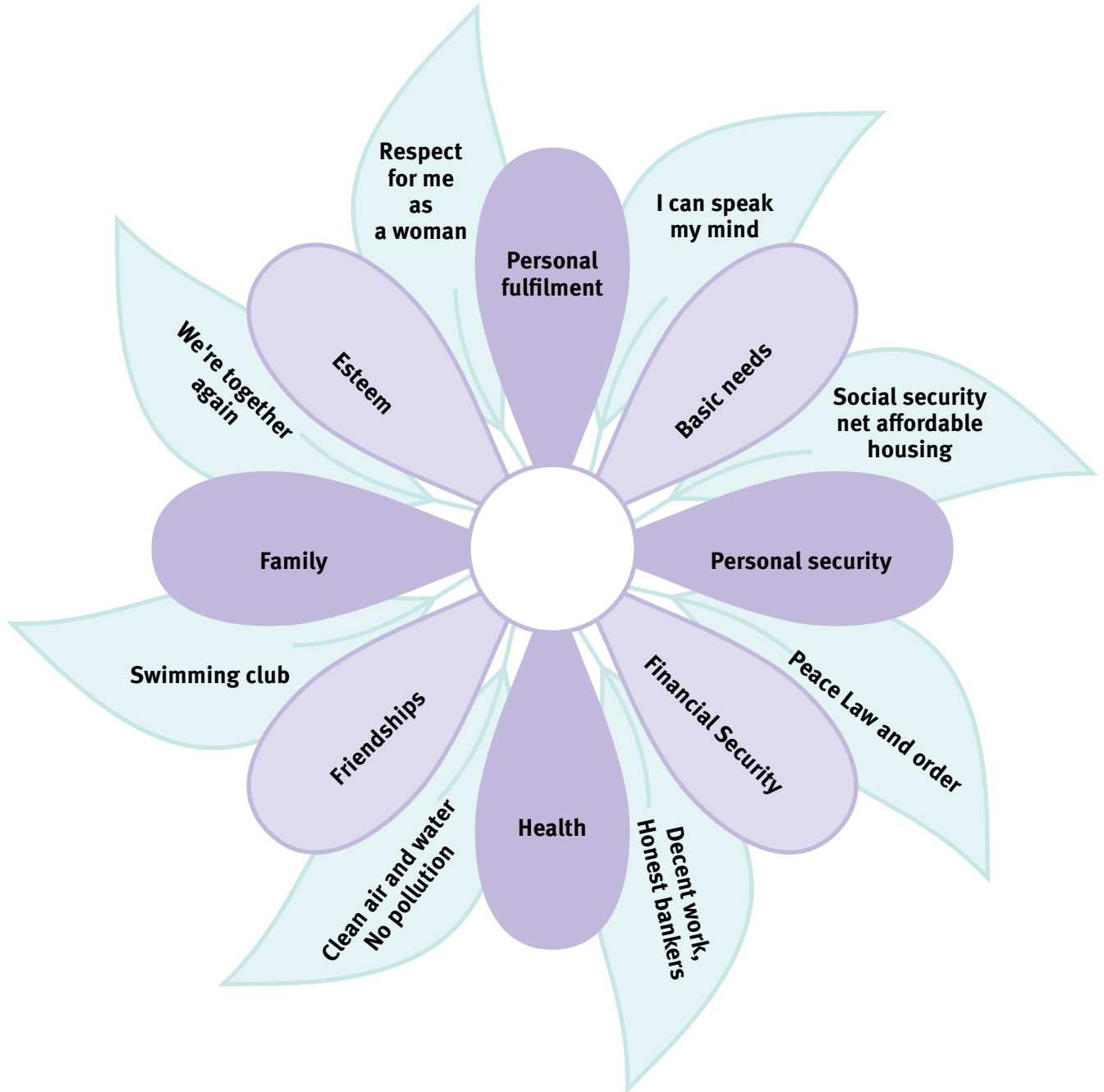
Handout



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3.3B_Flower Power 2/3

Completed Handout Example



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3.3B _Flower Power 3/3

Facilitation Info Sheet

In this activity, we explore the importance of living a fulfilled life, which is inspired by the work of **Maslow** (Hierarchy of Needs) and **Griffin and Tyrrell** (Human Givens). Students will become familiar with and understand the significance of addressing fundamental human needs and how this relates to their well-being and personal development.

Basic needs are those that are essential for keeping our bodies alive, like having enough food and water. We also include sexual needs in this category, which are a natural part of being human.

Personal security involves having a safe place to live, like a home with a ‘roof over your head.’ It also means feeling secure and protected from things like burglars, gangs, and even war or terrorist attacks.

Financial security is about having enough money to live comfortably and enjoy a good standard of living. It also means having a safety net in case someone loses their job or faces difficult times.

Health is not only about feeling well but also having access to healthcare if we get sick or have an accident. It is essential to take care of our bodies and seek help when needed.

Friendship is about having the opportunity to make friends and be part of clubs or groups. It is also important to be free to choose our friends and form meaningful relationships.

Family is a crucial aspect of our lives, and it involves not being forcibly separated from our family members. Feeling connected and loved by our family is vital.

Esteem is about feeling respected and valued by others for who we are and the things we do. It is essential to have positive interactions and be treated with kindness and understanding.

Meeting our potential, or personal fulfilment, also known as ‘self-actualisation’, means having the opportunity to be the person we want to be. It involves using our abilities to the fullest, feeling confident in ourselves, and finding our place in the world.

Abraham Maslow (1908-1970) was an American psychologist known for his work in humanistic psychology and his development of the Hierarchy of Needs theory. He made significant contributions to the understanding of human motivation and well-being.

Joe Griffin (1943-) and Ivan Tyrrell (1942-) are the founders of the Human Givens approach, a school of psychotherapy that combines various psychological and therapeutic practices to address mental health and emotional well-being. The Human Givens approach is based on the understanding that humans have innate emotional needs (the ‘givens’) and a set of resources to help meet those needs.

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3.3C _Freedom Unlimited?

Cases for Discussion 1/2

Case 1: ‘Reclaim our Nation’ Website

A group called ‘Reclaim our Nation’ creates a website that talks about ‘traditional values’. Some of the posts on the site are hurtful to certain groups of people. Many people leave comments, and some use mean words. However, there is a big group of people who disagree with the hurtful ideas on the site.

Questions:

Should something be taken down from the website? If yes, how much and why?

If not, what else can be done to handle this situation?

Case 2: Politician Nikolay

A politician named Nikolay uses his own website to say some bad things about a community. Following his statements, there are attacks on that community in many places. News stories talk about the community doing wrong things but do not say much about the bad things happening to them.

Questions:

Should something be removed from Nikolay’s website? If yes, how much and why?

If not, why do you think so? What can be done to handle this situation?

Case 3: Rory’s Cartoon

A person named Rory puts up a cartoon on his blog. The cartoon shows a famous politician with blood and dead bodies around him. Many people comment and like the cartoon.

Questions:

Should something be taken down from Rory’s blog? If yes, how much and why?

If not, why do you think so? What can be done about this situation?

3.3C _Freedom Unlimited?

Cases for Discussion 2/2

Case 4: Ella's Video

Ella shares a video on her profile that makes fun of disabled people. The video shows them as strange and not good at things. Not many people watch it, and there are no comments.

Questions:

Should something be removed from Ella's profile? If yes, how much and why? If not, why do you think so? What can be done to help in this situation?

Case 5: Campaign Against Ella's Video

A journalist sees Ella's video and tells everyone to take her profile down. Many people start watching the video and saying bad things about disabled people.

Questions:

Should something be taken down because of what the journalist said? If yes, how much and why? If not, why do you think so? What can be done to handle this situation?

Case 6: Celebrity Ditta

A famous person named Ditta writes an article saying bad things about transgender women. Someone builds a website to hurt Ditta back and shares personal things about her. She gets lots of rude messages, and some are threatening.

Questions:

Should something be removed because of the mean website? If yes, how much and why? If not, why do you think so? What can be done to deal with this situation?

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3.3D_Is it OK to Use Violence?

List of Indicative Scenarios

Scenario 1	A person who is deeply concerned about animal welfare sets fire to a University lab to raise awareness of the unethical treatment of animals in medical experiments, aiming to save human lives.
Scenario 2	A man ridicules a woman in public due to her appearance. Another man overhears the conversation, becomes upset, and confronts him physically.
Scenario 3	After the final football match of the championship, the fan club of the losing team expresses frustration by causing damage to shops along a specific street.
Scenario 4	In a parking lot, an individual notices a driver attempting to park in a spot reserved for people with mobility challenges. After the driver parks, this person approaches them politely, requesting them to relocate their vehicle.
Scenario 5	The municipal administration intends to remove certain trees to create space for a new street. People stage a peaceful protest by blocking traffic for two hours to voice their disagreement.
Scenario 6	During a football match, a player from one team deliberately injures a player from the opposing team. The injured player's teammate becomes extremely angry and confronts the player who caused the injury.
Scenario 7	A group of students at school start spreading rumours and making hurtful comments about another student online. The targeted student's friend decides to publicly confront the group and express disapproval of their actions.
Scenario 8	A person witnesses a stranger stealing from a store. They immediately call the police to report the theft instead of confronting the thief directly.
Scenario 9	Two neighbours have an ongoing disagreement about parking spaces in their apartment complex. One day, one neighbour slashes the tires of the other neighbour's car in response to the ongoing dispute.
Scenario 10	A social media influencer receives a barrage of negative comments and messages on their posts. Instead of responding with harsh words, they decide to address the negativity with a positive message and block individuals who continue to be disrespectful.
Scenario 11	A student is struggling academically and feels frustrated. In a moment of anger, they push their books off their desk. A classmate notices and offers to help them with their studies.
Scenario 12	During a family gathering, two relatives have different political views and engage in a heated argument. Another family member intervenes and suggests focusing on common ground to avoid further escalation.
Scenario 13	A group of friends is discussing plans for the weekend. One friend wants to go to the movies, while another friend insists on going to a sports event. They decide to compromise and choose an activity that everyone enjoys.
Scenario 14	A person is waiting in a long queue at a grocery store. They notice another customer trying to cut in line. They calmly inform them about the proper line etiquette.

