

"Peace cannot be guaranteed exclusively by political, economic or military agreements. In the final analysis it depends upon the unanimous, sincere and sustained engagement of peoples. Each one of us, no matter what our age, sex, social position, religious affiliation or cultural origin is called upon to create a peaceful world.

Peace can only be achieved through our behaviour, attitudes and everyday acts.

The culture of peace is the universal culture that is shared by all peoples.

It is essential to our common humanity.

*Together, let us cultivate peace. Let us each ask ourselves,
'what can we do for peace today?'"*

Koïchiro Matsuura
Director - General
of UNESCO

"Peace is in our hands"

The symbol for the International Year for the Culture of Peace illustrates and evokes the culture of peace. The two hands that are interlaced can be seen to represent exchange and agreement. They can also be seen as continents that are embracing and within which two islands, symbolised by the spots, are incorporated.

One can also interpret the symbol as two people, or two groups of people - two villages - which share a common head and are merged one with the other. Or as a union between the North and the South, represented by the two thumbs pointing up and down, and achieved by the integration of various cultures, represented by the fingers that are interlocked.



editorial

"Peace is in our hands"

The year 2000 was indeed a special year. It was declared the International Year for the Culture of Peace by the United Nations General Assembly. In fact, it was so important that the United Nations has also declared the International Decade for the Culture of Peace and Non-violence for the Children of the World (2001-2010).

It is obvious that YOU, the elementary teachers, have much to offer and to contribute to this important International Decade for which UNESCO has been designated as the International Co-ordinating Agency. In preparing for the Year, a group of Nobel Peace Prize laureates drafted the **Manifesto 2000**. Included in it are six main forms of behaviour and action that contribute to building a culture of peace:

- 1. Respect all life**
- 2. Reject violence**
- 3. Share with others**
- 4. Listen to understand**
- 5. Preserve the planet**
- 6. Rediscover solidarity**

The slogan of the International Year "Peace is in our hands" is a reminder that all of us – from young children to older persons in the community – can and should do our part in translating the ideals mentioned in the Manifesto into daily practice.

We are aware that many schools at the elementary school level participating in the UNESCO Associated Schools Project Network (ASPnet) are already involved in activities promoting such concrete action and behaviour to foster peace in the classrooms, the playground, the school, the family and the community.

Hence, we are particularly pleased to offer you this "Peace Package" which we hope will provide you with some new ideas and approaches to complement what might be an ongoing process for many of you to ensure that "Peace is in our hands" so that the root causes of violence, conflict, aggression and tension can be prevented and eliminated.



*It will also hopefully serve as a useful and practical resource material to strengthen the four pillars of education advocated by the International Commission of Education for the Twenty-first Century: learning to know; learning to do; **learning to be; and learning to live together!***

These pillars of learning are proposed as the foundations of education in preparing children and youth to face and deal with the complexities of a rapidly changing world, where violence and conflicts are ever present.

In many societies, violence and aggression are increasing. Once considered a safe if not almost sacred place, schools have unfortunately become in recent years targets where violent behaviour is expressed. In some places, metal detectors have even been installed in school entrances in order to prevent weapons from entering the school premise. Hence, one of the major challenges facing us today is to ensure that the school is a haven for peace and non-violence and can play a vital role in the community in this respect.

As we are about to enter a new Millennium, may the children of the world acquire the necessary knowledge, skills, attitudes and commitment to contribute to real and lasting peace. May the teachers of the world use the fullest of their expertise, imagination and foresight to ensuring a culture of peace in the classroom. May the parents of the world, in co-operation with the teachers, do their utmost to convert the ideals of MANIFESTO 2000 into daily practice. Together we can all make a difference to ensure a peaceful world for today and tomorrow


Elizabeth Khawajkie
 International Co-ordinator
 UNESCO Associated Schools
 Project Network (ASPnet)
 Division for the Promotion
 of Quality Education

Culture of Peace in the classroom



The Activity Cards

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

Card 1: What is Peace?

Further information

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

Activities and Ideas

Tell the children the story of the thousand cranes.

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

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

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



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

Declaration on a Culture of Peace:

Art. 1

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

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

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

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

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

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

→ Invite them to produce a mural for peace.

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

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

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

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

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

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

→ Why should peace come first?

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

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

Peace is patience and constant care.

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

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

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

Curriculum areas

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

Card 2: Tolerance and respect

Further information

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

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

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

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

Activities and ideas

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



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

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

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

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

UNESCO

Transdisciplinary Project towards a Culture of Peace

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

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

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

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

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

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

(Caribbean - St. George's, Grenada)

We ask you to respect cultural differences.

(Pacific - Rarotonga, Cook Islands)

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

(Arab States - Amman, Jordan)

Curriculum areas

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

Card 3: Conflict - the wrong way

Further information

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

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

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

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

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

source : UNESCO



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

Activities and ideas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

✕ Discuss some possible ways to peacefully solve problems in the playground or classroom.

✕ Two children are arguing over who owns a ball. How could you help to sort out this problem?

✕ How can a decision to share something solve a conflict?

✕ What are the most common reasons for conflict in the playground, in the classroom, at home?

✕ How can a misunderstanding lead to conflict? How can this be avoided?

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

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

(Arab States - Amman, Jordan)

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

(Latin America - San Jose, Costa Rica)

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

(Africa - Harare, Zimbabwe)

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

(Europe - Chios, Greece)

Curriculum area

Language, Drama, Art.

Card 4:

What are my rights?

Further information

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

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

Activities and ideas

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

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

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

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

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

Source: Primary School Kit on the United Nations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Arab States - Amman, Jordan)



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

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

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

(Latin America - San Jose, Costa Rica)

We believe that human rights are essential for peace.

(Europe - Chios, Greece)

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

(Pacific - Rarotonga, Cook Islands)

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

(Asia - Bangkok, Thailand)

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

Curriculum areas:

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

Some suggestions for an additional quiz

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

Can you think of :

A human right?

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

An organisation which promotes human rights?

A film or a book about respect for human rights?

A right denied to you in school?

An individual who promotes for human rights?

A right your parents have which you do not?

Card 5: It's our World

Further information

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



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

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

Maria de Fatima Goncalves,
teacher from Portugal

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

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

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

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

A few of the crucial issues are set out below

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

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

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

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

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

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

Activities and ideas

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

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

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

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

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

✕ What can we do to protect the world in which we live?

✕ Do the children know about UNESCO's World Heritage Convention and List? And the cultural and natural sites inscribed on it?

✕ Are there any protected areas in the region where you live?

✕ Are there any areas around your school, your home or in your neighbourhood that are at risk?

✕ How can you help protect them?

✕ How can we save water?

✕ Why is it important that we look after the planet?

✕ Why is it important for future generations of children that we do something now to help the planet?

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

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

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

(Caribbean - St. George's, Grenada)

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

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

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

Curriculum areas

Language, Geography, Art, Mathematics.



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

Card 6: Getting to know you: Intercultural learning

Further information

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

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

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



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

Activities and ideas

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

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

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

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

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

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

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

The following are some examples of traditional games:

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

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

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

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

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

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

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

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

source : UNESCO



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

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

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

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

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

(Europe - Chios, Greece).

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

(Caribbean - St George's, Grenada)

We ask you to respect cultural differences.

(Pacific - Rarotonga, Cook Islands)

Curriculum areas

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

Card 7: Learning together

Further information

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

Activities and ideas

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

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

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

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

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

(Europe - Chios, Greece)

Teach us caring and moral responsibility in our schools.

(Asia - Bangkok, Thailand)

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

We would like the teachers to stop practising corporal punishment.

(Africa - Harare, Zimbabwe)

Curriculum areas

Language, Drama, Music, Art, History.



