



# Our Rights, Our Responsibilities 2002 - 2005

## The Right to Live in Peace



### Introduction

The “Our Rights, Our Responsibilities” Introductory Pack offers the following thoughts on the theme: *The Right to Live in Peace*:

*Perhaps of all the themes covered by the Activity packs, the Right to Live in Peace is the one that makes many people feel most powerless. What can an individual do to prevent wars between countries, hostility between neighbours, disputes between friends and arguments between members of the family? All of these scenarios can be frightening and we shy away from them, either to protect ourselves from hurt or because we feel powerless. Sometimes it seems inconceivable that there is anything that we can do to stop angry people shouting or fighting or to prevent acts of terror. In many ways it seems right that we should not have to get involved. Yet we feel responsible and are conscious that we cannot just turn our backs. This may be because the conflict is happening in our home and affects us directly, or in our country and affects our opportunities and freedom – or may be simply that the conflict is happening in our world and affects our global conscience.*

*Yet how does the individual help to build a peaceful world and take their responsibilities for the right to live in peace seriously? This Activity Pack is designed to help you think about this question and to find meaningful ways to both secure your rights and to help protect others from the miseries of arguments, aggression and war.*

The activities in this pack support the principles of *The Right to Live in Peace*. Some activities have been developed to help leaders to encourage Girl Guides/Girl Scouts to think more clearly about who they are, what has shaped their lives and what role they can and should play in the world. Others help people think more deeply about issues or will help people devise ways to promote themselves and their plans for the future. Before you begin work on the activities or on devising others, look back at the list of rights within the *Universal Declaration of Human Rights* and the *United Nations Convention on the Rights of the Child*. Which ones relate to the *Right to Live in Peace*? Perhaps:

- Everyone has the right to life, liberty and security.
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- No one shall be subject to arbitrary arrest, detention or exile.
- No one shall suffer arbitrary interference.
- Everyone has the right to freedom of movement.
- Everyone has the right to seek asylum.
- Everyone has the right to full security in society.
- Everyone has the right to social and international order in which these rights can be fully realised.
- Everyone has duty to the community and a duty to respect the rights and freedoms of others.
- All children have the right to protection in times of war. Children should not be recruited into the armed forces if they are under 15.

You may think the list should be longer – and that all the rights listed relate to *The Right to Live in Peace*, since they relate to not only peace between countries and people but to the inner state of peace which is essential to personal welfare.

The rest of this introduction explores peace and conflict in more depth. The impact of violence on children is considered, as is the role of young people as citizens within democratic societies. Finally, the question of how to make peace is raised. The activity pack, which follows this introductory section, attempts to pick up on the issues raised and to offer suggestions for practical ways in which they can be further explored.

## What is peace?

When the ancient Egyptians wrote their hieroglyphic for the word peace, they drew the sign of a loaf of bread on a bed of reed. This symbol signified both “peace” and “contentment”, “peaceful” and “votive offering”.

The Chinese symbol for peace looks like this. It consists of two symbols. The first means “harmony”, the other “even”, “equal” or “tranquil”. Together, the symbols describe the concepts of calm and tranquillity.



For many people, peace is an active and positive concept relating to contentment and equality. A Norwegian resource book for teachers of human rights<sup>1</sup> has this to say:

*Peace on earth will only happen if  
everyone has an equal value  
everyone has clothes  
and somewhere to live  
and everyone has something to eat and drink.*

If this is the case, then there are powerful forces acting against peace and it follows that we must all work hard to win the peace to which we aspire.

Many writers and thinkers about peace believe that the right to peace should be considered as a synthesis of all human rights, because it requires the full realisation of all fundamental rights and freedoms. It implies peace in the body, peace in the heart, peace in the mind, peace with oneself, spirit of community and universal responsibility. Peace, in this sense is assumed to be both a condition for self-realisation and a state to be sought through harmonious relationship. This requires a shared sense of identity between human beings, while at the same time an ability to recognise our uniqueness and our personal goals and challenges.

## What is conflict?

If peace is about harmony and contentment, then conflict must be about the absence of both. Conflict is about situations when two or more parties have conflicting interests and try to force them through. Such situations tend to be resolved in one of two ways:

- **the strongest decide how things should be** (the strongest physically, militarily or economically)
- **a joint compromise solution** (everyone gives and takes)

When a conflict results in violence being used by the involved parties in order to solve the conflict, it is referred to as armed conflict. The most common armed conflicts in the world in the last 50 years have been:

**Freedom or liberation wars** – largely to end colonial rule or dictatorship;

**Civil wars** – political and ethnic groups fighting within one country;

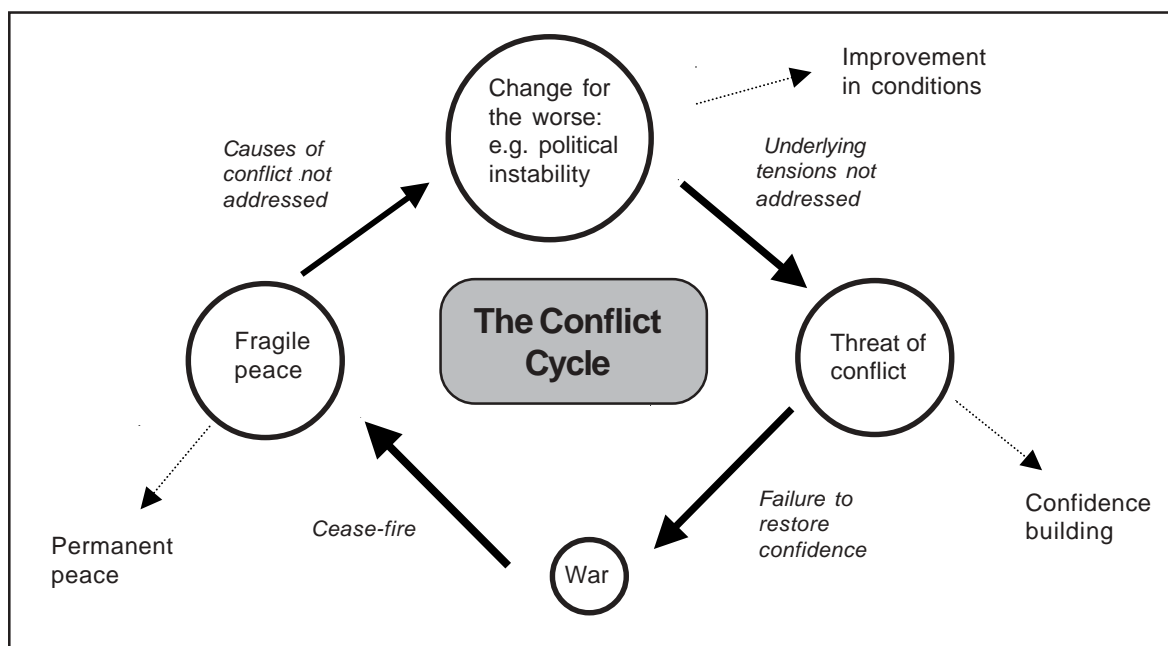
**Minority conflicts** – ethnic groups seeking an end to oppression or even independence;

**Border disputes** – disputes over land.

<sup>1</sup> Teaching Human Rights: A Teacher’s resource Book. Norwegian Refugee Council.



However, experience has taught us that the causes of armed conflict are seldom as simple as the involved parties want us to believe. A complexity of causes usually co-exist – ideological, economic, social and psychological to name a few.



The path from conflict to peace may be a long and complicated one. If the root causes of conflict are not tackled, the situation can go on and on in a *cycle of conflict*, as shown in the following diagram:

However, as the diagram shows, there are always routes out of conflict. →

## Children and conflict

There are many ways in which conflict in all its forms impacts on the lives of children. Every child has the right to grow up in a safe and supportive environment and it is an adult responsibility to secure this environment. Children rely on adults for protection and guidance. Whether in the home, school, streets or workplace, a child should never be subjected to harm. Yet children all over the world are being harmed every day.