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3.3E _Lines of Opinion

List of Indicative Statements

1. People under 15 years old should not have social media accounts.
2. Students should have the right to vote.
3. Students should be free to choose their preferred subjects at school.
4. Technology is more harmful than beneficial to society.
5. Public transportation should be free for everyone.
6. Everyone should learn a second language in school.
7. Animals should not be used for scientific experiments.
8. Homework should be abolished in schools.
9. People should be allowed to choose their gender identity.
10. Fast food advertisements should be banned to promote healthier eating habits.
11. The government should provide free healthcare for all citizens.
12. Parents should be allowed to choose their child's career path.
13. Video games have a negative impact on children's behaviour.
14. Today, we have achieved gender equality between men and women.
15. Schools should have a uniform dress code for all students.

3.3F _Paper Basket

Scenario

Goal: University Enrollment

Tom is 18 years old and in the final year of school. He is considering his higher education options. He is visiting many universities and colleges to scope out his options and better understand what campus life is like. Tom's mom and dad are driving him to different cities, showing him the ins and outs of the institutions they attended when they were young. They have offered to pay for his tuition until he starts earning on his own.

Feel free to customise the scenario to align with the students' needs, age and the teaching context.

Sites of Privilege List (non-exhaustive):

- Socio-economic status: Tom's tuition is being covered by his parents, along with the cost to get to these different cities. This financial safety net generates numerous privileges such as not having to work to save money for tuition. His parents are also presumably in jobs where they can take time off to show Tom around – this is a privilege.
- Education: Tom will not be a first-generation student and therefore will not have to face some of the barriers experienced by first-generation students. This includes not being able to rely on parents to access information on the educational system.
- Language: As a native English speaker, navigating the system is relatively easy for Tom. For example, he can access informational websites and resources in his first language.
- Citizenship/geography: If Tom is a citizen of X country, his citizenship means he will be paying domestic tuition as opposed to international tuition fees. His parents are familiar with the educational landscape and system. They have lots of knowledge they can offer to help him succeed—what we call 'social capital'.
- Family status: Tom comes from a two-parent, heterosexual household. His family structure is considered normal and is accepted by society. He does not have to fear stigma or discrimination when going out in public with his parents.

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3.3G_Peace and Violence Continuum

Indicative Words and Phrases

- | | |
|--|--|
| <ul style="list-style-type: none">• Gun ownership• Ban of plastic bags• Zoos• Animal circus• Martial Arts• Bullying/Cyberbullying• Eating meat• Smoking• Cooperation• Recycling | <ul style="list-style-type: none">• Video games• Sharing• Conflict resolution• Environmental activism• Protests• Nuclear weapons• Internet safety• Immigration policies• Child labour• Online hate speech |
|--|--|

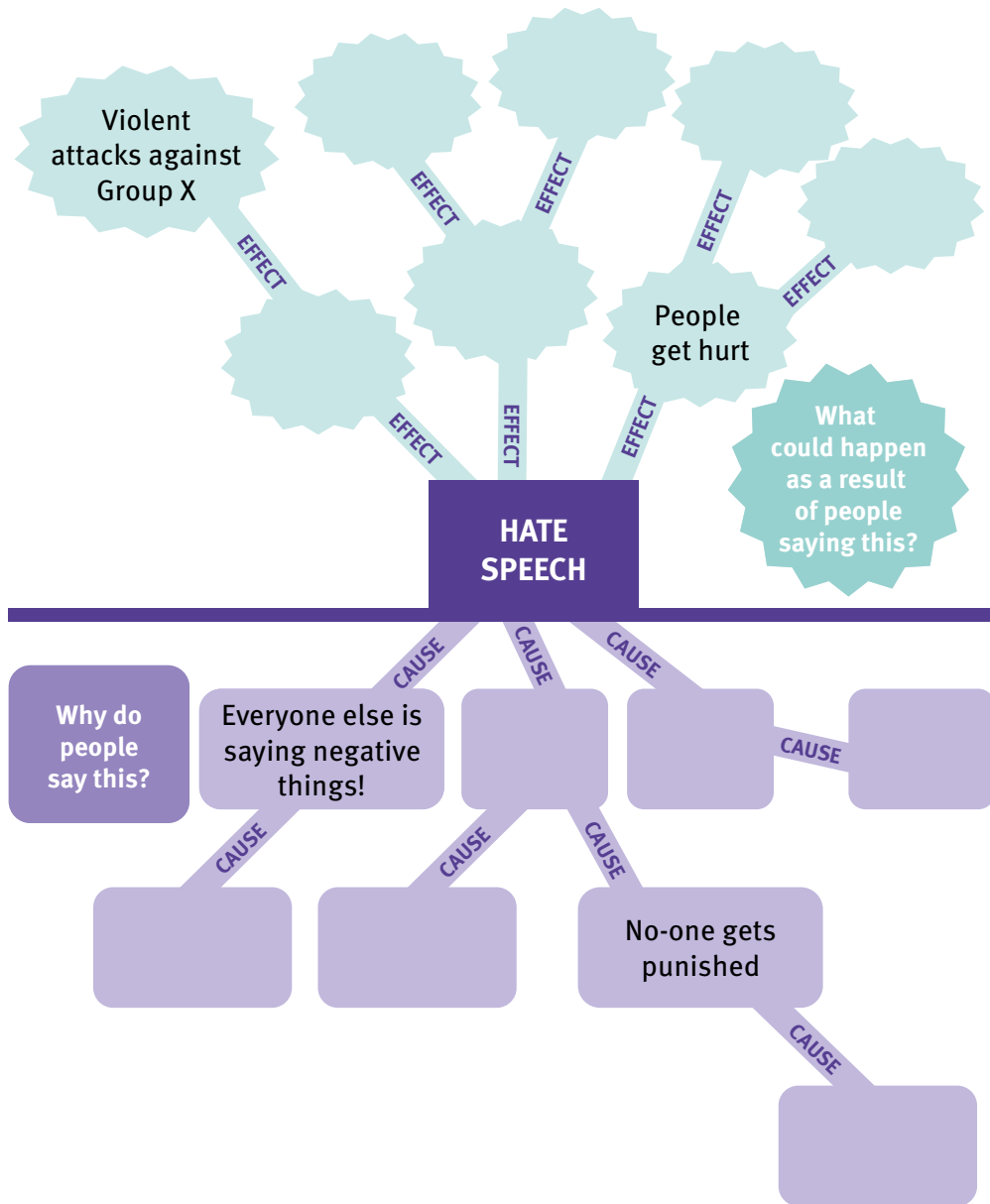
Indicative Scenarios

1. Your friend is being left out and bullied by a group during recess. What will you do?
2. You witness someone making fun of a new student who speaks a different language. What will you do?
3. Your little brother is being teased because of his appearance by some older children. What will you do?
4. You hear classmates spreading rumours and gossip about another student. What will you do?
5. Your school is organising a campaign against littering in the neighbourhood. How will you participate?
6. Your class is discussing a topic, and some students are being disrespectful and interrupting others. What will you do?
7. You see a group of children vandalising the school garden. What will you do?
8. During a team project, one student is not doing their fair share of the work. What will you do?
9. Your family is planning a trip, and there is a disagreement about the destination. What will you do?
10. You find out that someone has been stealing snacks from your friend's lunchbox. What will you do?
11. Your classmate is struggling with their homework and getting frustrated. What will you do to help?
12. Your sibling accidentally breaks something valuable that belongs to your parents. What will you do?
13. You see a poster in your neighbourhood spreading hate speech. What will you do?
14. During a sports game, a teammate is being unfair and playing too aggressively. What will you do?
15. You come across a social media post that is hurtful and disrespectful. What will you do?

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3.3H_Roots and Branches

'Hate Speech Tree' drawing example



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Indicative Case Study Scenarios

Example 1:

A student shares a post on social media with a big flag of a group they support. The post says, “We should only have people from our country here – Protect our culture.” They also share pictures with symbols that others find offensive. These posts get shared a lot on social media and their personal website.

Example 2:

Someone writes an article online where they say that an important event in history never really happened. They also use mean words about a certain group of people. They put this article on their blog and on websites that do not like that group. They even try to make it look like real information.

Example 3:

A writer in a popular newspaper writes an article that says bad things about people with disabilities. Many people agree with the article in the comments online. The newspaper doesn’t issue an apology or explanation. Other articles with the same ideas start to show up online and more people join in the discussion.

Example 4:

An online campaign starts, saying that problems in the country are due to immigrants and refugees. Posts with mean pictures and wrong information spread on social media. They show refugees as bad people who steal jobs. Many people believe these lies and share them.

Example 5:

People post mean comments on news websites, saying that foreigners shouldn’t be in the country. Some even say that they should be hurt.