Peace Poster

This poster is designed to be displayed on the wall as it is or cut into seven sections. On the back of each section there are some questions and ideas for discussion. The drawings reflect some of the topics raised at the UNESCO Peace Festivals.

The topics covered by the drawings are listed below.

Environment

There are many local environmental issues that children may want to discuss before moving on to the more international concerns.

If the school is located in a city there may be a problem with noise, air pollution and rubbish. If the school is in a rural community one problem might be a lack of clean water or no electricity.

It was suggested at the Festival in Greece that recycling should be made compulsory.

No to violence

Violence may occur in the home, in the school and in the community. Often parents argue and this can lead to fights and even child beating. Children may also bring home new ideas from school that the parent does not understand and this can cause serious problems. People may fight over resources, money or religion. Some of the solutions to this problem could include:

Parents listening to children.

Prevention of child abuse.

Respect for each other.

One of the major problems mentioned at one of the Festivals was that the father is often seen as the most important member of the family; he wants to be in charge. If the mother or other members of the family want to make a point, there may be an argument or conflict. It is important to

discuss equality between boys and girls, men and women. A common plea from students world wide was to protect children from abuse. Intolerance and violence can sometimes break out in multi-ethnic communities and people need to get to know each other to encourage understanding and respect.

Drugs and alcohol

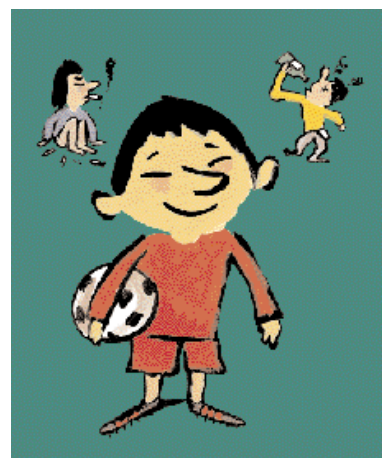
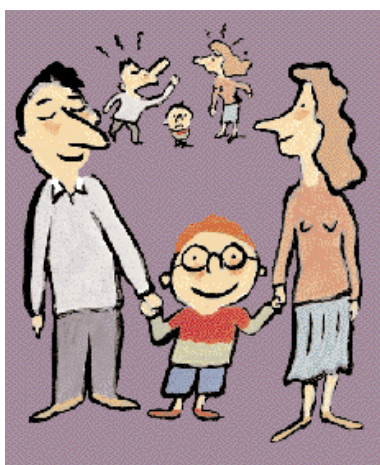
It is important that children should develop a strong self-image and be very positive about themselves. They need to know that it is important to look after their health, mind and body. Talk to them about how certain drugs or medicines can be useful if prescribed by a doctor, but that other drugs can be very dangerous. Remember to include alcohol and tobacco.

There are many different types of drugs. Drugs are a major problem all over the world. Children may be exposed to drug dealers and users and it is important to warn them about the many dangers of taking and dealing with drugs. There are

a number of national and world organisations tackling this problem, including UNESCO. People take drugs for different reasons. Some believe that they will be able to forget their problems. Once they start taking drugs, however, they find it very difficult to stop.

There are laws to stop people using drugs and selling or passing them on. Often people steal to get the money to pay for their drugs. People can become very ill or even unconscious from drug taking and may need emergency medical care. Some drug addicts take an overdose, which may kill them.

The consumption of alcohol should be reduced wherever possible, as it often leads to arguments and fights. At the African Festival there was concern about addiction to alcohol



but children suggested that one solution might be to raise the price of beer. There should be a reduction of the amount of alcohol in drinks and a campaign should be launched to stop people from drinking too much. When people get drunk they may beat their relatives and children.

An international campaign (Youth Mobilizing Youth for a 21st Century Free of Drugs) was launched in co-operation between UNESCO, UNDCP (United Nations Drug Control Programme) and the French NGO Environment sans frontière (ESF) in February 1998. As youth constitute one of the most vulnerable groups concerning drug problems, the campaign aims at promoting awareness of substance abuse and in getting young people themselves involved in preventive action.

The Youth Charter for a Twenty-first Century Free of Drugs, initiated by ESF and presented to the United Nations Secretary-General, Mr Kofi Annan, by an ASPnet student from Costa Rica, is the main instrument of this Campaign and Associated Schools are encouraged to collect as many signatures as possible from young people in support for the Charter and to organize a campaign against drug abuse.

Crime

Crime, a major problem all over the world, was discussed at the Festivals. It was felt that one way to reduce crime would be to promote solidarity in neighbourhood groups to make people more cooperative and active in preventing crime.

There should be an increase in police patrons in areas where there are outbreaks of crime. The public should help the police whenever possible.



There should be a reduction in the number of guns. Stiffer penalties for crime are needed and people should be made more aware of what they can do to protect themselves.

Weapons of war

Nuclear testing in the Pacific was discussed at most of the Festivals. There was also a call for countries to stop selling weapons and give us the right to live in a safe environment where we can work towards a cleaner and greener world. The children of the Pacific said that they were very concerned about the testing of weapons close to their homes and the effect it would have on the islands and the seas around them.

Money should be spent on education, medicine and food rather than weapons.

Sharing

Children at the Festivals expressed their concern for the need to share. For example, in Asia they said in their Appeal "to do everything you can to narrow the gap between the rich and the poor within every country and in the world".



Armed conflict

Armed conflict was a major issue at the Festivals. The children wanted an end to war, terrorism and physical violence. In Asia they wanted the burial of all toys associated with war, peace campaigns and an end to violence.

The children from the Middle East said that all wars should stop and nations should talk to each other peacefully. Children should be protected from war and conflicts should be resolved through diplomacy and negotiation rather than by fighting and bombing.



Children's Appeals to World leaders



At each Festival the children debated in small working groups all the important issues presented in the *Peace Package*. They reported their views, conclusions and proposals in plenary sessions. Each Festival set up a drafting committee of children to review all the reports and base an Appeal to World Leaders on them.

Each appeal shows the priority issues for children in each sub-region and each was presented to the authorities (often to government) in the host country.

Ideas and suggestions

- Choose the Appeal to World Leaders from your region and discuss it fully with your pupils. Do they agree with it? What would they add? What would they delete?
- Invite the children to select one by one the Appeals from other regions. How is each similar to theirs?

How is it different? What explains the similarities and the differences? What type of conditions do children experience in different parts of the world?

→ Why is it important for children to make appeals? (In the worksheets there is a special form to enable children to make their own appeal).

"Aggression, conflict, war and peace: there are important areas of knowledge and human experience which can be and are being addressed in school communities in a variety of ways. Clearly there are potential difficulties in exposing children to what is often disturbing and sensitive material. Discretion and judgement need to be exercised. Children are able to respond with deep interest and empathy" War and Peace by June Munday. IB World (The Magazine of the Inter Baccalaureate), April 2000 # 23 pp 9-11.



What is UNESCO?

UNESCO, the United Nations Educational, Scientific and Cultural Organisation, is a specialised agency of the United Nations system.

The organisation was created more than a half century ago, with the mission to build the defences of peace in the minds of men. Its Constitution states that:

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

The Constitution was adopted by the London Conference in November 1945, and entered into effect on the 4th of November 1946 when 20 states had deposited instruments of acceptance.

UNESCO currently has 188 Member States (as of 31 December 2000).

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to further universal respect for justice and the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion.

To fulfil its mandate, UNESCO performs five principal functions:

Prospective Studies:

what forms of education, science, culture and communication for tomorrow's world?

The advancement, transfer and sharing of knowledge:

relying primarily on research, training and teaching activities.

Standard-setting action:

the preparation and adoption of international instruments and statutory recommendations.