**Children and War:** War is just one way in which children suffer. An estimated 300,000 children are engaged in armed conflict in their countries, with tragic consequences. Many others are exposed to war and so forced to live in fear; to give up their education; some lose their lives; some lose beloved family members; all lose their innocence. Yet no child ever started a war.

**Children and Work:** War is not the only conflict that children face – there are many ways in which conflicting interests detract from the quality of children's lives. For example, roughly 60 million children between the ages of five and 14 are exploited in the worst forms of child labour; some 120 million work full time – almost 80% of these earn no money at all for their labour. None of these children are able to attend school. Such exploitation is not only the result of poverty, it also perpetuates poverty. Without an education, many children find themselves without better opportunities later in life. Many of them in turn will look to their own children to supplement their income. Many more will suffer from injuries or contract diseases that will leave them permanently unable to work.

**Child Abuse:** Not only poor children suffer and find their peace shattered by their life circumstances. There is increasing evidence that neglect, emotional, physical and sexual abuse is common in most societies, whatever the wealth status. It is a shocking fact that often the worst kinds of abuse originate from within a child's own family. Abuse may be at the hands of adults or other children. All forms of abuse are increased by social disruption, family separation and when living in institutions – and these circumstances themselves are often the consequence of initial abuse at home.

**Bullying:** When one child imposes emotional or physical abuse on another, it is generally referred to as bullying. This occurs in many settings and particularly in schools. The notion that bullying is just one of life's challenges to be faced and conquered can be very dis-empowering for the victim, adding to their already great sense of isolation and vulnerability. When bullying is not addressed, victims may learn to feel worthless, to feel that it is their fault for not coping with the bully, that they can never win, and to live in fear.

**Effect on Behaviour:** In all these circumstances, it is difficult for children to develop an inner peace. Their distress can often be observed in their behaviour and by listening to what they say. They may exhibit any of the following:

- loss of interest and energy
- poor concentration and restlessness
- difficulty in knowing how to play
- distrust of adults
- fearful, sad or irritable behaviour
- physical symptoms

Even when the cause of the distress ends, children may carry the scars of abuse and/or bullying for the rest of their lives.

## Young people in conflict with the law

**Children and Crime:** Sometimes young people are the cause and not the victims of conflict. The conflict they create may go well beyond the bullying described above. Although young people do not cause wars, they do commit crimes and juvenile crime is on the increase. Youth crime has not only become more common, it has also changed its nature. Property offences – shoplifting, vandalism and burglary – account for more than two-thirds of juvenile offences in many countries. However, the share of violent offences by young people is also increasing. The number of homicides, rapes, aggravated assaults and cases of grievous bodily harm committed by juveniles has increased in many countries.

**Children and Peer Pressure:** Why do young people commit offences? It appears that many young people commit crimes as a result of peer pressure from other members of the group to which they belong. They join such groups because they are looking for a feeling of “connection” or “belonging”. Sadly, this form of “community” can lead young people on a destructive pathway from which it is difficult to turn.

**Children and Destructive Behaviour:** Sometimes young people come into conflict with the law – not because of peer pressure – but because they are upset, frustrated or angry. In these cases, the right help at the right time can assist a young person to steer a course towards a more constructive outcome. They can be helped to step back and try to solve problems without hurting others or coming into conflict with the law.

**Helping to Win Back Control:** One method of helping young people think out their best course is by using the so-called “four pillars of wisdom” technique:

- 1 **Learn to Know:** perhaps you haven't enough information or haven't looked at the situation you are in from every angle.
- 2 **Learn to Do:** young people can complete the line “If only I knew how to ...” to determine the skills they need to get out of the conflict they face.
- 3 **Learning to Live Together:** is about finding solutions that are based on a better understanding of everyone's needs.
- 4 **Learning to Be:** is about being able to accept who you are and what you have done; it is about learning to accept that you can make mistakes; it is about having the confidence to move on even if this means accepting compromise.



**Children and Justice:** Like anyone else, young people may make mistakes. One main challenge for the real implementation of the *Convention on the Rights of the Child* is the introduction of effective, humane systems of juvenile justice – systems that help to reform behaviour without ignoring the crime or permanently damaging the child. A constructive approach is sought which builds towards young people rejecting crime.

There are three main kinds of strategy in operation:

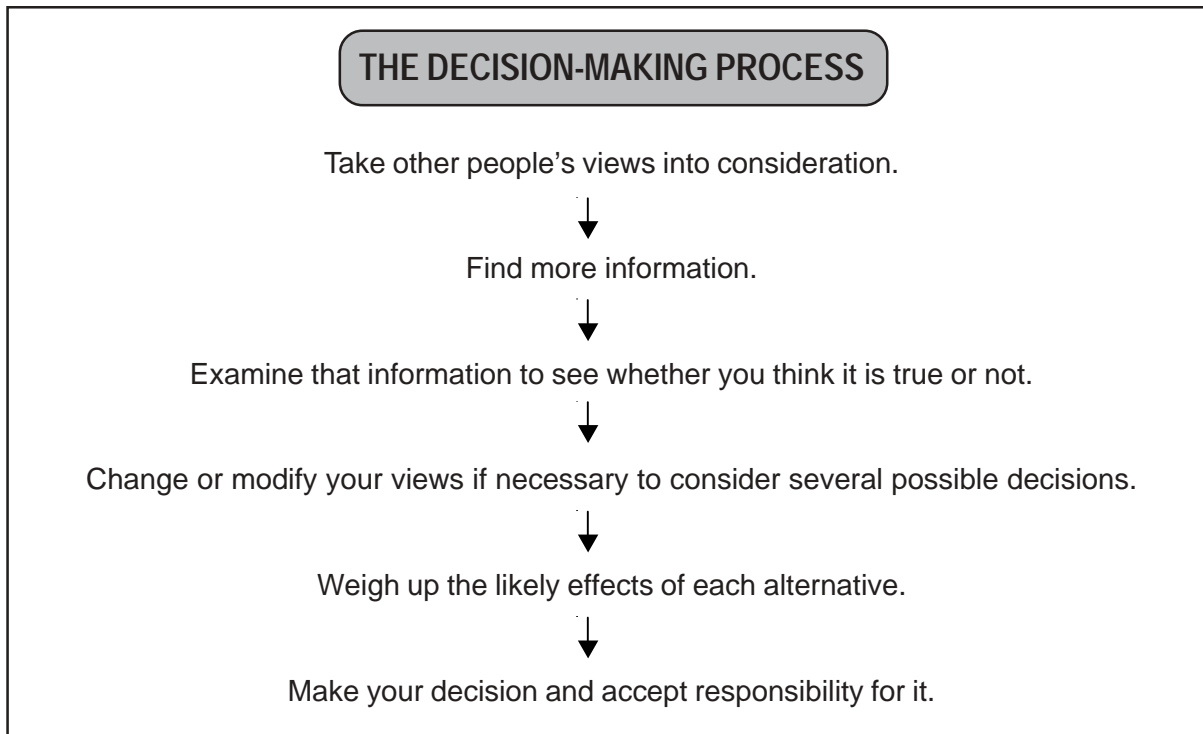
- 1 **Primary Prevention:** which includes national policies to improve the standard of living and to create better opportunities.
- 2 **Secondary Prevention:** which is the provision of a “safety net” for young people at risk of committing offences and includes counselling services and other kinds of social services.
- 3 **Tertiary Prevention:** which means making every effort to find alternatives to the deprivation of liberty for juvenile offenders.

The overall aim of these strategies is not to punish but to assist young people to be better citizens – this means ensuring that they understand not only their rights but also their responsibilities.