Example 6:

Videos online call LGBTQ+ people bad names and say they are not normal. They even use fake science to back up their ideas. Some videos show LGBTQ+ families, trying to make them look bad.

Example 7:

During a football game, fans insult a player because of their skin colour. A video of this goes online and people share it. More racist comments show up on different websites. Some people say they are being censored when others do not agree with them.

Example 8:

A politician says that Roma people are responsible for bad things. They use some examples to prove their point. The video gets lots of comments, some being mean and violent. Others support what the politician says.

Example 9:

Videos about violent conflicts in the past between two countries remain on a channel online. People leave racist comments about one of the countries. This goes on for a long time.

Example 10:

Songs with strong opinions about prisoners are shared on a music website. Some of the songs even talk about violence against that group.

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3.31 _The school at the edge of the forest

Story

“Many years ago there was a country whose only claim to fame was that it was almost completely divided in three. A third of the country was covered in dense forest. Another third was a vast treeless plain and the other third was a rocky terrain full of bushes.

The forest folk made their living almost entirely from trees. They felled huge oaks with heavy axes, burning birch poles to make charcoal and planting young saplings to replace the felled timber. They built timber houses in woodland glades. They were timid people, living in peaceful harmony with each other and with nature.

The plains folk were farmers. They ploughed the earth to grow crops. Their houses were made entirely of stone. Their god was the god of grain. Once a year in autumn they held a huge week-long festival to celebrate the end of the harvest where there was much eating, drinking and riotous behaviour.

The rocks folk were living in caves, picking berries from the bushes growing on the rocky terrain. They were very good at finding herbs with medicinal elements, which helped them treat various diseases and they had knowledge of the poisonous herb, which could be used to harm people. They were mysterious people, talking in an enigmatic way and protecting their knowledge of medicine through a sacred oath.

Apart from the trading of essential items, there was very little contact between the three communities. Although they spoke basically the same language, many words and phrases were unique to one or other of the groups.

Nor did anyone of them make much of an effort to understand each other’s way of life, even though it might have been of benefit to them.

Rather, the three communities viewed each other with mutual suspicion. The plains folk believed that, given the opportunity, the forest folk would plant up their beloved fields with trees. The forest folk believed that, if they were allowed, the plains folk would chop down all the forest and plough it up for crops. They were both afraid that the rocks folk would use poisonous substances to eliminate their population and use their land for their benefit. The rock folk believed that, if they opened up to the forest folk or the plains folk, they would take advantage of their knowledge of medicine and eat all their valuable berries, causing starvation to them.

Few people in the country were educated. The forest folk, the plains folk and the rocks folk were extremely poor. Most made just enough money to survive, in contrast to the people in neighbouring countries who were growing rich from the sale of foodstuffs, textiles and manufactured items.

Then one day a young teacher set up home on the edge of the forest. The young man was unusual in that, although he had grown up on the plain, his mother had been born to a forest family and his father had been born to a rock family.

The young teacher decided that he would build a school. It would be the first school to be built anywhere in that region. At a point where the forest, the plain and the rocks folk met, the young man set about constructing a small one storey building of wood and stone.

Then he invited the people of the forest, the plain and the rocks to bring their children to his new school. Parents were wary at first, especially the forest folk. But enough of them were willing to send their children, and pay the small fee the teacher was asking, to enable the school to open.

In the first week, the plains children, the forest children and the rocks children would hardly speak to one another. The forest children kept themselves to themselves, refusing to have anything to do with the other children either in class or in the playground. The plains children called the forest children names and challenged them to fights. The rocks children were talking with enigmas and proverbs, which were confusing the forest and plains children. In the second week there were several complaints from parents, all blaming the teacher for giving favoured treatment to the children of the other groups.

In the third week, things seemed to be getting a little better. The plains children appeared to be less aggressive, the forest children more willing to speak and the rocks children were trying to explain themselves in a way that could be understood by the others.

In the fourth week, the school was burned to the ground....”

The story used in this activity is a variation of the story developed by Huddleston, T. & Rowe, D. (2001) Good Thinking: Education for Citizenship and Moral Responsibility, Volume 3, Evans: London.

3.3J _What is Fair/Unfair?

Indicative Situations

1. Maria wants to join a group of boys playing football during recess, but they refuse because she is a girl. Is this fair to Maria?
2. Ayshe received money for her birthday and wishes to buy candy, but her parents forbid it due to health concerns. Is this fair to Ayshe?
3. Petros enjoys school but he must work to support his family and cannot finish primary education. Is this fair to Petros?
4. Activists concerned about animal protection throw paint on a famous singer wearing fur during a performance. Is this fair?
5. John, living in a war-torn country, cannot access immunisation due to danger. Is this fair to John?
6. Orhun dislikes school and wants to quit, but his parents will not allow it because of his age. Is this fair to Orhun?
7. A car blocks a shop's entrance despite a 'No parking!' sign. The shop owner smashes a car window in frustration. Is this fair?
8. Susan repeatedly tells a joke about Mary even after she asks her to stop, resulting in Mary pushing Susan. Is this fair?
9. Fatima and her sister speak their home language during break at a new school, and the teacher scolds Fatima. Is this fair to Fatima?
10. Mia's class is assigned a group project. Her group members do not include her in any decisions and complete the project without her. Is this fair to Mia?
11. Alex receives extra playtime during recess because he finished his work quickly, while others who worked longer have less time to play. Is this fair to the other students?
12. Sophie gets a larger slice of cake at a party because she arrived early. Others receive smaller slices. Is this fair to the other guests?

3.3K_What is My Label?

Indicative List of Role Cards

1.	Homeless Person
2.	Blind Individual
3.	Street Artist
4.	Football Player
5.	Construction Worker
6.	Doctor or Nurse
7.	Wheelchair User
8.	Poor Individual
9.	Wealthy Individual
10.	Singer or Music Lover
11.	Teacher or Educator
12.	Immigrant
13.	Student or Pupil
14.	Political Leader
15.	Astronaut
16.	Pilot
17.	TV Show Host
18.	Chef or Cook
19.	Elderly Person
20.	Scientist or Researcher
21.	Refugee
22.	Animal Advocate
23.	Tech Geek
24.	Young Entrepreneur

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3.4A_Apartment House

List of Applicants Handout

Your company owns numerous apartment buildings, and they have just acquired a brand-new one in the heart of a bustling city. This new apartment complex has garnered significant attention, resulting in a flood of rental applications. You now have a list of applicants, and you have 5 flats to rent. Choose your tenants!

List of Applicants

Couple from Cannes: A husband (teacher), aged 24, and a wife (journalist), aged 35, with a passion for fostering animals.

Couple from Spain: A husband (sales representative), aged 34, and a wife (homemaker), aged 28, with 2 children aged 3 and 1, and a large dog.

Couple from Bosnia: A husband (involved in the used cars business), aged 36, and a wife (homemaker), aged 34, with 9 children, aged from 1 to 17.

Single Father: Aged 40, works as a chef, with two daughters aged 8 and 12, and a passion for gardening.

Musicians from New York: Two partners, aged 25 and 28, who enjoy travelling.

Recently Divorced Individual: Works as an accountant in a big company and has 3 teenage children.

Widower from Italy: A musician, with a son aged 17.

Newly Married Couple from Strasbourg: A husband (5th-year art student) and a wife (3rd-year theatre student).

Couple from Portugal: A husband (bank manager), aged 55, and a wife (homemaker), aged 19, with 3 cats.

Afro-American Family from the USA: Two unmarried adult males, all working for an NGO, with 2 dogs.

Unmarried Couple from Paris: One partner, aged 35, is an engineer without current employment, and the other partner, aged 32, is a nurse, with an elderly parent.

Elderly Retired Couple: Both aged 70, who enjoy gardening and volunteering at the local senior centre.