Expertise:

provided to Member States for their development policies and projects in the form of "technical co-operation".

Exchange of specialised information.

What is the UNESCO Associated Schools Network (ASPnet)?

With conflicts, sparked off by political, social, ethnic or religious hostilities, erupting almost daily around the world, how does one learn and teach about peace, tolerance and international understanding?

Launched in 1953, the UNESCO Associated Schools Project Network (ASPnet) is a global network of over 6,000 educational institutions committed to promoting the ideals of UNESCO by conducting pilot projects in favor of a culture of peace and non-violence. As we enter the third millennium, 166 countries are now involved.

ASPnet teachers and students have opportunities to work together to develop innovative educational approaches, methods and materials at local to global levels. ASPnet four main themes of study are:

- ***World Concerns and the United Nations system;***
- ***Human Rights and Democracy;***
- ***Intercultural Learning;***
- ***Environmental Issues.***

All projects are designed to have a multiplier effect. This means the integration of successful results attained by Associated Schools into the mainstream of educational systems and the diffusion of those materials and innovations developed within the ASP network for the benefit of all.

The culture of peace is a concept that inspires the work of individuals, groups, organizations and institutions around the world whose actions correspond to those of the United Nations.

source : UNESCO



UNESCO Headquarters, Paris, France

“We the people of the United Nations, determined to save succeeding generations from the scourge of war...”

Charter of the United Nations, 1945

In proclaiming "the year 2000 as the International Year for the Culture of Peace", the United Nations General Assembly defined a culture of peace as the " values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society".



What is Peace?

✎ Look at the drawings below.

Which are peaceful? Which are noisy? Which are troubled?



✎ Write some sentences about what is going on in each picture.

✎ Look at the words below. Underline those which have something to do with peace.

✎ Write a short story using at least five of the following words :

respect

friendship

trouble

scared

right

hate

wrong

anger

war

kindness

love

safe

care

worry

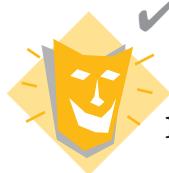
danger

weapons

Further ideas

- ✓ Paint a picture with the theme of peace.
- ✓ Make a peace sculpture using clay, wood, stone or papier mâché.
- ✓ Make up your own peace song or poem.
- ✓ Write down ten things that would make your world a more peaceful place.

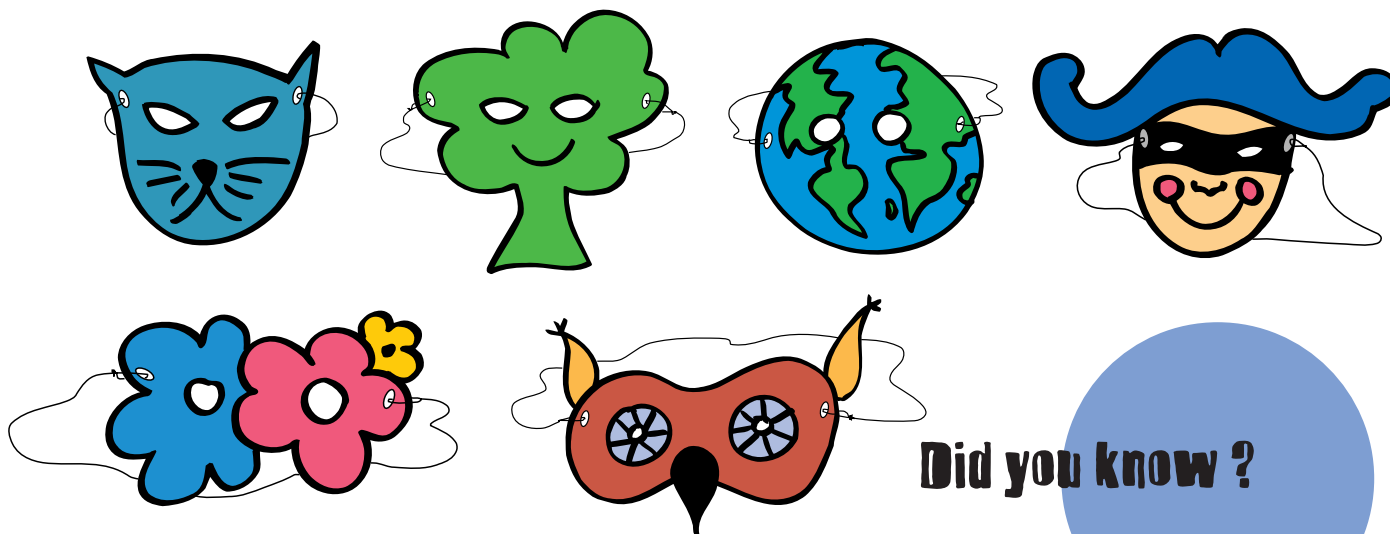




✓ Everyone makes their own Peace Mask. This can be used in a play or dance about peace. You will need scissors, thin card, ruler, pencil, coloured paper, glue or tape.

1. Cut out a circle in a piece of card 60 cm long and 5 cm wide.
2. Fit it round your head and cut it to the correct size.
3. Make sure that you leave some over so that you can stick it down.
4. Cut out a rectangle of card 20 cm long and 8 cm wide. Cut out two eye holes and a V shape for your nose.
5. Decorate the front of your Peace Mask with coloured paper and card.
6. Stick the front part of the mask onto the frame and try your mask on.

examples of Peace Masks :



Did you know ?

The UNESCO Associated Schools Project Network has over 6500 schools in 166 countries world-wide. Associated Schools carry out pilot projects to promote peace. (source: UNESCO)

For more information contact :
UNESCO, 7 Place de Fontenoy,
75352 PARIS 07 SP, France
Tel: (331) 45 68 10 81 and (331) 45 68 10 89
Fax: (331) 45 68 56 39
E-mail: aspnet@unesco.org
web site: www.education.unesco.org

Something to think about



- How can families promote peace?
- How important is your family?

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ASPnet



Tolerance and respect

✎ Look at the pictures below. Why is it important to be tolerant to these people? Who do you know that should be more respected? Why?



How tolerant are you?

- 1. You see two old people walking down the street.**
 - a. You shout at them.
 - b. You ask them if they need any help.
- 2. Your team is losing.**
 - a. You refuse to take part in the game.
 - b. You try your hardest.
- 3. The referee calls you over in a game.**
 - a. You argue with him.
 - b. You accept the decision.
- 4. A new person joins your class.**
 - a. You ask her/him to join in your game.
 - b. You don't talk to her/him.

Answers 1b, 2b, 3b, 4a.

4 : *You are tolerant ; 2-3 :* *Try harder ;*

under 2 : *You are not very tolerant*

Further ideas

- ✓ Organize a grandparents day when they can come in and talk about the past, when they were children. They may be able to also tell some folk tales.
- ✓ Make a special parent or grandparent card thanking them for all the help and love they give you.



A short story

A small young monkey fell into some thick mud. As hard as he tried to get out he could not free himself. Several older and wiser animals came out of the forest to see what had happened. The giraffe and elephant both asked the monkey if he wanted any help, but the monkey just laughed and said he would pull himself out of the mud using his whiskers. A few minutes later the monkey disappeared beneath the mud. Why didn't he take their advice?

- ✓ Draw a cartoon strip based on the tale above. Make up a story of your own where the opposite happens and the younger creature takes advice from someone older.

Something to think about

2001 has been proclaimed United Nations Year for Dialogue among Civilizations. What can your school do to promote the dialogue among civilizations ?

Did you know ?



The United Nations Organization is trying to bring peace in parts of the world where there is trouble. Each specialized agency of the United Nations system has its own logo (see logos within the Worksheets). Which ones are you familiar with?