## What is citizenship?

**Citizenship and Participation:** Citizenship is empowering – it gives you rights, such as access to a birth certificate, health care, justice and education. However, with rights come responsibilities. This doesn't mean that young people should be excluded from decision making and “controlled until they learn the right way to behave”. Today, many people argue that the best way to prepare young people to become active and effective citizens is to encourage their participation in the whole process of decision making throughout their youth and in every area of their lives.

As a citizen, taking part in decision-making requires a responsible attitude.



Expressing your views and making decisions in a responsible way is an important contribution to the support and maintenance of democracy and social justice.



## What do we mean by democracy?

**Learning to Live Together:** Around the world, most governments call themselves democratic, even though their systems of ruling are very different. Some countries are republics with a president as head of State while others are constitutional monarchies with a king or queen. Most countries have a parliamentary system but there are exceptions such as USA and Switzerland. Some countries have only a few political parties, while others have many. Some countries have a system for using referendums to make decisions on important questions and others use representatives elected by the people. A number of countries are organised as federations. This means that they are divided into regions that have some autonomy regarding decisions concerning the region.

Whatever the system, a common characteristic and one of the most important aspects of democracy is learning to live together in a way that promotes peace and harmony, human understanding, a respect for human dignity and justice and a respect for everyone's rights. The best way to achieve this and to improve society is by becoming part of it – by taking an active interest in what is happening in the neighbourhood and community and getting involved. An active participation in the life of our own communities is fundamental to our understanding of democracy for it teaches us about responsibilities as well as rights; it demonstrates that we not only have a right to live in peace, we have a responsibility to make peace.

## Making peace

**Peace and Values:** There are undoubtedly certain universal values that constitute the foundation of peace. Perhaps most significant is the recognition that all people are equal in relation to our basic needs and rights. However, these values have a unique expression in each society and culture. Therefore, the process of building a global culture of peace is best approached through a continuous process of intercultural dialogue, within the context of a universal declaration of human rights.

**The Peace Process:** Nevertheless, even in democracies, there will always be conflicts. Significantly, whatever the society, culture or background to conflict, they often seem to develop through a similar pattern – a spiral of suspicion, pride, locked positions, stereotyping and hostility. It may not be possible to avoid conflicts but it is possible to learn how to handle them and resolve them in a peaceful manner. There are different ways of solving conflicts:

- **win-win**  
solutions where both parties benefit
- **win-lose**  
solutions where only one party benefits
- **lose-lose**  
and solutions where neither party benefits

The following seven steps provide a structure for dealing with conflicts in a regulated and orderly manner.

### REDUCING CONFLICT

**Step 1:** Accept negotiation and mediation

**Step 2:** Define the problem

**Step 3:** Determine the needs

**Step 4:** Brainstorm on different solutions

**Step 5:** Discuss solutions

**Step 6:** Choose the best solution

**Step 7:** Evaluate process and results



This makes sense, since it is built upon respect for others and willingness to compromise. The Universal Declaration of Human Rights explicitly says that one cannot use one's own rights to oppress the rights of others. Thus it is essential that we find balances between the rights of different individuals and groups. You could use this sequence to determine an appropriate outcome next time there is a difference of opinion in which you are involved.

**Learning by Example:** Children's rights are often disregarded in times of conflict – whether this is conflict in the home, in the community or armed conflict between nations. This is a terrible form of exclusion. The implication is that as they have nothing to offer by way of solution, they need not be consulted or informed in any way. This has a direct impact in terms of rights lost but also an indirect impact in terms of what children learn about responsible behaviour. This poem by Dorothy Law Nolte sums up this indirect impact by pointing out that if we expect the best of our young people, we must show them the best, so that they can learn, through good example and not through suffering, how best to live in peace.

### CHILDREN LEARN FROM HOW THEY LIVE

If children live with criticism they learn to condemn

If children live with hostility they learn to fight

If children live with fear they learn to be apprehensive

If children live with pity they learn to feel sorry for themselves

If children live with ridicule they learn to feel shy

If children live with jealousy they learn to feel envy

If children live with shame they learn to feel guilty

If children live with encouragement they learn confidence

If children live with tolerance they learn patience

If children live with praise they learn appreciation

If children live with acceptance they learn to love

If children live with approval they learn to like themselves

If children live with recognition they learn it is good to have a goal

If children live with sharing they learn generosity

If children live with honesty they learn truthfulness

If children live with fairness they learn justice

If children live with kindness and consideration they learn respect

If children live with security they learn to have faith in themselves and in those around them

If children live with friendliness they learn the world is a nice place in which to live

**Dorothy Law Nolte**



## WAGGGS' contribution to peace

By being part of WAGGGS, we can all contribute to a more peaceful world – for our values and ways of working are based on a fundamental understanding of the dimensions to peace explored above. We are proud of our commitment to intercultural dialogue and learning, to community participation and harmony, and above all to our ongoing global contribution to securing rights and demonstrating responsibilities for others.

The activities that follow are based on and extend some of the ideas introduced so far. Activities can be adapted to suit your needs and others can be developed based on your own interests and local circumstances. We hope they provide a useful starting point but take time to devise more activities of your own. Remember too that *The Right to Live in Peace* is one of six packs exploring rights issues – you may be able to link activities between packs and take a more comprehensive view of rights and responsibilities in this way.

**GOOD LUCK!**



# ACTIVITY PACK

## A GUIDE TO THE ACTIVITIES

All activities can be used for self-help or to help others. Some activities are best carried out by an individual, others by groups. Some activities encourage people to work more closely with their local community, others encourage global interaction. The activity sheets advise you on the relevance of each activity to all the above.

As each activity is planned and carried out, remember **PPR**:

- **Partnership:** can we involve another organization in this activity?
- **Publicity:** can we help raise the profile of our work through the media or by sharing information?
- **Recording:** how will we record the work we are doing so that we retain a personal record of our achievements?

The activity sheets have been written for leaders to use directly with WAGGGS members or for Girl Guides/Girl Scouts working alone. Adapt them to fit your needs. Sheets can be photocopied and distributed or sections can be “read out” or written on a chalkboard or flipchart during group meetings. The activities proposed in the pack are only a starting point, offered as examples which might or might not appeal. One of the “responsibilities” of the Theme is thinking for ourselves about best ways to support the rights issues. We hope that you will develop new ideas which are more appropriate to your local circumstances and needs and share these with others.

**It is expected that you will adapt the activities, including the language, to suit your local needs.**



ACTIVITY TITLE: WHAT IS PEACE? WHAT IS CONFLICT?		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To facilitate a self-assessment of members' understanding of peace and conflict.</p>		
<p><b>METHOD</b>  <b>What is Peace?</b>                      1. Ask everyone in the group to write down individually what they mean by "peace". Ask for volunteers to read out their definition.                      2. Read out some of the statements from sheet 1.                      3. Ask members of the group to compare these definitions with their own. Why are they different/similar?   <b>What is Conflict?</b>                      1. Write the word "conflict" at the centre of a large piece of paper. For three or four minutes, ask people to call out any words that come to mind. Do not discuss or comment on what is said at this stage. Remember that there are no right or wrong answers. Write all the words down.                      2. As a group look at the words. What do they suggest about conflict? Are they all negative? Can conflict ever be positive?                      3. Now choose one or more of these topics or areas to explore. On a large sheet of paper, write the chosen topics around the word "conflict". For each topic, ask the group to think of some causes. The "web" can be extended by thinking of the causes of the causes (see sheet 2)</p>		
<p><b>OUTCOME</b> The subject of peace and conflict has been raised and people have become more aware of how people's different life experiences change their perception of peace. You could do a similar activity at the end of the session to see to what extent people's ideas have changed.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b></p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.  Put the web diagram on your Unit's notice board.</p>		<p><b>AGE RANGE</b> All ages.</p>
<p><b>NOTES</b> Good facilitation and good visual effects help this exercise work well. Use bright coloured pens to draw your web.</p>		



## WHAT IS PEACE?

These quotes have been taken from young people aged between 12 and 19 living in conflict situations.