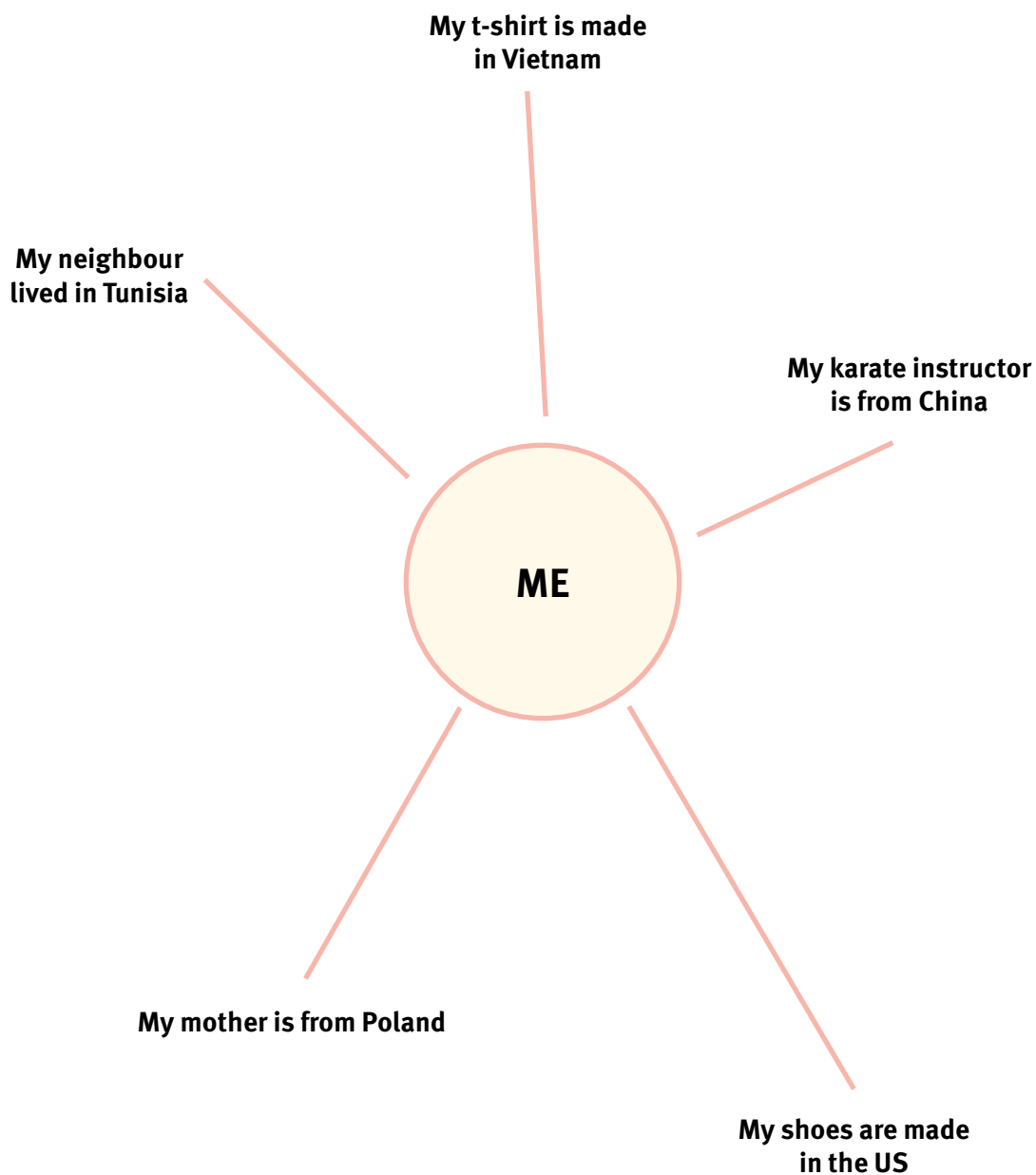
Family of Immigrants from Syria: Two parents, aged 37 and 35, and three children aged 4, 7, and 10.

Entrepreneur: Aged 30, owns a small tech startup and works from home.

University Student: Aged 20, pursuing a degree in environmental science.

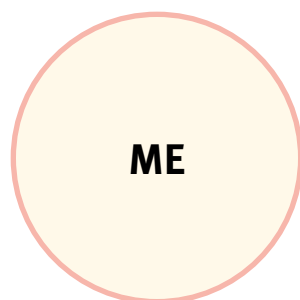
3.4B_Global Interconnectedness Mind Map 1/2

Visual Example



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3.4B_Global Interconnectedness Mind Map 2/2



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3.4C_Hot or Cold

Social Issues

1. Child Labour	2. Pollution and Air Quality
3. Gender Stereotypes	4. Human Trafficking
5. Racism	6. Endangered Species
7. Climate Change	8. Mental Health Stigma
9. Deforestation	10. Cybersecurity Threats
11. Freedom of Speech Violations	12. Access to Clean Energy
13. Hate Speech on Social Media	14. Overpopulation
15. Access to Clean Water	16. Water Scarcity
17. Food Insecurity	18. Youth Unemployment
19. Refugee Crises	20. Access to Healthcare
21. Gender Inequality	22. LGBTQ+ Rights
23. Lack of Access to Education	24. Healthcare Disparities
25. Income Inequality	

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3.4D_Intersectionality 1/3

Intersectionality 101 Handout

Name	Jerry	Fatima	Greta
Identity Characteristics	<p><i>Example</i></p> <p><i>He is a person with a disability.</i></p> <p><i>His family lives below the poverty line.</i></p> <p><i>He is the oldest of 10.</i></p> <p><i>He is responsible for caregiving, which sometimes keeps him out of school.</i></p>		
Unique forms of privilege and/or oppression	<p><i>Example</i></p> <p><i>No one talks to him about his plans after graduation.</i></p> <p><i>Probably jobs will not call him back when he applies.</i></p>		

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3.4D_Intersectionality 2/3

Intersectionality 101 Handout

Name			
Identity Characteristics			
Unique forms of privilege and/or oppression			

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3.4D_Intersectionality 3/3

Seeing & Being Seen Handout

Character: (e.g. Matej)	
Privilege	Oppression

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3.4E_Manifesto

Indicative Quotes

“I would never die for my beliefs because I might be wrong.” - Bertrand Russell

Bertrand Russell (1872–1970): British philosopher, logician, and social critic, known for his contributions to various fields, including philosophy, mathematics and pacifism. His quote reflects his open-mindedness and scepticism towards rigid beliefs.

“I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.” - Mahatma Gandhi

Mahatma Gandhi (1869–1948): A leader of the Indian independence movement against British colonial rule. His philosophy of non-violent resistance and civil disobedience had a profound impact on worldwide movements for civil rights and freedom.

“When you call yourself an Indian or a Muslim or a Christian or a European or anything else, you are being violent. Do you see why it is violent? Because you are separating yourself from the rest of mankind. When you separate yourself by belief, by nationality, by tradition, it breeds violence.” - Jiddu Krishnamurti

Jiddu Krishnamurti (1895–1986): An Indian philosopher, speaker, and writer who explored spirituality, human consciousness, and the nature of thought. He advocated for self-awareness and a deep understanding of the human mind to overcome divisions and violence.

“Peace cannot be kept by force; it can only be achieved by understanding.” - Albert Einstein

Albert Einstein (1879–1955): A renowned theoretical physicist, best known for his theory of relativity and his equation $E=mc^2$. He was also an outspoken advocate for peace, civil rights, and social justice.

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.” - Martin Luther King Jr.

Martin Luther King Jr. (1929–1968): A prominent leader in the American civil rights movement, remembered for his campaigns against racial segregation and his advocacy for equality and justice through peaceful means.

“Our lives begin to end the day we become silent about things that matter.” - Elie Wiesel

Elie Wiesel (1928–2016): A Holocaust survivor, writer, and human rights activist, who dedicated his life to bearing witness to the atrocities of the Holocaust and promoting awareness about the importance of remembering and preventing such horrors.

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3.4F _ Observe Think Connect Expand

Student Handout

OBSERVE

Look closely at the image. What do you observe? Focus only on the visual information



THINK

What initial thoughts are you having when looking at the image?



CONNECT

What connections can you make between what is depicted in the image and your personal experiences?



EXPAND

In what ways does the image connect to larger issues in the world and our place in it?



COLLECTIVE NOTES

What we observed. What we thought. How we connected. How we expanded.

Case Studies Photograph **Climate Change**



Photograph: Wanaka Floods, South Island, New Zealand. Galaxiid/ Alamy Stock Photo

Case Studies Description **Climate Change**

In 2019, the picturesque town of Wanaka in South Island, New Zealand, experienced severe flooding that transformed local parks into temporary lakes. This was a result of unusually heavy rainfall, which overwhelmed the region's rivers and lakes and placed many areas under a state of emergency. The floods caused significant disruption, claiming lives, damaging homes, businesses, schools and public spaces, including popular parks that are usually places of relaxation and recreation for both locals and tourists. Extreme rains fell over New Zealand once again in 2023 during Cyclone Gabrielle, which scientists claimed to have been made worse due to climate change.

Climate change can impact communities worldwide. Scientists have observed that climate change leads to more extreme and unpredictable weather patterns, including heavier and more frequent rainfall. In New Zealand, like many other places around the globe, this means that floods are becoming more common and more intense. These changes are driven by the warming atmosphere, which holds more moisture and can lead to deluges when conditions are right.

Sources: <https://www.theguardian.com/world/2019/dec/09/new-zealand-floods-essentials-run-out-for-tourists-stranded-in-franz-josef> & [Bloomberg](#)

Photograph Credit: Wanaka Floods, South Island, New Zealand. Galaxiid/ Alamy Stock Photo

Case Studies Photograph **Refugee Crisis**



Image: Italian navy rescues asylum seekers travelling by boat off the coast of Africa on the Mediterranean, June 7, 2014.
Massimo Sestini – Polaris

Case Studies Description **Refugee Crisis**

We've all seen the images of thousands of refugees and migrants on overcrowded ships, fleeing oppression, war and poverty in North Africa and the Middle East for a chance in Europe. Italian photographer Massimo Sestini shot one of these images last year (2014) – it captured people's imagination and went on to win a World Press Photo award and was selected in TIME's Top 10 Photos of 2014.

Now, the Italian photographer wants to find out what happened to the migrants and refugees in his picture, and he's launched a campaign, appealing for answers. "There were 500 people on that boat, so I would like to launch a worldwide campaign to ask them all 'Where are you?' so that I may continue my photo reportage on migration, and further help [shed light] this dramatic issue," he says. [...]

Although the photographer was unable to get the migrants' contact details, that episode was a catalyst for the [Where Are You?](#) campaign. Sestini has since launched a website, encouraging people to contact him if they recognize anyone on the boat. The photographer hopes to find at least 10 of those people and tell their stories of integration.

"This would allow [me] to show the migrants in their normal lives, families from Syria able to find an arrangement. They are doctors, engineers who in order to escape war and death in their own country have risked their own life, but they might end up becoming respected professionals in some other parts of the world," he says. "Maybe there is a happy family living now in [Geneva]," working as gardeners in a public park, he adds. "It would be nice to place the two photographs side by side: the photograph of them on the rescue ship, and the photograph of them in that garden in [Geneva]."