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ASPnet



Conflict: the wrong way



What is conflict?

Conflict and violence are all around us. They can be caused by alcohol, drugs, a lack of food or communication between people. They can happen because people may break the rules, or they just don't understand each other. They can happen at home, in the school, in the street or at the borders of two countries.

- ✍ Look at the pictures on the left. How do you think these conflicts can be sorted out? Suggest three solutions.
- ✍ Draw or write how you think each of them could be brought to a peaceful end.
- ✍ How does conflict start? What causes it?
- ✍ What starts violence in the home or at school?

✍ Here are some of the children's thoughts from the Peace Festivals around the world:



- ▲ Children and women suffer most from violence.
- ▲ Violence comes from misunderstanding and frustration.
- ▲ Talking and listening help.
- ▲ Peace is stopping violence.
- ▲ Conflict can be caused by money.
- ▲ Large crossroads should be built to unite all countries.
- ▲ Do not fight.
- ▲ Peace is loving one another and sharing.
- ▲ Reduce alcohol intake.
- ▲ Respect your teachers.

Further ideas

- ✓ Write a short play about a dispute or argument and how it was sorted out.
- ✓ Perform it by using the mask made.
- ✓ How could you solve the following problems?
 - An aggressive child who will not behave.
 - A brother and sister refusing to talk.
 - A bully.
- ✓ Discuss how countries solve their differences.



- ✓ Look at the posters provided in the PACK and analyse them using the following criteria:



they should :

- ✓ Have a clear message
- ✓ Look good
- ✓ Be simple and direct
- ✓ Not use too many colours
- ✓ Use clear lettering
- ✓ Bring together words and pictures

- ✓ Make your own posters remembering the above - mentioned rules.
- ✓ Design a poster to help people work out their differences, solve problems and come to a happy ending.



Something to think about

- Why should parents set a good example for their children?
- Why is education important?
- Why do we need to talk to each other?

Did you know ?

Since the end of the second World War in 1945 more people have died by shooting and bombs than all the people injured in the second World War. In the last 40 years there have been over 100 wars around the world. It is not yet a peaceful place!

(source: United Nations)





What are my rights?



- ✎ Which rights are these children enjoying?
- ✎ Who makes these rights? What happens if they are not respected?
- ✎ Write out a set of rules for your classroom.
- ✎ What kind of rights and responsibilities should pupils and teachers have?

Now...

- ✎ Write out another set of rules for the playground.

How are they different and why?

Further ideas

- ✓ Collect together some drawings or photographs of refugees, homeless people or prisoners. Write a story underneath each picture saying what could be done to help.



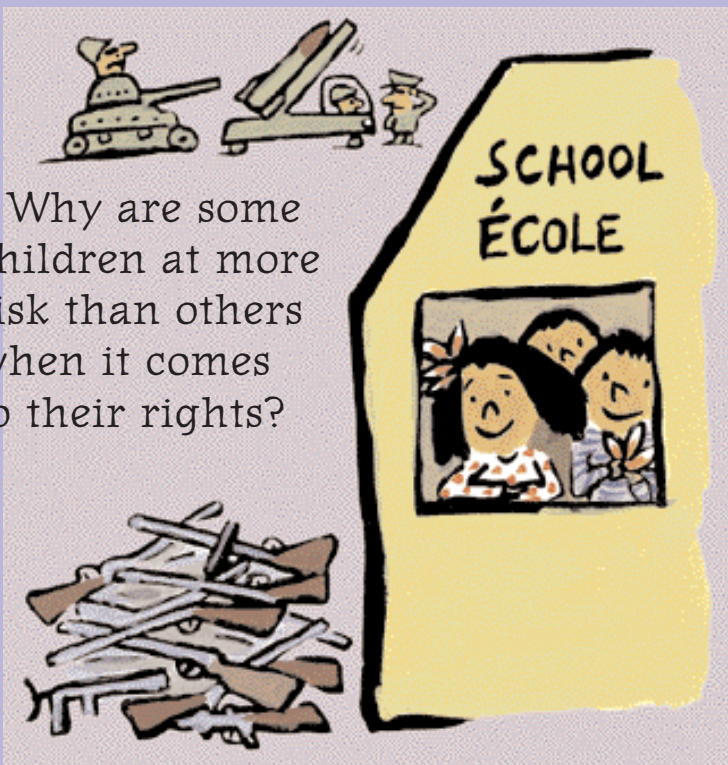
Do these people have any rights?



- ✓ Read the local and national newspapers. Cut out any articles where you think people's rights are at risk. Discuss!
- ✓ Get a copy of the United Nations Convention on the Rights of the Child from the UN Office in your country. Invite parents to come to school to discuss it.
- ✓ Conduct an activity involving parents and children (role playing, workshops, art activities, etc.).

Something to think about

- Why are some children at more risk than others when it comes to their rights?



Did you know ?

Women represent more than 50% of the world's population, do 2/3 of the world's working time but receive 10% of the world's total salary. 66% of the feminine population of the world are illiterate. What can be done to help girls and women?
(source: UNESCO Courier)

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It's our World



- ✍ These are some of the world's problems. What are the problems where you live? Make a chart and fill in some of your concerns.
- ✍ Here are some of the ways we can help. Put them in order of importance and add two more solutions of your own.

▲ **Recycling.**

▲ **Using alternative sources of energy.**

▲ **Stop cutting down the rain forests.**

▲ **Use public transportation instead of going by car.**

▲ **Stop burning fossil fuels.**

Further ideas

- ✓ Organize an assembly, play or festival to celebrate the richness of the Earth and ways in which you can help to keep it safe and clean.
- ✓ Organize a campaign explaining some of the major environmental problems that we are facing today and suggest solutions. Go around your school or other schools to find new possible solutions together.
- ✓ Make a drawing of where you live. Indicate what you could do to help save energy.
- ✓ Write to your national environmental organization asking how you can set up a local group.

How can we help?

There are many ways you can help in your area.

Recycling

- ✓ Re-use things such as bottles
- ✓ Use organic waste for the garden
- ✓ Collect together newspapers to be recycled
- ✓ Always take a bag when you go shopping

Wildlife

- ✓ Set up a wildlife group
- ✓ Find an area which you can turn into a wildlife zone. Clear the site and plant bushes and flowers to encourage animals and insects
- ✓ Put out food to encourage the birds to visit
- ✓ Do not use chemicals on your plants

Saving energy

- ✓ Use less water if you can
- ✓ Wear extra clothes to economize the heating
- ✓ Water the plants with water already used
- ✓ Always turn off the light when you leave a room

Stop Pollution

- ✓ Walk or use a bike
- ✓ Share a car
- ✓ Use lead free petrol if you can
- ✓ Put your rubbish in the dustbin, don't throw it on the ground

**Something to think about**

- Why do we need to do something now?

Did you know ?

In 1992 in Rio de Janeiro (Brazil), at the United Nations Conference on Development and the Environment (the Earth Summit), five major agreements were reached by 172 Heads of States. One of them is Agenda 21, a plan of action to be taken to achieve sustainable development.

(source: Kit on the United Nations)

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ASPnet

Getting to know you



- ✎ Look at the drawings. What are these children doing? What do you do when you meet someone for the first time? What do you do for your friends? Do any of your friends come from other countries?
- ✎ Make a list of people whom you know from other ethnic groups, countries or cultures. What do you know about them? What do you have in common? Have you got this information from them or from books and films?
- ✎ Make a large mural of faces from your class or school indicating the places of origin of the parents and grandparents.
- ✎ Find out what you can about your own ancestors and family. How far can you go back?