“Peace means gaining our independence and the freedom to move as we want to.”

“When I think about peace, I think that each side will agree to make changes.”

“Peace means that we will not be afraid any longer”

“True peace for me would be that we wouldn't have to be afraid of each other. We could drive with our windows open and stop for drinks along the way if we wanted to.”

“Peace means loving.  
Peace means collaboration.  
Peace means loyalty.”

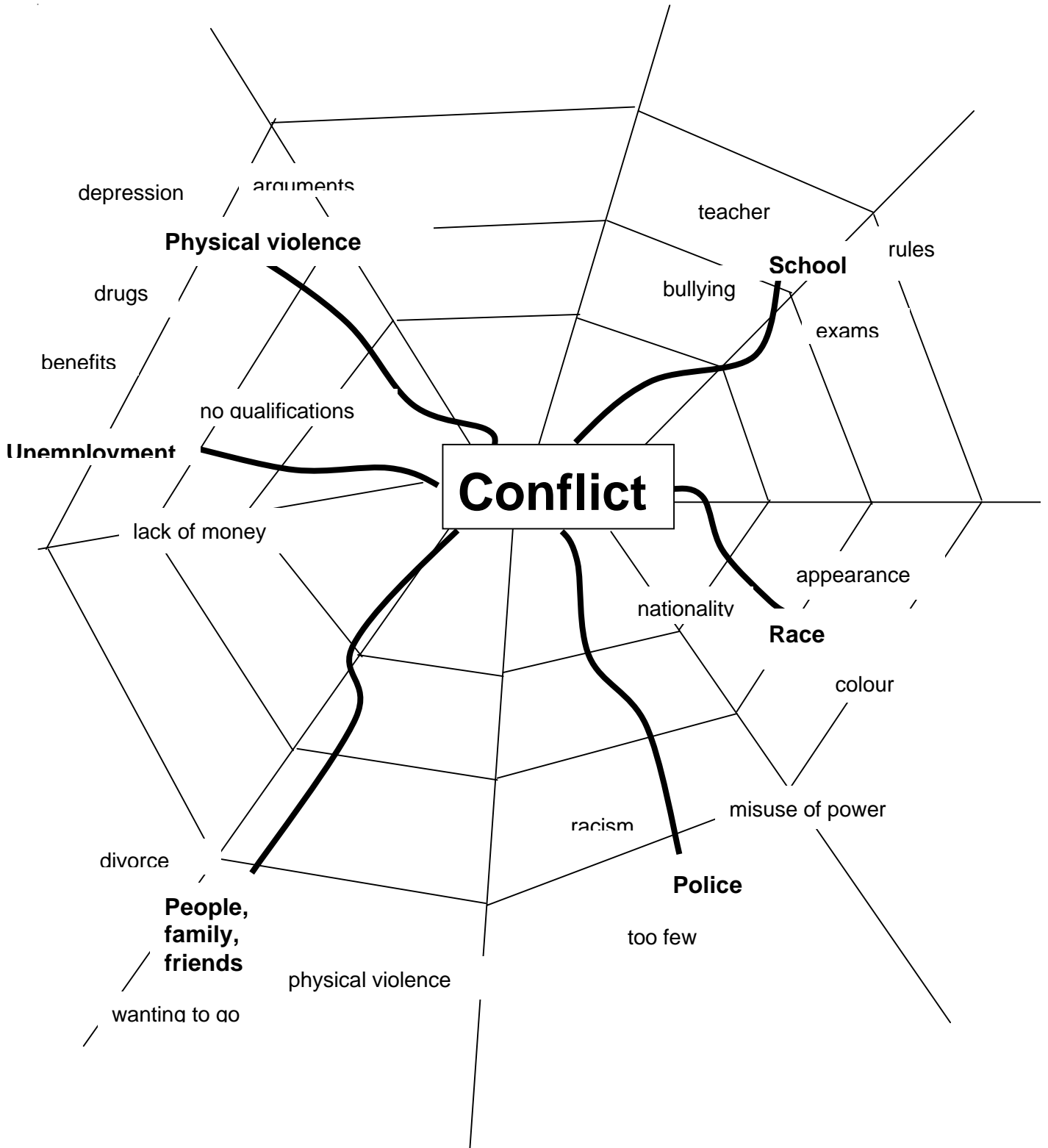
“I used to believe in a peace where we would all become friends. But now I believe in a more “logical” kind of peace, where we live separately, where my people and their people have their own countries.”

“Peace is when it is quiet, without any explosions or trouble. It is when you can go from one country to another without getting worried: when you can go out in the evening without being afraid that someone will harm you. It's a quiet time without any worries.”

“Peace means when you go out you will not be scared that you will be killed or shot.”



THE WEB OF CONFLICT



ACTIVITY TITLE: IMAGES OF CONFLICT		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To show that there are many different images of conflict.</p>		
<p><b>METHOD</b>                      1. A variety of images showing conflict should be collected. You can ask members before the meeting to look for some. Encourage them to explore a range of sources, for example cartoon strips, characters from computer games, photographs and drawings.                      2. Divide members into small groups and ask them to look at and talk about the various images shown. Ask the group to write down the messages that the images convey. Is conflict seen as funny, brave, hurtful, violent, desirable or undesirable? Are the characters seen as strong, weak, good or bad?                      3. Discuss as a whole group how realistic the images are? What effect do these images have on the people who see them.                      4. Older children can be asked to examine the headlines that accompany newspaper images and discuss how headlines can be used to encourage particular interpretation of images.                      5. Create two poster displays using the same images but different headlines!</p>		
<p><b>OUTCOME</b> A recognition that conflict is portrayed in a great many ways - not all negative - and that attitudes to images of conflict vary as much. No image is neutral and no headline is written without a certain bias.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> A public library, community centre or school might be willing to display the posters.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.  The poster display makes a great record.</p>	<p><b>AGE RANGE</b> All ages but the work on headlines, bias and looking at issues around representation and interpretation are more suited to older children.</p>	
<p><b>NOTES</b> Be careful that you choose appropriate images for the age group. There is no need for disturbing images in order for this exercise to be effective.</p>		



## ACTIVITY TITLE: CAUSE AND CONSEQUENCE

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To identify personal experiences of conflict and reactions to it; to discover underlying reasons for conflict; to explore ways of preventing conflict; to develop listening skills and an understanding of how people feel in situations of conflict.

### METHOD

1. Distribute copies of the pyramid diagram on sheet 1.
2. Ask everyone to think of an example of conflict in their own lives - perhaps something they have experienced at home or school. They should fill in the top part of the triangle saying briefly what happened, and then the middle part, explaining the situation.
3. Now ask them to share their experiences with a partner. Together they should think of some of the reasons behind the conflict and write their ideas at the bottom of the pyramid.
4. Finally ask the pairs to come up with ways in which the conflict might be solved.
5. As a whole group discuss some of the underlying reasons why conflict develops - such as a feeling of being treated unfairly, not being listened to or not listening to others. Ask how important it is to understand another person's feelings in a conflict.
6. For further work, members could look at Tom's testimony on sheet 2. They should carry out the same exercise based on one of Tom's experiences. What feelings would Tom have had as a child? How might they have been able to support him?
7. Older children might use the roots and shoots diagram on sheet 3 to help them think through the causes and consequences of conflict.

### OUTCOME

A deeper understanding of the causes and consequences of conflict but also an enhanced ability to look at things from other people's point of view and to recognise that in conflict both sides may get hurt. The ability to look at conflict in a more logical way will also be a useful life skill to develop further.