Source: [Time](#)

Photograph Credit: Massimo Sestini – Polaris

Case Studies Photograph **Artificial Intelligence**

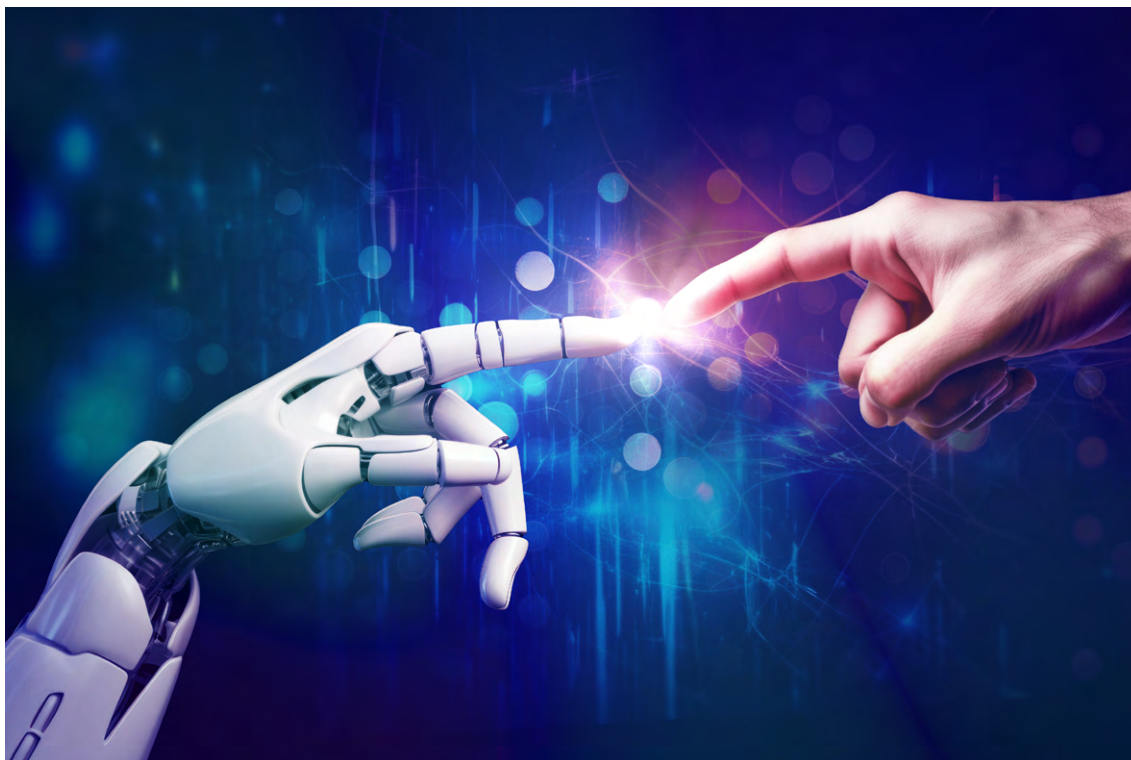


Image: iStock.com/ Andrian Vidal

Case Studies Description **Artificial Intelligence**

On April 2022 OpenAI introduced the second-generation version of DALL-E, an AI model trained on 650 million images and text captions. It can take in text and spit out images, whether that's a "Dystopian Great Wave off Kanagawa as Godzilla eating Tokyo" or "Teddy bears working on new AI research on the moon in the 1980s." It can create variations based on the style of a particular artist, like Salvador Dali, or popular software like Unreal Engine. [...]

But amid promotional depictions of koalas and pandas spreading on social media is a notable absence: people's faces. [...] AI researchers found that DALL-E 2's depictions of people can be too biased for public consumption. Early tests [...] have shown that DALL-E 2 leans toward generating images of white men by default, overly sexualizes images of women, and reinforces racial stereotypes.

[...] Hannah Rose Kirk, a data scientist at Oxford University [...] found that with DALL-E 2, phrases like "a place of worship," "a plate of healthy food," or "a clean street" can return results with Western cultural bias, as can a prompt like "a group of German kids in a classroom" versus "a group of South African kids in a classroom." DALL-E 2 will export images of "a couple kissing on the beach" but won't generate an image of "a transgender couple kissing on the beach," likely due to OpenAI text-filtering methods.

DALL-E 2 was trained using a combination of photos scraped from the internet and acquired from licensed sources, according to the document authored by OpenAI ethics and policy researchers. OpenAI did make efforts to mitigate toxicity or the spread of disinformation, applying text filters to the image generator and removing some images that were sexually explicit or gory. [...]

Source: [Wired](#)

Image: Andrian Vidal/ iStock

Case Studies Photograph
Food Insecurity



Image: iStock.com/ Joel Aguillar

Case Studies Description

Food Insecurity

Over 122 million more people are facing hunger in the world since 2019 due to the pandemic and repeated weather shocks and conflicts, including the war in Ukraine, according to the latest State of Food Security and Nutrition in the World (SOFI) report published today jointly by five United Nations specialised agencies.

If trends remain as they are, the Sustainable Development Goal of ending hunger by 2030 will not be reached, the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agricultural Development (IFAD), the United Nations Children’s Fund (UNICEF), the World Health Organization (WHO) and the World Food Programme (WFP) warn.

The 2023 edition of the report reveals that between 691 and 783 million people faced hunger in 2022, with a mid-range of 735 million. This represents an increase of 122 million people compared to 2019, before the COVID-19 pandemic.

The report also looks at increased urbanisation as a ‘megatrend’ affecting how and what people eat. With almost seven in ten people projected to live in cities by 2050, governments and others working to tackle hunger, food insecurity and malnutrition must seek to understand these urbanisation trends and account for them in their policymaking.

In particular, the simple rural and urban divide concept is no longer sufficient to understand the ways in which urbanisation is shaping agrifood systems. [...]

The report illustrates that food purchases are significant not only among urban households but also across the rural-urban continuum, including those residing far from urban centres. The new findings also show how consumption of highly processed foods is also increasing in peri-urban and rural areas of some countries.

Unfortunately, spatial inequalities remain. Food insecurity affects more people living in rural areas. Moderate or severe food insecurity affected 33 percent of adults living in rural areas and 26 percent in urban areas.

Children’s malnutrition also displays urban and rural specificities: the prevalence of child stunting is higher in rural areas (35.8 percent) than in urban areas (22.4 percent). Wasting is higher in rural areas (10.5 percent) than in urban areas (7.7 percent), while being overweight is slightly more prevalent in urban areas (5.4 percent) compared to rural areas (3.5 percent).

Source: [Food and Agriculture Organisation of the United Nations \(FAO\)](#)

Image: Joel Agullar/ iStock

Case Studies Photograph

Gender Stereotypes

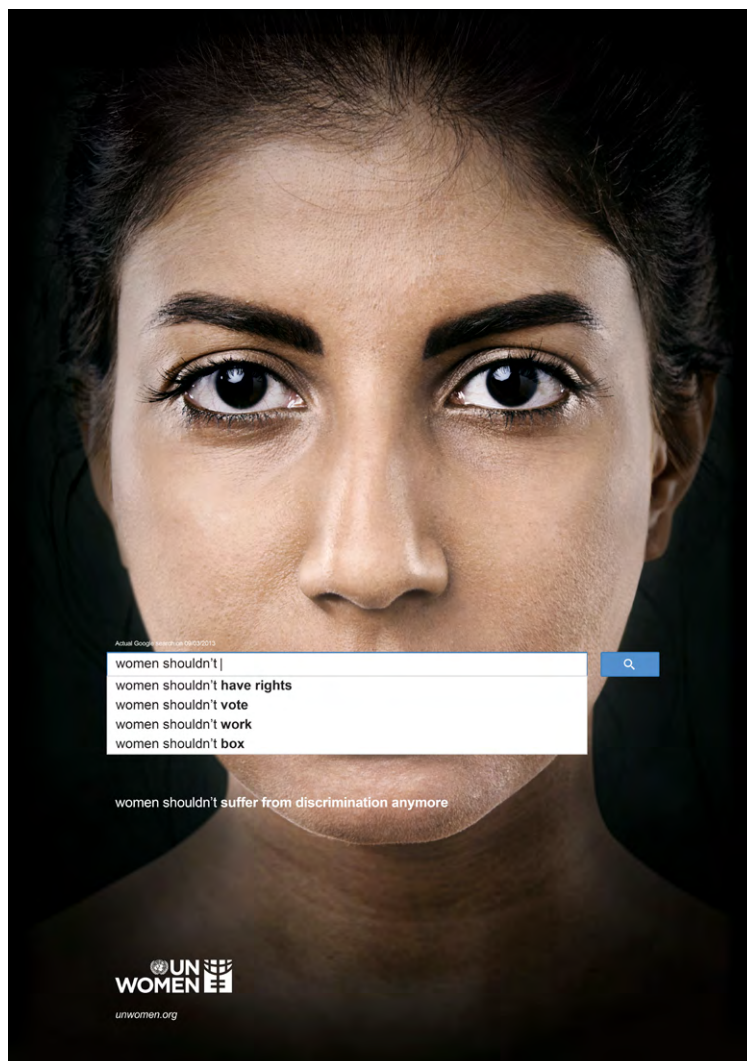


Image: Ad series for UN Women by Mamac Ogilvy & Mather Dubai, developed for UN Women (2013)

Case Studies Description

Gender Stereotypes

A series of ads, developed as a creative idea for UN Women by Mamac Ogilvy & Mather Dubai, uses genuine Google searches to reveal the widespread prevalence of sexism and discrimination against women. Based on searches dated 9 March, 2013 the ads expose negative sentiments ranging from stereotyping as well as outright denial of women's rights.