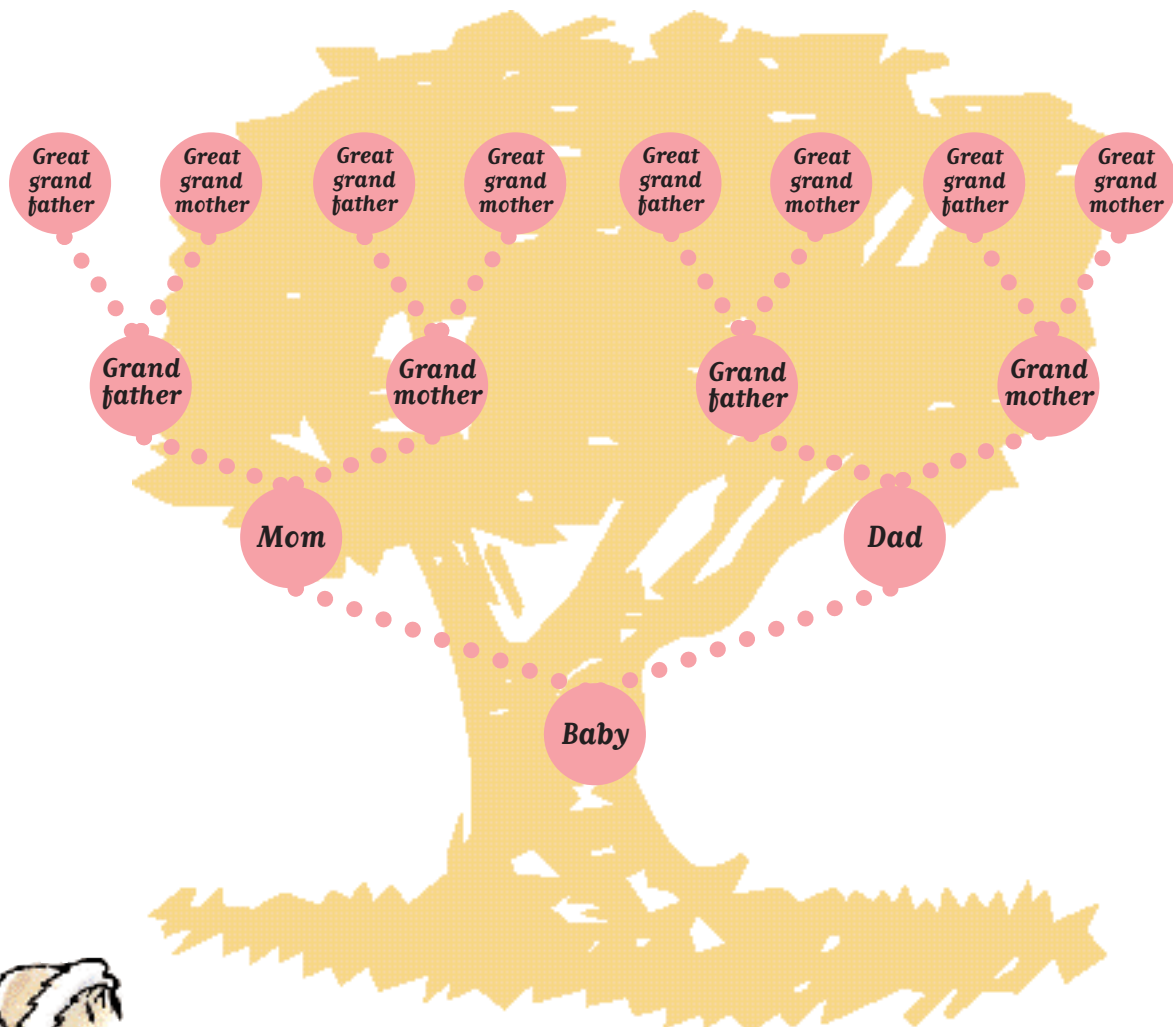


Further ideas

- ✓ Imagine that you have to make a trip to another country. Where would you go and why? Get together as a group and plan an imaginary trip abroad (probably to a UNESCO World Heritage site). Have a 'tourist fair' when the different groups organize stands on the places they have 'visited'. Include food, clothes, artefacts and pictures.
- ✓ Organize a games day when children from your class play different traditional games from around the world (see worksheets).
- ✓ Make up a song with the title 'One People, One World'.
- ✓ Make a link with a school in another part of your country or abroad. This could be done eventually through ASPnet. Collect information about your area and send it to them. This could include drawings, postcards, stamps, and maybe even tapes and videos of your class, school and neighbourhood.



*Look at this simple family tree
and then make your own family tree as big as possible*



Did you know ?



This emblem symbolizes the interdependence of cultural and natural properties: the central square is a form created by people and the circle represents nature, the two being intimately linked. It is round like the world, but at the same time it is a symbol of protection. The UNESCO World Heritage Centre monitors the application of the 1972 Convention on World Heritage under which a World Heritage List has been established comprising natural and cultural sites of outstanding universal value.
(source: UNESCO)

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Something to think about

-How can we get to know more about other people and the way they live?





Learning together




Trust, confidence, mutual respect and harmonious relations between pupils and teachers are crucial for "learning together". Pupils do not only learn from their teachers but teachers learn also constantly from their pupils.

What makes a good teacher?

 Select the most important qualities in this list that make a good teacher.

- | | |
|----------------------------------|--|
| ▲ Trust | ▲ Answers questions |
| ▲ Good organizer | ▲ Well prepared |
| ▲ Tolerant | ▲ Proud of teaching |
| ▲ Treats pupils as equals | ▲ Brings out the best in pupils |
| ▲ Doesn't have favourites | |

 What can you add to this list about your teacher?

 What kind of training do you think teachers need before they start teaching?

Further ideas

- ✓ Draw a picture of your teacher doing something which you really like.
- ✓ Have a discussion on what makes a good teacher.
- ✓ Some children live a long way from their school and so have to be taught by radio, satellite or post. What kind of problems do you think they have learning this way?
- ✓ Ask your teacher to tell you why he/she decided to be a teacher and how he/she learnt to become one.



Here are some of the comments made by children about their teachers



"The teacher is to students what the rain is to the field"

Zaira Alexandra Rodriguez Guijarro, 11 years old, Mexico, Latin America.

"A good teacher should treat all pupils like her/his own children"

Fatoumata, 11 years old, Chad, Africa.

"To be a good teacher you not only teach the children but you also learn from them"

Tasha-Leigh, 12 years old, Jamaica, Caribbean.

- ✓ Propose a new special project/activity to do together, e.g. go on a picnic, visit a special place in the community, make gifts for underprivileged children.
- ✓ Write a poem about the importance of good teachers for children and for the society.



Something to think about

- Would you make a good teacher? Why?
- Why is it important that teachers treat everyone on equal terms?

Did you know ?

Today there are still 140,000,000 children who do not have any possibility of going to school and 870,000,000 illiterate adults of which two-thirds are women.
(source: UNESCO)



1

Save the environment !



Sauvez l'environnement !

1 Save the environment !

- 1.** What are the main problems presented in this drawing?
- 2.** How could things be improved?
- 3.** Do you think it has always been like this?
- 4.** Does your area have any of these problems?
- 5.** Why are lots of cars and lorries bad for our health?
- 6.** Is it crowded where you live?
- 7.** What do you think the slogan "Clean and green" means?
- 8.** Why is it important to plant trees, flowers, etc.?

Discussion Points

How can we stop air pollution?

How can we improve the conditions of our cities?

Sauvez l'environnement !