### PARTNER IDEAS and PUBLICITY

Ask a local counselling service, if there is one, if someone would be willing to come to talk to the group about the process of understanding conflict and looking for solutions. Or encourage a school to set up a "playground buddy" or "troubleshooting" team that will help younger pupils resolve their conflicts in an amicable way.

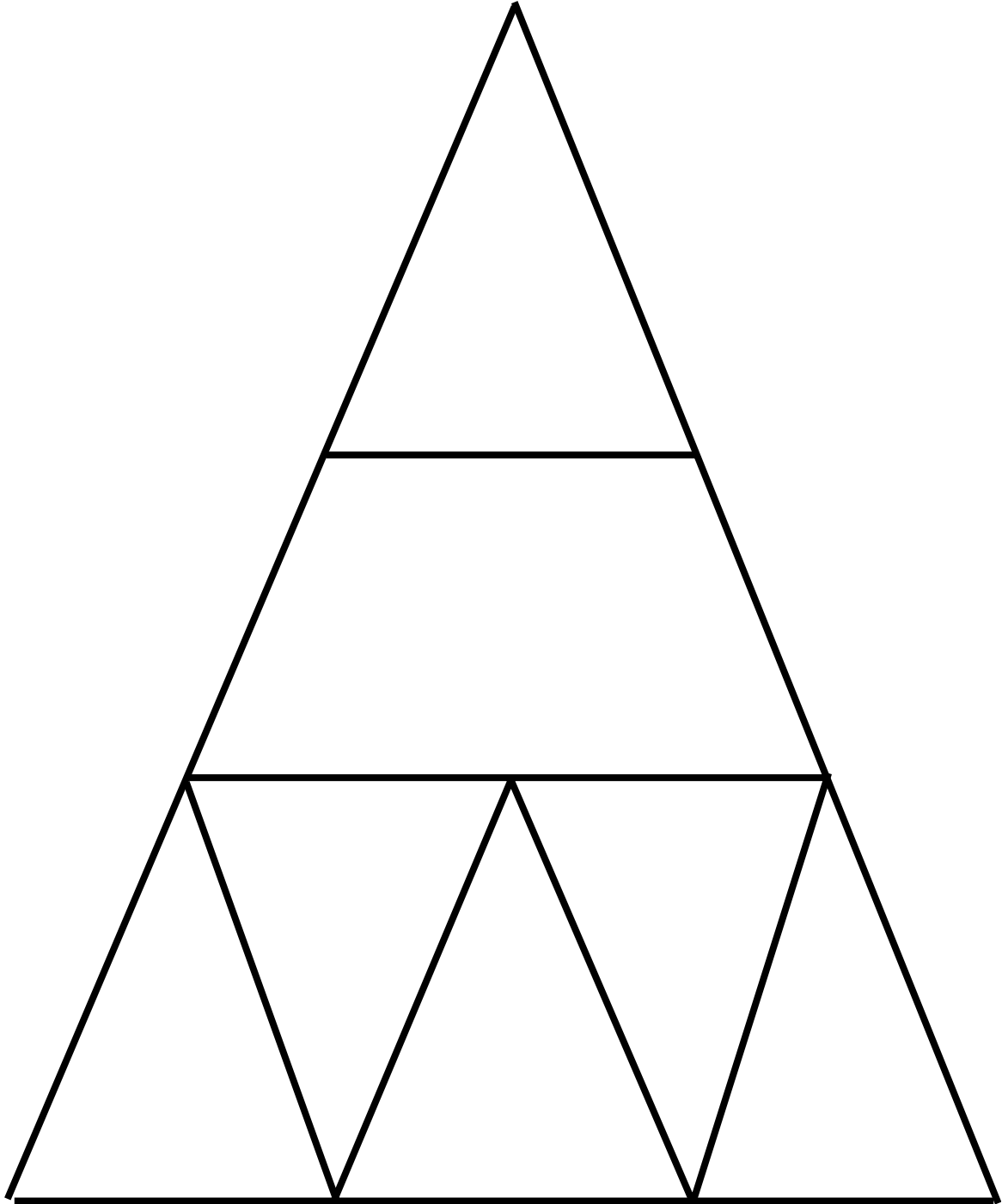
(continued on next page)



<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p> <p>Members could create a small notebook of blank pyramids to take home and use as a tool for thinking through personal conflicts.</p>	<p><b>AGE RANGE</b> All ages but particularly suited to older members.</p>
<p><b>NOTES</b> This activity needs careful facilitation to ensure that personal problems of a serious nature are not aired in public when it is not in the interest of the individual to do this. Be careful also that in getting the group to think about causes, they don't start to think about and apportion blame</p>	



THE CONFLICT PYRAMID



### TOM'S TESTIMONY

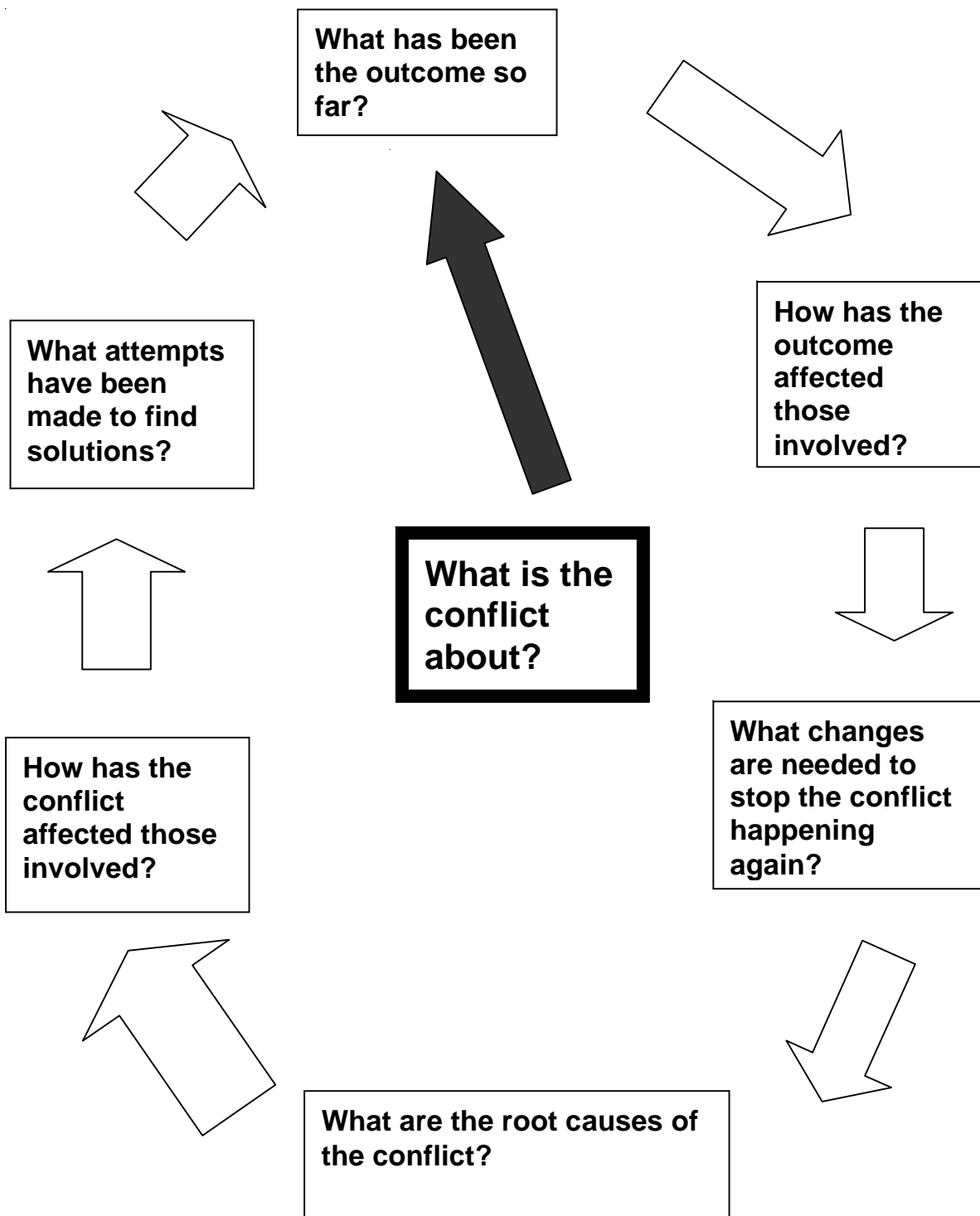
#### Tom, aged 21

“My father left home when I was 12, so I live with my Mum. I have lived in this city since I was seven and am now studying Peace Studies at the University.