"When we came across these searches, we were shocked by how negative they were and decided we had to do something with them," says Christopher Hunt, Art Director of the creative team. The idea developed places the text of the Google searches over the mouths of women portraits, as if to silence their voices.

"The ads are shocking because they show just how far we still have to go to achieve gender equality. They are a wake-up call, and we hope that the message will travel far," adds Kareem Shuhaibar, copywriter.

For UN Women, the searches confirm the urgent need to continue making the case for women's rights, empowerment and equality, a cause the organisation is pursuing around the world. UN Women is heartened by the initial strong reaction to the ads and hopes they will spark constructive dialogue globally.

Source: [UN Women](https://www.unwomen.org/)

Image: Ad series for UN Women by Mamac Ogilvy & Mather Dubai, developed for UN Women (2013)

Case Studies Photograph

Voting Right



Image: '16- and 17-year-olds are perfectly capable of involving themselves in important political decisions.' Protesters call for the voting age to be lowered, London, July 2016. Dinendra Haria/Alamy Stock Photo

Case Studies Description

Voting Right

The issue of reducing the voting age for European Parliament elections has been talked about for some time now and the European elections (6-9 June 2024) brought changes to the voting age in many countries, with Brussels and Germany for instance lowering the voting age. In May 2022, the European Parliament called for an EU electoral reform that would apply the same rules to all European citizens including the voting age. Article 4(1) of the proposal sets that age at 16 but allows for some exceptions.

In Belgium, a law adopted in 2022 lowered the voting age at 16. In Germany, a law adopted in early 2023 lowered the voting age for the European elections to 16 from 18. In Greece, the voting age is set at 17. In 2018, Malta's Constitution set the voting age at a standard for all elections at 16. In 2007 Austria fixed the voting age at 16. Other Member States of the EU continue to maintain the age of 18 as the minimum voting age.

Advocates believe that young people should be allowed to vote because they will be affected by the decisions made by government today and should have a greater say in shaping their own future. They consider that young citizens have the legitimacy to call for such changes, because age is far from determining a person's ability to vote.

As for the opponents to lowering the voting age, they say they may not have enough experience and knowledge of politics and can easily be influenced.

Sources: [Euranet Plus](#) & [European Parliament](#)

Image: '16- and 17-year-olds are perfectly capable of involving themselves in important political decisions.' Protesters call for the voting age to be lowered, London, July 2016. Dinendra Haria/Alamy Stock Photo

3.4G_ On the Ladder of Participation 1/3

'Levels of Participation' Handout

Rung 8: Shared decision making - Projects or ideas are initiated by young people who invite the adults to take part in the decision-making process as partners.

Rung 7: Young people led and initiated - Projects or ideas are initiated and directed by young people; the adults might get invited to provide any necessary support, but a project can carry on without their intervention.

Rung 6: Adult initiated, shared decision making - Adults initiate projects but young people are invited to share the decision-making power and responsibilities as equal partners.

Rung 5: Young people consulted and informed - Projects are initiated and run by adults, but young people provide advice and suggestions, and are informed how these suggestions contribute to the final decisions or results.

Rung 4: Young people assigned and informed - Projects are initiated and run by adults; young people are invited to take on some specific roles or tasks within the project, but they are aware of the influence they have in reality.

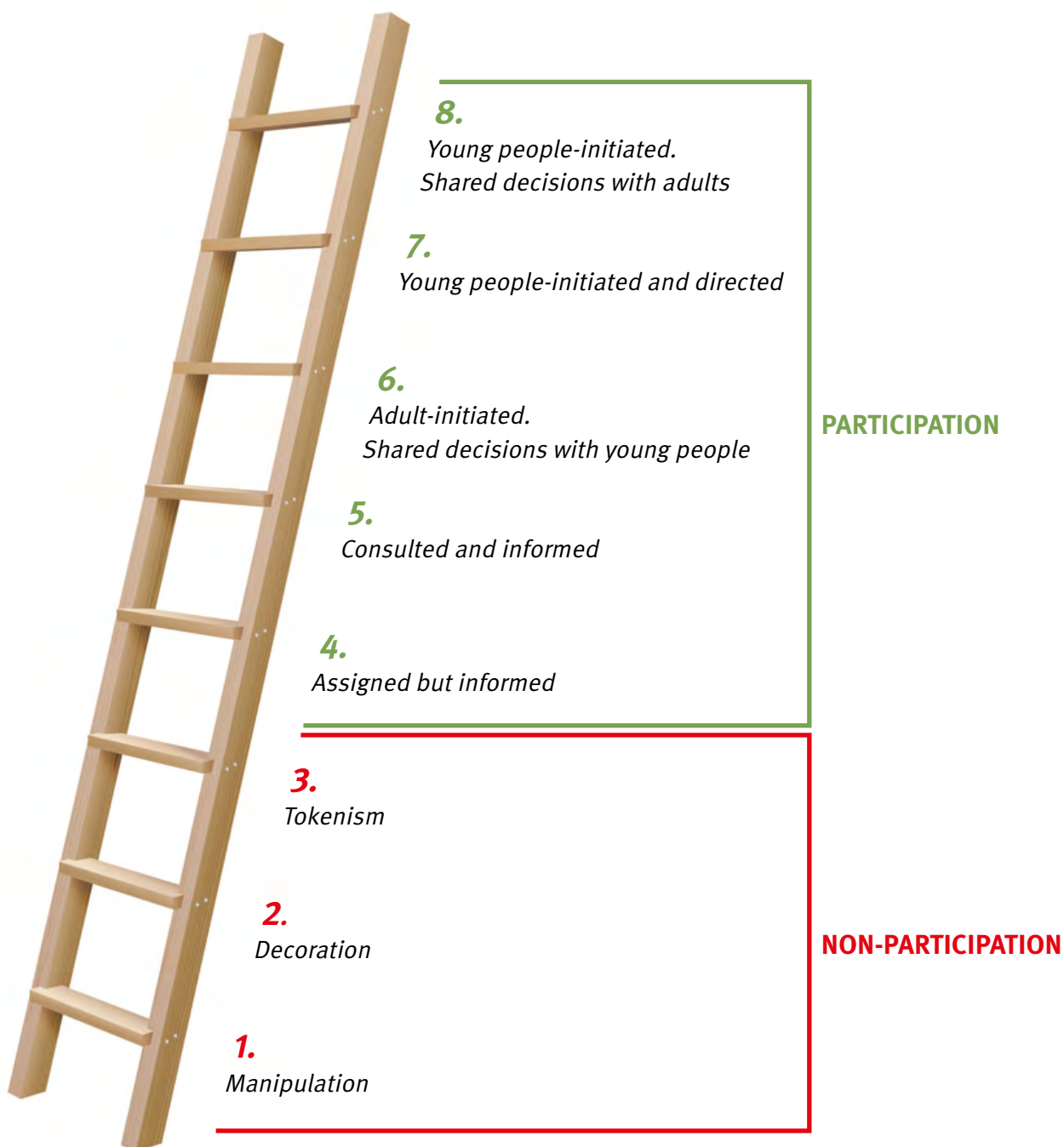
Rung 3: Young people tokenised (tokenism) - Young people are given some roles within projects but they have no real influence on any decisions. The illusion is created (either on purpose or unintentionally) that young people participate, when in fact they have no choice about what they do and how.

Rung 2: Young people as decoration - Young people are needed in the project to represent youth as an underprivileged group. They have no meaningful role (except from being present) and – as happens with any decorations – they are put in a visible position within a project or organisation, so that they can easily be seen by outsiders.

Rung 1: Young people manipulated - Young people are invited to take part in the project, but they have no real influence on decisions and their outcomes. In fact, their presence is used to achieve some other goal, such as winning a local election, creating a better impression of an institution or securing some extra funds from institutions that support youth participation.

3.4G _On the Ladder of Participation 2/3

'Levels of Participation' Handout



Adapted from: [istock.com/ zuperia](https://www.istock.com/zuperia)

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3.4G _On the Ladder of Participation 3/3

'List of Indicative Obstacles for Youth Participation' Handout

The following list is a suggestion that may assist the educator in the facilitation of the discussion.

- Varied values and habits among young people and adults.
- Differing schedules between young people and adults.
- Diverse communication styles.
- Varying levels and types of experience.
- Skill gaps.
- Insufficient support for both young people and adults.
- Limited expertise in meaningful youth involvement.
- Differing learning methods between adults and youth.
- Youth's place in the social hierarchy (in some cultures, young people traditionally hold lower positions with limited influence).
- Condescending attitudes toward youth from adults.
- Mutual mistrust between adults and young people.
- Negative stereotypes, misconceptions, and biases.
- Lack of youth-friendly procedures and policies within organisations (e.g., extensive formal documentation).
- The misconception that youth participation is someone else's responsibility.
- Associated costs of youth participation.
- Geographical limitations.
- Information gaps.
- Insufficient resources (e.g., extra time).
- Frequent turnover among young participants.
- Accessibility barriers for disabled individuals.
- Extended or lengthy meetings.
- Academic commitments.
- Diverse extracurricular interests.
- Scepticism that participating will bring about change.
- Concerns about the representativeness of participating youth in relation to the broader youth population.