- 1-** Quels sont les principaux problèmes évoqués dans ce dessin?
- 2-** Comment pourrait-on améliorer la situation?
- 3-** Pensez-vous que ceci a toujours été comme ça?
- 4-** Votre quartier, a-t-il certains de ces problèmes?
- 5-** Pourquoi beaucoup de voitures et de camions sont mauvais pour notre santé?
- 6-** Y a-t-il beaucoup de monde où vous habitez?
- 7-** Que signifie pour vous le slogan « Propre et vert »?
- 8-** Pourquoi est-il important de planter des arbres, des fleurs, etc.?

Points de discussion

Comment peut-on arrêter la pollution de l'air?

Comment peut-on améliorer les conditions de vie dans nos villes?

No to violence !



Non à la violence !

2 No to violence !

- 1.** What do children feel when someone beats them?
- 2.** How can we stop people from beating children?
- 3.** Why do people become violent?
- 4.** Why is it important for parents to love and show affection to each child?

Discussion Points

How can we stop arguments from starting in the first place?

What do you think are the main reasons for arguments or violence in the home and school?

What do you think about violence on television or in newspapers?

Should it be banned? Why or why not?

Non à la violence !

- 1-** Qu'est-ce que les enfants ressentent lorsqu'ils sont battus?
- 2-** Comment peut-on arrêter les gens de battre leurs enfants?
- 3-** Pourquoi les gens deviennent-ils violents?
- 4-** Pourquoi est-il important que les parents aiment et montrent leur affection à chacun de leurs enfants?

Points de discussion

Comment peut-on empêcher les disputes de commencer?

Quelles sont, pour vous, les principales raisons des disputes ou de violence à la maison et à l'école?

Que pensez vous de la violence à la télévision et dans les journaux?

Devrait-elle être interdite? Pourquoi ou pourquoi pas?

Stop smoking, drugs and alcohol !



*Arrêtez l'alcool, les drogues
et la cigarette !*

③ Stop smoking, drugs and alcohol !

- 1.** What do you think these people are doing?
- 2.** Why are drugs and alcohol harmful?
- 3.** How can drug addicts be helped?
- 4.** What can we do to help and prevent children from smoking, taking drugs and drinking alcohol?

Discussion Points

Why do people turn to drugs?

What is your community doing to fight the problem of drugs?

Why is it dangerous to drink and drive?

Should there be laws on how much people should be allowed to drink?

Arrêtez l'alcool, les drogues et la cigarette !

- 1-** Qu'est-ce que ces gens sont en train de faire?
- 2-** Pourquoi les drogues et l'alcool sont-ils dangereux?
- 3-** Comment peuvent être aidés les dépendants de la drogue?
- 4-** Que peut-on faire pour aider les enfants et les prévenir contre le fait de fumer, de prendre de la drogue et de l'alcool?

Points de discussion

Pourquoi les gens commencent à se droguer?

Qu'est-ce que votre communauté fait pour combattre le problème de la drogue?

Pourquoi est-il dangereux de boire et conduire?

Devrait-il y avoir une loi concernant la consommation d'alcool?

Build schools and **NOT** weapons!



*Construisez des écoles
et non des armes*

5 Build schools and NOT weapons !

1. Why do you think these soldiers are fighting?
2. What kind of situations start wars?
3. How can ordinary people be hurt?
4. How can we stop wars from happening?
5. Who can help governments sort out their problems peacefully?
6. What can the United Nations do to help?

Discussion Points

Are there any wars or conflicts going on in your area?

When did they start and why?

How do you think they could be sorted out?

Why do countries spend so much money on weapons?

Why don't they spend this money on schools?

Construisez des écoles et non des armes !

- 1- Pourquoi pensez-vous que ces soldats font la guerre?
- 2- Quelles raisons peuvent déclencher une guerre?
- 3- Comment des civils peuvent-ils être blessés?
- 4- Comment peut-on arrêter les guerres?
- 5- Qui peut aider les gouvernements à résoudre leurs problèmes de façon pacifique?
- 6- Comment le Système des Nations Unies peut-il aider?

Points de discussion

Y a-t-il des conflits ou des guerres dans votre région actuellement?

Quand ont-ils commencé et pourquoi?

Comment peuvent-ils être résolus?

Pourquoi les pays dépensent autant d'argent en armes?

Pourquoi ne dépensent-ils pas cet argent dans des écoles?

Dare to share !



Partageons !

6 Dare to share !

1. Why don't some people like to share with others?
2. Why is sharing important?
3. What do you usually share? With whom?
4. Why is it important to play a game with friends rather than with a computer?
5. How can we develop friendly relations with our neighbours and other countries?
6. Have you ever had a problem which was sorted out by talking?
7. What organizations are set up around the world as a way of getting nations to talk to each other and sort their problems out peacefully?
8. What might happen if the talking stops?

Discussion Points

Why is it important to play games?

What do we learn about ourselves from playing games?

Partageons !

- 1- Pourquoi certaines personnes n'aiment pas partager avec les autres?
- 2- Pourquoi est-il important de partager?
- 3- Que partagez-vous en général? Avec qui?
- 4- Pourquoi est-il important de jouer avec un(e) ami(e) plutôt qu'avec un ordinateur?
- 5- Comment peut-on développer des relations amicales avec nos voisins et avec d'autres pays?
- 6- Avez-vous déjà eu un problème qui s'est réglé en parlant?
- 7- Quelles sont les organisations mondiales qui aident les nations à dialoguer entre elles et à résoudre pacifiquement leurs problèmes?
- 8- Que peut-il se passer si le dialogue s'arrête?

Points de discussion

Pourquoi est-il important de jouer?

Qu'apprenons-nous sur nous-mêmes en jouant?

Stop wars and ensure peace !



*Ne faites pas la guerre,
assurez la paix !*

7 Stop wars and ensure peace !

- 1.** What do you think is happening in this picture?
- 2.** How do bombs kill civilians?
- 3.** What can we do to try and stop it?
- 4.** Do you think that nuclear weapons should be banned?
- 5.** Does protesting do any good?
- 6.** What might happen if nuclear weapons get into the wrong hands?

Discussion Points

Are weapons needed?

How can civilians be protected in time of warfare?

Ne faites pas la guerre, assurez la paix !

- 1-** Qu'est-ce qui se passe dans cette image?
- 2-** Comment les bombes tuent des civils?
- 3-** Qu'est-ce qu'on peut faire pour essayer de l'arrêter?
- 4-** Pensez-vous que les armes nucléaires doivent être interdites?
- 5-** Protester sert-il à quelque chose?
- 6-** Que peut-il se passer si des armes nucléaires tombent entre de mauvaises mains?

Points de discussion

Les armes, sont-elles nécessaires?

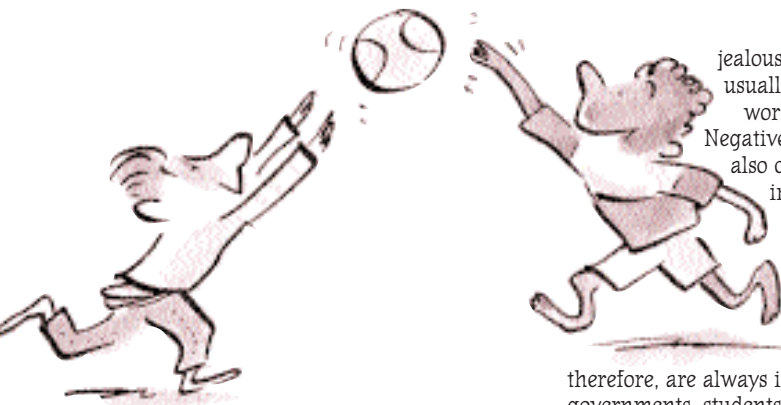
Comment protéger les civils pendant des guerres?



African Festival in Zimbabwe



We the children from eight Southern African countries are committed to the ideals of peace and tolerance as declared in the Constitution of UNESCO.



jealousy. Lazy students usually hate hard-working ones...