My experience of conflict is linked to my parents. My father had a nasty temper and used to bully us at home. Things have been better since he left, but I've since had quite a lot of conflict with my mother. At first it was the usual teenage rebellion, over things like going out and spending money. She was always accusing me of not taking my school work seriously but actually I had a very common sense attitude to my studies.”



## ROOTS AND SHOOTS



ACTIVITY TITLE: IN SOMEONE ELSE'S SHOES		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To explore what it might feel like to be a refugee; to develop empathy with those who have experienced war; to do something to raise awareness about the circumstances created by war.</p>		
<p><b>METHOD</b> 1. Ask the whole group what it might feel like to be a refugee arriving in a new country. What would it be like on the first day? What might they have left behind? What would be their hopes and anxieties for the future? 2. Now ask young people in pairs to read through the testimonies on sheets 1 and 2 and share their feelings with each other. 3. Ask everyone to write a letter to someone that they might have left in their home country if they were a refugee, telling them about their new life and experiences.</p>		
<p><b>OUTCOME</b> A more sympathetic attitude to refugees and a deeper insight into the terrible, far-reaching and long-term impacts of war.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Members might wish to contact a charity working on behalf of refugees to find ways in which they can offer support.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.  Post the imaginary letters on a Unit notice board if you have one.</p>		<p><b>AGE RANGE</b> Most suited to older members.</p>
<p><b>NOTES</b> Ensure that the debate is suitable for the age group involved.</p>		



### Mirsada, aged 15

“In my family I’ve got my mum and my dad. I am an only child. My dad used to be a bus driver and my mum ran a café that my dad built with help from his friends.

My mum is Serb and my dad is Croat. In Bosnia most families were mixed – it’s the way its always been. I didn’t think about nationality. I thought everyone is the same – it doesn’t matter whether you are Serb, Muslim or Croat. After the war started, people started asking me about my nationality. Some Serb friends would not talk to me. I couldn’t say anything because I was afraid they might kill me or do something to my family. It is the worst thing that can happen, being enemies with your neighbours, with people you have spent your whole life with.

When the war started in Slovenia and Croatia, it seemed so far away that no-one really thought it would come to Bosnia. One night in May 1992, my dad came in very shocked and said the war had reached a town nearby. We were very worried because we had relatives there and the phones weren’t working.

The next day my town was occupied by Serbs and very quickly all Croats and Muslims were dismissed from their jobs. Refugees from nearby villages came to our town, walking down the streets and crying. Then the Serbs started taking Croats and Muslims to concentration camps. In July they took my dad. I did not see him for 373 days. For a few months we didn’t know where he had gone but then he phoned. He said “don’t worry about me” but I could tell from his voice that he wasn’t well. He went to seven different camps, getting beaten up all the time and hardly given any food. Most of the people there died.

After my dad left, life got harder and harder. My mum’s café got taken away because she was married to a Croat. I hated going to school. Most of my friends wouldn’t talk to me. And the people in school had changes because Serbs had come in from the villages. I hated walking past the café on my way to school pretending that it was not ours.

In July 1993 we heard that my dad had come out of the camp. I was so happy but also very sad because it meant that I would have to leave town soon. My dad could not come home because he was not a Serb and others who had returned from camps had been killed.

I had never thought of leaving the place that I loved and beginning a new life but there was no choice. On the way to Croatia we passed through lots of checkpoints. I was very scared because we thought they might not let my mum leave. After two days my dad returned. He was so thin I was scared to touch him.

We lived in Croatia for four terrible months. My mum never left the house. I got treated very badly because I did not speak in the same way. We came to Europe in November 1993.

I have rebuilt my life here now. I miss Bosnia a lot. I think that my experiences have made me grow up much quicker.”



### Patience, age 20

“We left our home in 1986 when I was only 11 years old, after our crops failed in the drought. My father was fighting in the war and we didn’t know where he was. My mother, older brother, baby sister and I had to leave without telling him we had gone. My family is from Zambezia province and so to reach safety we crossed into Malawi. The journey was very difficult on foot. We had very little food and had to travel at night to avoid being caught by soldiers. We were very hungry and in the end had to eat anything we could find, even grass. Many of the streams along the way were dried up so we were thirsty too. My sister became very ill.

At last we reached a refugee camp in Malawi. My sister was taken straight to the hospital and luckily she recovered. We made mats out of grasses and used these to build a home. As the camp began to fill up with more refugees, it got harder and harder to find fire wood, which we need to cook with. I often had to walk for three hours to get any. We received some food and a tiny plot of land in the refugee camp. But often supplies didn’t reach the camp during the rainy season because the roads were so bad.

After we lived in Malawi for six years, a peace agreement was signed. We were told we could return home but how could we believe this after so long? We waited for many months until we could be sure the fighting had stopped. I wanted to go home but my sister was not sure. Her home was in Malawi.

When we got home we saw that our home was half-destroyed. The school and clinic were destroyed. We had to be very careful where we walked because there were so many landmines. We were given some seeds and tools and are now waiting to harvest our first crop.

We had heard nothing from my father in all our years away and we thought he was dead. I could not really remember what he looked like. But we were amazed to find him living in the next village. He didn’t know what had happened to us. It was a very happy meeting and we all cried. My father had been wounded by a landmine and had spent a lot of time in hospital. Now he is not able to work, so my older brother went to Maputo and found work on a building site. He sends us a little money every month to buy basic things like soap, sugar, oil and bread.”



## ACTIVITY TITLE: FACT, OPINION, RUMOUR!

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To encourage a differentiation between facts, opinions and rumour and to link this to the information that is available during times of conflict.

### METHOD

1. Start by discussing the difficulties of judging information during times of conflict. Ask what can affect the reliability or validity of information. Then define three ways of categorising information - namely as fact, opinion and rumour. Ask people to define these words or use the following definitions:

**Fact:** a commonly agreed time- and place-specific truth.

**Opinion:** a person's or group's view on a topic.

**Rumour:** unsubstantiated information from an unknown source.

2. Read out the paragraph on sheet 1 and ask each person to judge each phrase by making a physical signal with their arms. When the phrase or statement is:

- Fact: raise one arm
- Opinion: put hands on head
- Rumour: cross arms in front of body

3. Ask members to work in pairs to write a new paragraph relevant to the whole group and containing fact, opinion and rumour. Play the game again using the new paragraphs.

### OUTCOME

One conclusion should be that judging information is subjective as each listener will interpret information based on their own preconceived ideas or prior experiences. This often exacerbates conflict.

### PARTNER IDEAS and PUBLICITY

You could visit other groups with pre-prepared Fact-Opinion-Rumour sheets and introduce the process as a game but with a serious "what do you really know about football/electricity/the moon etc" side to it too.

### RECORDING IDEAS

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

Create a Fact-Opinion-Rumour scrap book to use with other groups.

### AGE RANGE

All ages - step 3 above will be more suited to older members.

### NOTES

Discussion in this game can also be around when information become a fact, how rumours and opinions might be further investigated, how we form our opinions.