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3.4H_Reporting for Equality

'Speech Bubble' Handouts 1/3

I believe that equality for people of all backgrounds and ethnicities is important because all people should have the same opportunities in life and know that they will be treated fairly and with respect regardless of where they come from, the colour of their skin or what they believe.

Hetty, Equality Campaigner

I believe that equality for people regardless of whether they have a disability or not is important because everyone should be able to go to school and to work and to move freely around their local environment. All people can contribute to our society.

Chuck, Equality Campaigner

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3.4H_Reporting for Equality

'Speech Bubble' Handouts 2/3

I believe that equal access to parks and green spaces is important because we all need places to relax, to exercise and to enjoy ourselves. These spaces shouldn't be restricted to the wealthy. Everyone benefits from a healthier and happier society. Bonus, green spaces help the environment too!

Mai, Equality Campaigner

I believe that equal access to education for all people regardless of who they are or where they live is important because everyone deserves the opportunity to learn and improve their lives, and it will benefit us all if everyone has basic skills and can contribute to our society and economy.

Isabella, Equality Campaigner

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3.4H_Reporting for Equality

'Speech Bubble' Handouts 3/3

I believe that equality for people of all ages is important because people of all ages can contribute to our society and economy. Young and old have skills that we need. We need to provide opportunities for all people and make sure no one is excluded.

Sanjay, Equality Campaigner

I believe that equality for men and women is important because women make up half of all people but they are often paid less than men, less represented in governments and receive less education than men. Barriers to women's success need to be removed.

Lorenzo, Equality Campaigner

[Back to the activity](#)

3.4I _Take a Step Forward 1/2

Role Cards

You are a single mother who is currently looking for a job.	You are a teenage Arab Muslim girl living with devoutly religious parents.
You are a university student studying economics, and your parent is the local bank manager.	You are a 19-year-old son of a farmer in a remote mountain village.
You are a soldier doing compulsory military service.	You are a young man with a disability and use a wheelchair for mobility.
You are a 17-year-old Roma girl who did not finish primary school.	You are a 16-year-old asylum seeker living in a refugee settlement.
You are an unemployed graphic designer in a country where you are not fluent in the official language.	You are a 20-year-old refugee from Afghanistan.
You are an undocumented immigrant from Mali.	You are the president of a youth organisation affiliated with a political party currently in power.
You are the child of Chinese immigrants who own a successful fast-food business.	You are the child of the American ambassador to the country where you live.
You are the only child of the owner of a successful import-export company.	You are an 11-year-old who has lived in an orphanage since infancy, and you do not know your real parents.
You are the girlfriend of a young artist struggling with heroin addiction.	You are a 16-year-old student facing bullying for being overweight.
You are a fashion model of African origin.	You are a homeless 19-year-old.
You and your younger brother excel in academics and participate in special classes and competitions. Your parents are academics.	You live with your mother in an apartment, and she works at a factory. You have exceptional singing and dancing skills at 15 years old.
You are 13 years old, living in a village with sporty parents, and you excel in sports.	You are the child of deaf-mute parents, proficient in sign language but not deaf-mute.
You are a 16-year-old boy who prefers spending time with girls rather than playing football, and you face teasing from classmates.	You are 14 years old, and your father is in prison due to financial difficulties. Your mother is unemployed, and you have two younger brothers.
You are an 85-year-old man residing in a hospice without visits from your family.	You are a 50-year-old woman who has worked at a bank her entire life, only to learn that you are about to lose your job.
You are a 6th-grade student using a wheelchair.	You are a boy with freckles and thick glasses who studies alone during school breaks.
You are a successful LGBTQ+ rights activist and a well-known public figure.	You are the child of a city parliamentarian attending a private school and playing tennis in the afternoons with a chauffeur.
You moved from Ukraine with your mother, who works in a restaurant kitchen, and you have two younger siblings.	You are the third of five children living in a remote village. Your parents spend long hours working in the fields.
You are a 15-year-old who left school to work as a mechanic.	You are a victim of domestic abuse. You are living in a domestic abuse shelter, and you currently have no job.

Ensure that these roles are adjusted as needed to match the students' context, age, and teaching environment. Remember to include a limited number of roles that would be considered privileged, therefore allowing for the students who take one these roles to take many steps forward, reflecting the unequal access reality.

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3.4I _Take a Step Forward 2/2

Statements

1. You have never faced significant financial hardship.
2. You have secure housing with access to a telephone and television.
3. You feel your language, religion, and culture are respected in your society.
4. You believe your opinions on social and political matters are valued and heard.
5. Others seek your advice on various issues.
6. You do not fear encounters with the police.
7. You know where to seek advice and assistance when needed.
8. You have never experienced discrimination based on your background.
9. You have access to adequate social and medical support.
10. You can take an annual vacation.
11. You can host friends for dinner at your home.
12. Your life is fulfilling, and you are optimistic about the future.
13. You can pursue the education and career path of your choice.
14. You are not afraid of harassment or attacks in public or in the media.
15. You have the right to vote in national and local elections.
16. You can celebrate your most important religious festivals with loved ones.
17. You have the opportunity to attend an international seminar abroad.
18. You can go to the cinema or theatre at least once a week.
19. You are not anxious about your children's future.
20. You can afford new clothing every three months.
21. You can freely choose the person you love.
22. You feel that your skills and abilities are respected in your community.
23. You have access to and can benefit from the Internet.
24. You have never experienced hunger or food insecurity.
25. You can pursue hobbies and interests that you enjoy.
26. You have access to clean and safe drinking water.
27. You have a supportive and loving family.
28. You have the opportunity to travel and explore different cultures.
29. You have access to quality healthcare when needed.
30. You can easily find employment opportunities.
31. You can express your gender identity without fear of discrimination.
32. You can openly express your sexual orientation without facing prejudice.
33. You have access to a good education from early childhood.
34. You live in a neighbourhood with low crime rates.
35. You have the freedom to express your artistic creativity.
36. You have access to public transportation that meets your needs.

These statements cover various factors that can impact an individual's privileges and opportunities, prompting critical reflection and discussion. Adapt and select as needed based on student context, age, and teaching setting.

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3.5A_Image Debrief

Image Cards 1/4



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3.5A_Image Debrief

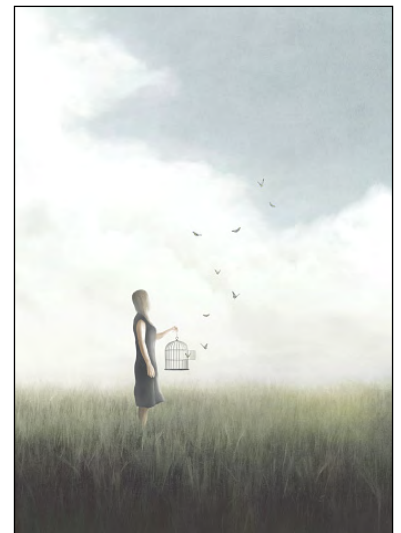
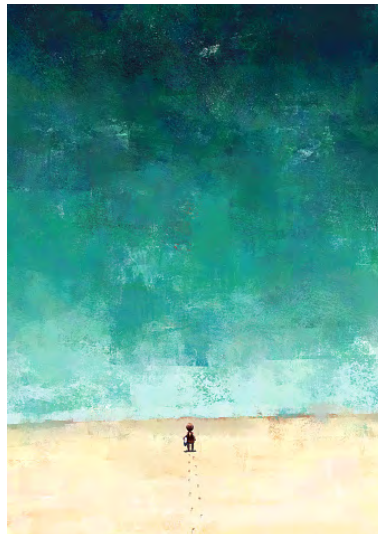
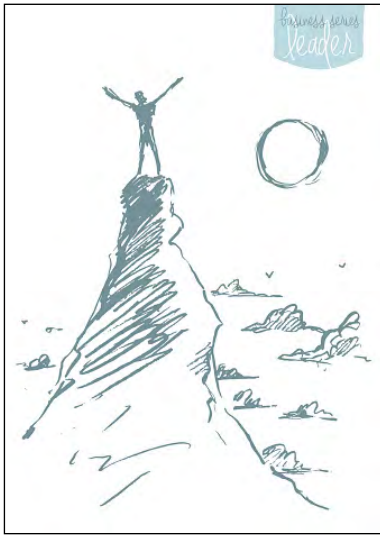
Image Cards 2/4



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3.5A_Image Debrief

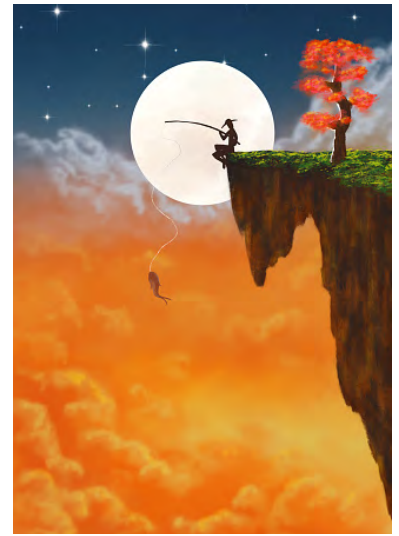
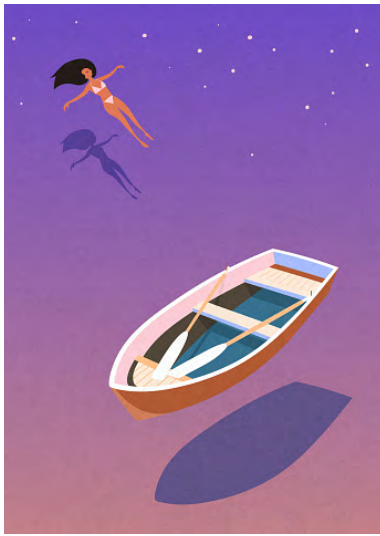
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3.5A_Image Debrief

Image Cards 4/4



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Image Cards 1/4:

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Image Cards 3/4:

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3.5B _Emoji Debrief

Emoji Cards



HAPPY



SAD



EXCITED



CALM



SURPRISED



SCARED



SHY



ANGRY



TIRED



PROUD



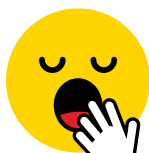
JEALOUS



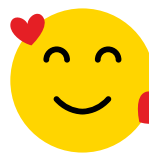
WORRIED



SILLY



BORED



LOVED



CONFUSED

Concept Index

Unpacking Key Concepts with Simple Explanations

The primary purpose of the following Index is to serve as your gateway to conveying essential concepts to students in a simplified and age-appropriate language, fostering a deeper understanding of peace education among your diverse group of learners. Considering the varying ages of students you work with, feel free to adapt the language used to explain these concepts as needed.