Negative peer influence also causes students to indulge in violent strikes and demonstrations.

We have also observed that teachers are underpaid and,

therefore, are always in conflict with governments, students and parents.

than violent strikes and demonstrations to air their grievances.

Government - teacher conflicts :

- we would like the various governments to pay our teachers adequately and improve their working conditions.

Crime :

We suggest that the crime rate be reduced through :

- increased patrols by police and volunteers ;
- encouraging the public to assist victims ;
- restricting the availability of guns ;
- limiting the production and circulation of dangerous drugs ;
- censorship of violent and sexually explicit films/videos.

Political, religious and ethnic conflicts :

Ethnic Conflicts :

- People should be free to practice their cultural beliefs as long as they do not offend others and undermine human rights ;
- school and traditional leaders ought to teach tribal and religious tolerance.

Religious Conflicts :

- theocratic governments should be done away with ;
- freedom of worship should be encouraged.

The environment

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

It is important that the balance of nature be maintained through the conservation of soil, water, flora and fauna. We need to reserve the current trend of heat waves, drought, floods and the destruction of the ozone layer.

We should all devise strategies of checking poaching, soil erosion, river situation and the wanton destruction of trees. Let us not destroy our indigenous trees.

**Conserve our natural resources.
Preserve our heritage.**

Harare, Zimbabwe,
August 1995

Peace

Peace in our countries is threatened by many factors.

Conflicts and violence can be in the family, school or community. We also find conflicts between countries.

In this paper, we are going to examine causes of conflicts and violence in various spheres of life.

The family

Very little peace is experienced in most families.

The common source of conflict is money... Where parents are not educated and the children are, conflict usually arises when children bring new ideas. Polygamy also contributes to family friction due to favouritism and unfair distribution of resources.

The community

The community at large is also responsible for turning a blind eye to cases of child abuse. When children are not properly fed and clothed, they tend to become thieves, bullies and even street kids... Violent and sexually explicit television and video programmes help fuel a culture of violence. Drug addiction is condemned and it culminates in thefts and murders just in order to get money to buy drugs. Because nobody cares about security in the streets, people live in perpetual fear of criminals.

Schools

Children from wealthy and poor backgrounds indulge in conflicts due to

Human rights

In order for the world to have a bright future, the older people have to respect children's rights. We recommend that Human Rights be included in school curricula and taught in society through speeches, drama, poetry, music as well as radio and television programmes.

Non-violent resolution of conflicts

We recommend the following solutions to conflicts :

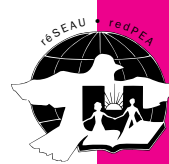
Domestic conflicts :

Wife beating and child abuse :

- campaigns to reduce alcohol intake should be launched ;
- the amount of alcohol in beverages should be reduced ;
- abolishing lobola and polygamy as well as discouraging homosexuality and prostitution ;
- print and electronic media should be used to teach people budgeting skills.

Educational conflicts :

- Misunderstandings between pupils and teachers :
- pupils should obey and respect their teachers ;
- teachers should not smoke and drink on school premises ;
- we would like teachers to stop practising corporal punishment ;
- teachers should pay equal attention to all children ;
- children should use dialogue rather





Arab States Festival in Jordan



Appeal to all world leaders, UNESCO and the Arab League

- 1.** To end the unjust blockade imposed on the children of Iraq, Libya and Bosnia - Herzegovina.
- 2.** To free all arrested children in the world.
- 3.** To stop all wars and to solve all conflicts and disputes by adopting pacific dialogue in order to realize comprehensive and just peace all over the world.
- 4.** To oppose and to resist all ethnic, regional, racial and sectarian infatuations.
- 5.** To open borders between Arab countries so as to realize free cultural, social and economic exchange.
- 6.** To reject all kinds of physical and psychological violence and to adopt the principle of tolerance, solidarity and peace.
- 7.** To enjoy all human rights regarding living in dignity, freedom of expression, safety and security.
- 8.** The right to live in a safe environment, free from nuclear testing and pollution and working together for a clean and green world.
- 9.** To strengthen environment, population and development concepts in the educational curricula and information programmes.
- 10.** To achieve a balance between population growth and resources in Arab countries.
- 11.** To ensure the continuity of Arab Children gatherings so as to strengthen cooperation and friendly ties between Arab nations' citizens and the world.



Amman, Jordan, July 1995



Asian Festival in Thailand



This appeal has been drawn up by us, children from the Asian region, gathered at the Culture of Peace Festival for Children in Bangkok and Chon Buri, Thailand.

The appeal may not change the world, but it reflects our feelings and our aspirations. We ask you to read, listen, respect our opinions and ideas and perhaps try to make them a reality.

Peace

What WE, children, want most is peace.

- Stop war everywhere in the world.
- Protect children from war.
- Stop producing and selling weapons, especially nuclear weapons. Children suffer more than anyone from landmines.
- Children and women suffer most from violence. Solve conflicts with diplomacy and negotiation, especially among religious and minority groups.
- We think violence is not necessary. People can listen to each other and live together in friendship.

Child protection

- Children need special protection.
- We ask special care for street children.
- Love us, the children, help us solve problems and do not deceive our hopes.

Education for moral responsibility

- We believe in loving, caring and sharing.
- Teach us caring and moral responsibility in our schools.
- Give better education to all children, also to children out of schools or living in remote areas.

Rich and poor : how unfair !

- We think no countries should dominate, own and exploit other countries.
- Do everything you can to narrow the gap between the rich and the poor within every country and in the world between the rich and the poor countries.
- We demand the same law for everyone.

Human rights education

We want :

- equality in education for all children regardless of sex, race, social status, religion, and physical capability ;
- governments to establish more special schools for disabled children ;
- educational systems to have a balanced curriculum to give children enough time to play ;
- national governments to increase budget for education instead of buying military weapons ;
- governments must attend to teachers welfare to improve teaching.

Social problems

Every country must :

- Impose a strong punishment regarding :
child abuse,
child labour,
child prostitution,
killing children before birth (abortion) or after birth ;
- set up government juvenile courts and jails for child offenders ;
- stop child marriages ;
- provide for the welfare of the street children, orphans and homeless children.

Media

Governments must :

- regulate electronic and printed media to remove too much violence ;
- encourage media producers and publishers to promote healthy programmes.

We want :

- mass media to publicize more knowledge campaigns on environment.

Economics

Governments should :

- create more job opportunities for adults and provide equal chances for everyone ;
- assist the unemployed families, especially in raising their children properly ;
- solve problems of poverty to make better living for the poor.

Environment education

We want :

- proper education about environment ;
- recycling programmes ;
- family planning ;
- people to respect the traffic rules and regulations ;
- our natural resources to be used wisely.

Practising environmental caring

We want :

- adults to be good models to help put environmental caring into practice ;
- reforestation ;
- clean and green cities.

Laws

We want :

- laws on the environment implemented and respected ;
- laws against using chemicals and pesticides in farming ;
- the number of cars to be reduced ;
- the rich to pay more tax.





Caribbean Festival in Grenada



Appeal to world leaders

We, the students of the Caribbean, participating in the UNESCO Children's Culture of Peace Festival, in Grenada, 17-22 July 1995, despite our seven different nationalities, posed the following questions and have come to the following conclusions:

Violence comes about because of misunderstanding, misconceptions, anger, frustration and disagreement.

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

Shouldn't peace first come from within, through a close relationship with the Creator so that we can then share love with others?

Doesn't our environment reflect our state of mind and innermost being?