### FACT, OPINION, RUMOUR

“You’d like to know a bit about our village? Well, there are 420 households (F), two shops (F) and the best mosque (O) in the region. Most farmers do not have enough (O/F) land. They grow millet and groundnuts (F) and maize as a second crop (F). Fruit is very important (F) but I think more people are going to start growing bananas and watermelon (O). The price is high (F) and because rain is going to be low this year (R) it will stay high (O). But we have to overcome our traditions of avoiding new crops. They say change happened with little trouble in Kerewan (R) but in Sinchu Madado, I’ve heard there are problems between the old and young men (R).”



<b>ACTIVITY TITLE: TACKLING BULLYING</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To consider the nature of bullying in school; to explore a situation of bullying and the feelings involved, from the perspective of both the victim and the bully.</p>		
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Ask everyone to sit quietly remembering or imagining what it is like to be bullied.</li> <li>2. Now ask them to imagine what it would be like to be the bully.</li> <li>3. Photocopy and cut up the role play cards on sheet 1. Divide the larger group into groups of three and give half the groups the three UK cards and half the three Brazil cards.</li> <li>4. Tell the UK groups to read the roles and then work out a scene where the bully and victim are called into the Head's office after an incident in the playground.</li> <li>5. Tell the Brazil group to read the roles and work out a scene where a street child and a policeman put their sides of the story to a politician following the death of a child on the streets.</li> <li>6. Ask each group to perform their role play.</li> <li>7. Then ask the whole group to get into pairs and talk about the similarities and differences between the two situations.</li> <li>8. As a whole group discuss which rights issues are involved in these scenes. Can everyone have rights without some being denied to others? If so, how?</li> </ol>		
<p><b>OUTCOME</b> The exercise will have encouraged people to think about the complexities that lie behind other's points of view.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Ask other groups to invite you to perform the role plays and get the members of your own group to carry out the exercises with the hosts.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p><b>AGE RANGE</b> All ages but the Brazil role play is more suited to older children.</p>
<p><b>NOTES</b> Some people/cultures are uncomfortable with role play - but don't assume this. You could try it perhaps with more appropriate scenes - you might be surprised by the reaction and participation!</p>		



### ROLE PLAY CARDS

<p><b>A Brazilian Street Child</b></p> <p>You are 13. Three years ago you left home because your mother couldn't afford to keep you. Since then you have lived on the streets in Rio, like hundreds of other kids. Sometimes you make money by selling things or cleaning cars. Other times, you steal or beg from tourists. You are scared of the police and the "clean-up squads". They often beat up street kids. Sometimes children are killed and just left in the gutter. It doesn't seem right to you.</p>	<p><b>UK School Pupil A</b></p> <p>You are 12. You don't have any close friends at school. Mostly you are ignored because you can't afford the right gear and sometimes look scruffy. Some of the teachers don't have much time for you either. Your work isn't very good and they get impatient when you ask for help. Some kids from the year above have started waiting for you outside school. They push you around, stop you getting on the bus, and make nasty comments. You're afraid it might get worse.</p>
<p><b>A Brazilian Policeman</b></p> <p>You are 35, with two children. Its hard to get jobs in Rio, so you feel proud and lucky to be a policeman. Rio's a big city, with plenty of problems. There are powerful crime bosses. There's also petty crime, mostly caused by street kids. You often get orders to clear the streets of kids, especially in tourist areas. Sometimes things go too far and kids are beaten up or even killed. But they're not like your kids - being on the street turns them into animals.</p>	<p><b>UK School Pupil B</b></p> <p>You are 14. You think school is boring and you don't see the point of most of the lessons. You like messing around with your mates. You go shoplifting and get the gear you want - your dad's sick so he can't give you money. He's nasty tempered as well, so you don't spend much time at home. Lately, you've had a bit of fun scaring this scruffy little kid from year eight.</p>
<p><b>A Brazilian Politician</b></p> <p>You are a city leader. You must make sure that Rio is attractive to tourists and business people who bring in the money Brazil needs. Poor people are a problem. They live in messy areas, their kids beg on the streets and bother tourists. Every so often you order a "clean up". The you get criticised if the police go too far and people are hurt. What can you do? You can't please everyone. Your job depends on the people with money and power.</p>	<p><b>UK Headteacher</b></p> <p>You are 45 and have just come to the school. You are keen to make a good impression. There's plenty to do - the roof leaks; you are short of staff; and you have an inspection coming up. You can't do it all at once. The first job is to improve the image of the school, especially the exam results. That way the school will attract more pupils and therefore more money. You know that there are other problems, like bullying, but these may have to wait.</p>



## ACTIVITY TITLE: WHY YOUNG PEOPLE BREAK THE LAW

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To consider the types of offences that are committed by young people in the community where you live and the reasons why they happen.

### METHOD

1. As a whole group list all the different kinds of offences that take place in your community (use sheet 1).
2. Rank each in terms of how likely young people are to commit the offence using the 1-5 scale provided on the sheet. Discuss why young people commit those offences which were rated as 4 or 5.
3. Discuss what can be done to stop a young person breaking the law.
4. Rank each again this time in terms of how serious you think the offence is. Use the 1-5 scale provided on the table.
5. Ask the group if they think their parents would have ranked things in the same way when they were the same age. Why the difference?
6. Discuss what the group believes makes an offence serious.
7. Explain the four pillars of wisdom from the introductory section and ask the group if there is anything in this methodology that might solve some of the problems associated with conflict with the law.

### OUTCOME

A greater sense of control over situations which incline young people towards law breaking.

### PARTNER IDEAS and PUBLICITY

If appropriate you might ask a community policeman to visit the group and talk about the local police view on juvenile crime and punishment.

### RECORDING IDEAS

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

You could keep the ranking sheets and look at them again in a year's time to see if views have changed - and for the better or for the worse!

### AGE RANGE

Most suitable for older children.

### NOTES

This should be handled carefully - it is important that young people do not come away feeling that some crime is acceptable. What you should ensure is a deeper understanding of why young people make mistakes and how they can be encouraged to change behaviour.