Discrimination

Discrimination means treating someone unfairly or differently because of their appearance, background, or something else that we classify as different about them. Discrimination means not being kind and respectful to everyone equally, which violates their rights.

For example, when we do not let someone play with us or be our friend because they look different or come from a different place. Go back to: [Find your group](#), [What is my Label?](#), [No filter selfie](#), [A Walk in the Park](#), [The Blind Men and the Elephant](#)

Freedom of Expression

Freedom of expression is a fundamental human right that plays a crucial role in our lives. Imagine you have thoughts, ideas, or feelings you want to express – whether through words, art, writing, or sharing with others. Freedom of expression is like a special rule that says you have the right to do just that. It is almost like having your own zone where you can freely share your perspectives, much like how you chat with friends or jot down thoughts in your personal diary.

This right is a part of international law, which is a collection of rules that many countries worldwide agree to follow. It is referred to as a ‘human right’ because it is something every person is entitled to, regardless of where they live or what they believe. This right ensures that individuals can voice their opinions, share their viewpoints, and even engage in peaceful protests if they disagree with something.

However, like any rule, there are limits to consider. While you are empowered to express yourself, it is essential to do it in a respectful way that does not hurt or harm others. Go back to: [Freedom Unlimited?](#)

Global citizenship

Global citizenship describes the recognition that

one is a member of a vast, interconnected community spanning the globe. Just as we are a part of our own local community and family, being a global citizen means recognizing our membership of a broader, worldwide neighbourhood. As global citizens, we should be invested in the well-being of people and the planet, not just our immediate surroundings but also distant corners of the Earth. We should strive to extend kindness and support to others, irrespective of geographical distances, much like the care and consideration we show to friends and family. The cornerstone of the concept of global citizenship is understanding and embracing our differences while recognising that despite our diversity, we are all interconnected inhabitants of this shared planet. Go back to: [A Better World](#)

Hate Speech

Hate speech occurs when people use hurtful or mean words to target others based on their race, religion, or other things that make them unique. It is not just expressing opinions – it is intentionally trying to hurt or discriminate against others, which can cause emotional harm and create an unsafe environment.

Hate speech can happen both offline and online. Offline hate speech is when people say hurtful things face-to-face, like at school or in a public place. Online hate speech is when people use social media or the internet to say mean things about others. They might use hurtful words, pictures, or even make threats. Go back to: [Freedom Unlimited?](#), [Roots and Branches](#)

Intersectionality

Intersectionality is a concept that acknowledges the interconnected nature of social categorisations such as race, gender, class, sexuality, and ability. It suggests that these various pieces of our identities do not exist independently but intersect and interact with each other, influencing an individual’s

Concept Index

experiences and opportunities. For instance, someone's experience as a woman may be different from someone else's depending on their race or socio-economic status. Intersectionality emphasizes the complexity of human identity and experiences, highlighting how multiple dimensions of privilege and oppression can intersect to shape individuals' lives. It encourages us to consider the intersecting factors that contribute to inequality and discrimination, promoting a more comprehensive understanding of social justice issues and the need for inclusive approaches to address them.

By understanding intersectionality, we can learn to appreciate and respect the differences in people's lives and cater for the unique experiences of people facing multiple oppressions. Go back to: [I am the Only One Who...](#), [Othering](#), [Balancing the World: The Refugee Perspective](#), [Intersectionality](#)

Manifesto

A manifesto is a statement or declaration that expresses strong beliefs, ideas, or principles about a particular topic. It is like a group or an individual's way of sharing their important thoughts and goals with others. It is usually written down and shared with the purpose of inspiring people to think about certain ideas or to take certain actions. Think of it as a clear and powerful message that someone wants to share with the world to make a positive impact or draw attention to something important. Go back to: [Manifesto](#)

Misconceptions

Misconceptions are misunderstandings or wrong beliefs that people may have about others due to stereotypes, prejudice, or discrimination. These misconceptions can lead to unfair judgments and treating people differently based on incorrect or incomplete information. Go back to: [A Walk in the Park](#)

Multiperspectivity

Multiperspectivity, in peace education, means looking at situations and events from different points of

view. Just like a story can have different characters with their own thoughts, feelings, and experiences, real life also has many sides. When we understand how different people see things, we learn to respect and understand each other better. It is like discovering different pieces of a puzzle to get the full picture. This helps us build a world where everyone's ideas are valued, and we work together peacefully, even if we see things differently. Go back to: [The Blind Men and the Elephant](#)

Oppression

A system comprising prejudice, discrimination, policies, and ideologies that benefit members of one identity group while exploiting, degrading, or causing harm to members of another identity group.¹ Go back to: [Intersectionality](#)

'Othering'

'Othering' is a concept that refers to the way people sometimes treat others as different or 'other' based on characteristics such as appearance, beliefs, or where they come from. It is when people see someone as not belonging to their own group, and this can lead to unfair treatment, stereotypes, and exclusion.

In peace education, we learn about 'othering' because it is one of the main reasons conflicts and problems between different people and groups happen. When we treat someone as different or less important, it can lead to misunderstandings, hurt feelings, and even bigger issues. Peace education teaches us to be open-minded, respectful, and inclusive. It helps us to see that even though people may have differences, we can find things we have in common and treat each other with kindness and fairness. By learning about 'othering', we can work together to make our communities and the world a more peaceful and welcoming place for everyone. Go back to: [Othering](#)

'Peace as a process structure'

Imagine peace not just as a simple thing or a single moment, but as a journey or a process. It is like

¹ Adapted from "Does 'Classism' Help Us to Understand Class Oppression?" by Fred L. Pincus and Natalie J. Sololoff.

Concept Index

building a strong, safe bridge between people, communities, and even countries. This process involves different steps, actions, and choices that make things better over time.

When we are trying to build something, we need to work together and think carefully about what we are doing. In the same way, creating peace needs teamwork, understanding, and sometimes making changes to make sure everyone feels respected and safe.

So, 'Peace as a process structure' means that peace is not just one fixed thing, but something that grows and gets stronger through lots of different actions, ideas, and conversations. Go back to: [Peace and Violence Continuum](#)

Prejudice

Prejudice means making judgments or forming opinions about someone based on how they look, their skin colour, or where they come from, without really knowing them. It is like deciding if we like or dislike someone before giving them a chance to show us who they are. For example, deciding if someone is nice or not just because of how they appear. Go back to: [Find your group](#), [What is my Label?](#), [No filter selfie](#)

Privilege

Unearned advantages that individuals receive due to their identity.² Go back to: [Intersectionality](#)

Racism

Racism involves making stereotypes or having prejudice based on someone's skin colour, nationality, or ethnic origin, which can lead to discriminatory or abusive behaviour.

For example, being mean to someone just because they have a different skin colour or come from a different country than we do. Go back to: [What is my Label?](#), [No filter selfie](#)

Stereotypes

Stereotypes are beliefs or ideas that people share about individuals or certain groups. These beliefs

can be positive, negative, or neutral. Stereotypes can become harmful when we rigidly apply them to people, treating them differently based on these beliefs.

For example, thinking that 'boys are supposed to like blue colour, and girls should like pink colour'. Go back to: Find your group [What is my Label?](#), [No filter selfie](#)

Sustainable development

Sustainable development means taking good care of our neighbourhood so that it stays healthy and happy for a very, very long time. When we talk about sustainable development, we mean making choices that help both people and nature. For example, we can use clean energy like the sun or the wind to make electricity, which is good for the environment. We can also be kind to animals and protect them, just like we take care of our pets. The goal of sustainable development is to make sure everyone has what they need to live a good life, like having clean water, healthy food, and a safe place to live. And at the same time, we want to make sure we do not harm nature or use up all our resources because we want to keep the neighbourhood beautiful and safe for many generations to come, and for everyone and everything living on it. Go back to: [A Better World](#)

Theory of levels of participation

Roger Hart's theory of levels of participation, developed in 1992, is like a ladder with eight steps that helps us understand how young people can be involved in decisions and actions in their communities. The higher you go on the ladder, the more power and influence young people have in making things happen. It is a way to see how much young voices are heard and acted upon in different situations. Go back to: [On the Ladder of Participation](#)

² Adapted from "White Privilege and Male Privilege" by Peggy McIntosh.

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and research tarihsel
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