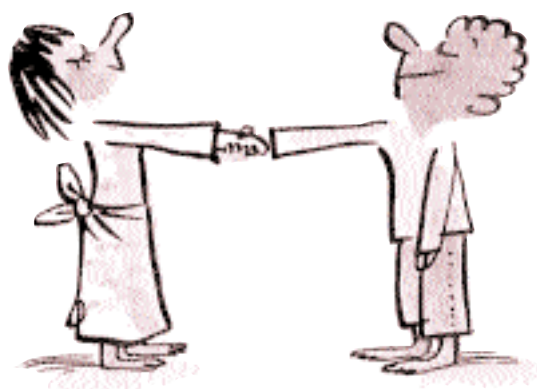
The preservation of our physical environment will reflect the inner peace for which we are striving. We cannot do it alone. Everyone must cooperate and work together for a healthier environment.

We urge world leaders to create opportunities and incentives to educate young people and promote equality so as to reduce the incidents of crime and hopelessness.

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

Please answer our questions.

***Ease our strife for soon
we will be the ones ruling
your life.***





European Festival in Greece



We are the children of the much troubled Balkan region. We have gathered at the first UNESCO Children's CULTURE OF PEACE Festival in Chios, Greece, aware of the serious environmental and social problems our world faces. Moreover, we carry with us terrible nightmares and horrible experiences of war and occupation. We recognize we can only solve these problems together. We feel it is high time we unite our efforts to fight pollution, disease and social injustice rather than each other. This APPEAL depicts our feelings and wishes on these issues and shows how we think our problems can be solved. Please read it carefully, take it seriously and work together to shape for us a better future.

Peace

"Peace is patience and constant care. Peace is readiness to give and share". War is like a beast which devours love and understanding to produce hatred and misery. Our experience and historical knowledge proved that war never solved problems, it always aggravated them.

So please note :

- Do not fight. Negotiate, peacefully. Strive for social justice, democracy and education for all.
- Spend money on education, medicine and food rather than weapons.
- Objective, impartial peace-keeping forces are much needed to assist our world in its transition from a culture of war to a Culture of Peace.

We need :

- A peace oriented education to teach us the benefit of peace and not present murderous war as a series of heroic acts. History books in particular should be rewritten to reflect this.
- The mass media to relay the truth and not propaganda, not to glorify war but to explain the miseries caused by war.

Please remember :
"To demand peace, we must deserve peace. Let's make sure we do !!!"

Human rights and tolerance

- We believe that human rights are essential for peace. They form the demarcation zone where our own personal liberties stop to allow those of our fellow human beings to exist.
- We are aware that tolerance is to respect other peoples' opinions, ideas, religions, philosophies and customs without denying our own.

So please :

- Work to truly promote the universal application of human rights.



- Form permanent international bodies and give them the authority to watch and protect human rights of civilians in war zones.
- Protect in particular: the right to live, to have access to food, water, shelter and clothing.

So please give us :

- More and better schools, as well as sensitive and caring teachers with broad minds to open our horizons and not to pass on to us their prejudices.
- Do not allow racism and discrimination of any form to creep into our schools.
- Tolerance should be practised rather than preached.
- So make sure that our society, our legal system and the mass media treat all people equally regardless of race, religion, sex, culture, nationality, age or any other social and physical characteristic.

Intercultural exchanges

Culture is an essential element of human societies.

We feel that intercultural exchanges are very important for getting to know each other, develop mutual respect and preserve the cultural heritage of humanity.

We would like :

- To learn about other cultures through our education.

- To organize more UNESCO children's festivals.

They can be true workshops of peace.

Environment

-Environmental issues are very important. We know that all environmental problems are international problems.

- They affect dramatically our world, our quality of life, our health. Moreover, we have come to realize that if humanity cannot live at peace with nature, it will not be able to live at peace with itself either.

- We recognize that air pollution, the ozone layer, the greenhouse effect, the pollution of the seas and our water resources, deforestation, erosion and desertification, the use of pesticides and fertilisers, the biodiversity decline, the waste disposal, etc. are problems which threaten the very survival of life on our planet.

We ask you to :

- Make recycling compulsory.
- Use the Mass Media and T.V. personalities to send effective environmental messages.
- Apply the principle "He who pollutes must pay".
- Finally introduce environmental education in all schools all over the world.

To those who say "I am not the one who will save the world", we have a message :

"Join us and all together we can save the world for all future generations, to co-exist peacefully in a healthy environment".

We all share the same fate and to the problems of our world relate.

In leaving this festival of peace, we shall work to keep war forever on a leash.

Chios, Greece, May 1995





Latin-American Festival

in Costa Rica



We, the children of Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama, brought together in San José, Costa Rica, want to make a special APPEAL to all world leaders.

The human race has made great progress in technology, but has forgotten the most important part : **"spiritual transformation"**.

We are the light that will illuminate the future, and this light must be strong in order to reach every corner of the universe.

Therefore, we ask that there be an end to nuclear testing and contamination, that laws protecting our environment be enforced effectively, that permanent campaigns be carried out to help us improve the environment...

All human beings have the duty to contribute to a world where happiness, solidarity, fraternity, friendship and peace are elements of daily life. Therefore, we ask for the approval and diffusion to the rest of the world of the following points :

- 1.** Frontiers should be eliminated and large crossroads should be built to unite all countries.
- 2.** All human beings are equal and deserve equal treatment. It is therefore necessary to listen, help and meet the needs of the poor populations.
- 3.** All children have the right to live, to grow, to be educated, to have a place to live, to be healthy and to be happy.



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

5. Children and women should be neither physically nor psychologically abused.

6. Women and men must have equal opportunities.

7. Governments should think not only of the economy, but also of the population of their country.

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

9. We should learn to have peace in our hearts, in order to bring peace to others.

10. We must love and respect ourselves so that we can defend our rights and demand respect, by means of dialogue, understanding, tolerance in order to achieve love for all.

In agreement with the thoughts of Dr Oscar Arias Sánchez, the patron of this Festival, the children of this Festival promise to promote a Culture of Peace.

Children's Festival
"Let's build a Culture of Peace"
San José, Costa Rica
11 - 14 October 1995



Pacific Festival

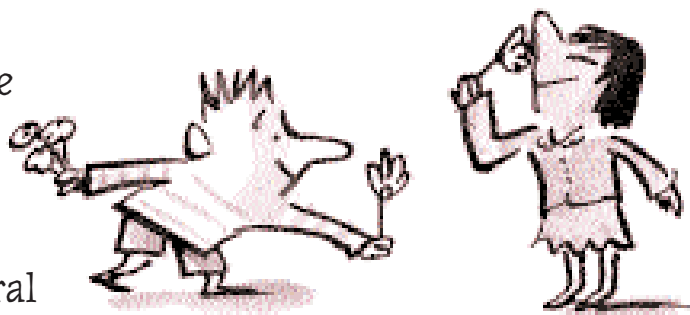
in the Cook Islands



***We, the children of the Pacific,
appeal to all of you, world leaders, to make
this place a better world to live in.***

Children's rights

- We believe we are the future of the Pacific.
- We claim the right to be heard and the right to Peace.
- We ask you to respect cultural differences.



- We need to make this world a better place.
- Don't kill children anywhere.
- Since nuclear testing causes illnesses, death, sorrow and conflicts, we demand our right to live. Therefore,

STOP NUCLEAR TESTING !!!

Peace

- We, the children of the Pacific, what we want most of all is peace on Earth.
- Peace is loving one another and sharing.
- Peace is stopping violence.

Environment

- Give us children a chance to be custodians of this planet Earth.
- A peaceful life means a clean and peaceful environment.
- Stop nuclear testing in the Pacific !!!
- We, children and our people, are extremely concerned about the effects of nuclear testing close to our islands.

Save our paradise !!!

Rarotonga, Cook Islands,
September 1995