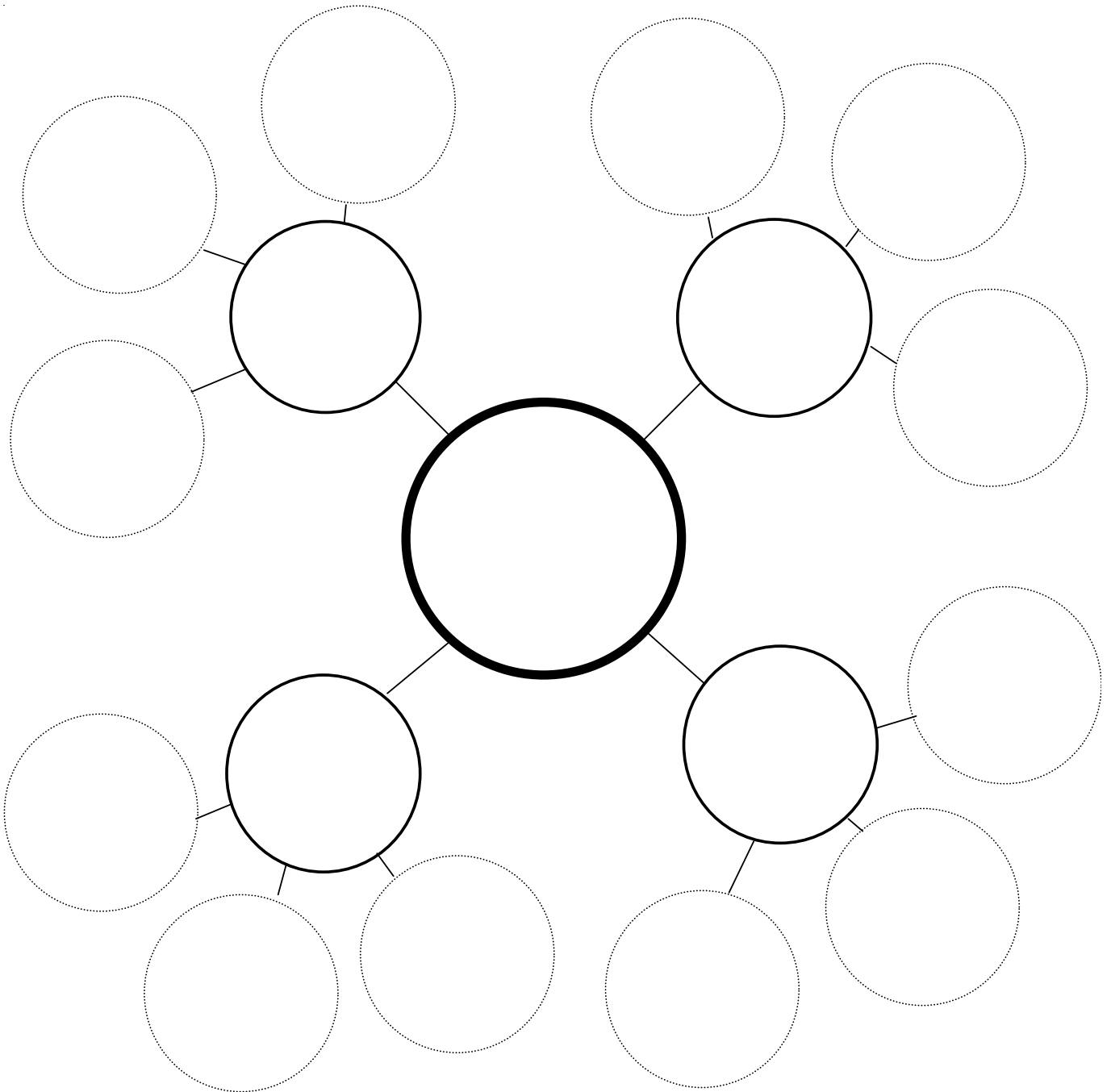
ACTIVITY TITLE: DEMOCRACY IN ACTION		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To develop debating skills; to demonstrate active participation and democracy in action.</p>		
<p><b>METHOD</b>                      1. As a group, think of an issue - a particular problem, situation or community need. For example: <i>There has been a lot of vandalism in your town and those responsible - a group of young people - have been arrested. Some people want them sent away to a correctional facility. Others want them to pay a fine after a warning.</i>                      2. Choose two young people to represent opposite views on the subject. Give the debaters a little time to develop their argument. While they are doing this the rest of the group can decide on their own personal views.                      3. Ask each debater to present their case then ask the group if anyone has changed their minds. If so, why? If not, why not?                      4. Put the issue to the vote and see what the majority thinks.                      5. Challenge everyone to think of a way they could participate in decision making (a student council for example), to make a plan and to report back in due course.</p>		
<p><b>OUTCOME</b> A deeper understanding of how democratic processes work, of how they improve the quality of debate and decision making and why participation is not only a right but a responsibility.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> You could widen the debating event to include other local youth groups and perhaps organise a monthly debate. Maybe the local newspaper would report on the debating group and the kind of things that young people choose to talk about. Perhaps the local youth vote on a whole range of issues could be regularly reported!</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p> <p>Keep a debating society book and a record of the debates by date and final vote.</p>		<p><b>AGE RANGE</b> Most suitable for older children.</p>
<p><b>NOTES</b> This might take a little organising but is a great way to encourage young people to take themselves seriously and to develop sound opinions on important matters. In societies where boys and girls debate separately, it would be interesting to compare their views!</p>		



<b>ACTIVITY TITLE: MAKING PEACE</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To encourage positive and active peace making.</p>		
<p><b>METHOD</b>                      1. Distribute copies of the diagram on sheet 1 and the testimony on sheet 2.                      2. In groups of four and looking at the testimony ask the group to decide what the person in question is doing to build peace.                      3. Now ask each group to write Lorenzo's name in the centre of their diagram. The thick lined circles should then be completed by writing in what Lorenzo is doing while the dotted line circles describe the consequences.                      4. Ask everyone to construct a "making peace" diagram for themselves and try to carry out the actions and check to see if the predicted results also materialised and/or if there were unexpected outcomes.</p>		
<p><b>OUTCOME</b> A demonstration of the powerful and positive feelings that can be felt by being a peace maker.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Depending on the activities chosen, any number of external individuals and organisations may be involved. If you construct a diagram with your Unit rather than an individual at the centre, you could seek to help a range of local organisations and perhaps generate some good publicity around the young people and peace theme at the same time.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p> <p>Post the peace diagrams on the Unit notice board or individuals could take them home to put on their bedroom wall!</p>		<p><b>AGE RANGE</b> All ages.</p>
<p><b>NOTES</b> This will require some supervision to make sure that the actions taken are safe, appropriate and achievable.</p>		



MAKING PEACE



### LORENCO

#### **Lorenzo is a journalist working in Mozambique.**

“During the war it was very difficult to be a news reporter. I wanted to present both sides of a story but it wasn’t always easy; it was risky to travel in the districts affected most badly by the war because of all the landmines. I always travelled in a military convoy for security. Often I was unable to choose what I wanted to see.

My own parents live in the countryside and so I share some of the experiences of the thousands of families who have had their homes, villages and fields destroyed. It is hard to write about these people, especially the children who had to fight, without being moved. I also understand their desperation at having lost so much and their uncertainty about the future.

I believe that it is important to tell others who have never lived through a war, what it is really like. I want them to know that war doesn’t only destroy buildings. It puts thousands of ordinary families in a desperate predicament and terrible poverty. Now that there is peace, I have more freedom to write about these experiences.

Writing for the media puts me in a position of great responsibility. The media can reach far more people than a single person ever can. By deciding what and who to include in my articles I can influence the way people think and respond. They may think they are reading the facts but it is just my interpretation.

I try to write about projects that are working towards peace in some way, so that others can read about them and try something similar. As a journalist, I think that I can contribute to peace by reflecting differences of opinion in what I write and by trying to encourage understanding between people.”



<b>ACTIVITY TITLE: BUILDING A FUTURE</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To explore what it means to belong to a community and how our sense of community and belonging is inextricably linked with the maintenance and promotion of peace. To recognise WAGGGS as a global community, to consider the organization's achievements and potential and to help promote the organization and "build a future" for Girl Guiding/Girl Scouting.</p>		
<p><b>METHOD</b> 1. In pairs ask members to discuss what gives them a sense of community and write it on a piece of card. 2. Ask them to share their ideas with the wider group. 3. In groups of four ask them how conflict at home might affect their sense of community. 4. Ask them to think about how bullying at school might affect their sense of belonging. 5. Then ask them to consider how war might affect their sense of community. 6. Ask the group what gives them a sense of community within WAGGGS. 7. Give each group some time to plan how this sense of community could be enhanced. 8. Present your ideas to each other and choose the best one. 9. Create promotional posters about WAGGGS, particularly emphasising its commitment to rights, responsibilities, intercultural exchange and harmony and its community spirit. 10. Judge the posters in a competition and display the winner on the notice board.</p>		
<p><b>OUTCOME</b> A deeper recognition that peace and a sense of belonging and community are linked and that WAGGGS offers great opportunity for both.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> A public venue for the posters would be a great publicity opportunity.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.  The posters themselves are a great record.</p>		<p><b>AGE RANGE</b> All ages - if posters are displayed it might be appropriate to add the first name and the age of the artist.</p>
<p><b>NOTES</b> This is an excellent opportunity and an appropriate time in global history to promote the values, achievements and ongoing commitment of our organization to world peace.</p>		

