



CHOOSE PEACE

Share THE MESSAGE

ACTIVITY GUIDE

CHOOSE PEACE WEEK
SEPTEMBER 15-20, 2014

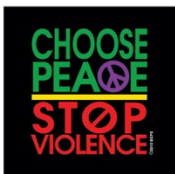


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Supplement:

2014-15 CHOOSE PEACE Poster Contest

Involving Staff, Volunteers, Parents and Student in Choose Peace Week

Staff & Volunteers

- Officially mark **Choose Peace Week** by posting Peace Week posters, banners and displays.
- If available encourage all staff (front desk, etc.) and volunteers to wear Choose Peace t-shirts or pins for the duration of the week.
- Create a Choose Peace Week organizing committee of interested staff, students and volunteers who will develop and plan how your school or organization is going to celebrate Choose Peace Week.
- Inform staff about Choose Peace Week by including it on the agenda of Staff Meetings in the month of September.
- Register your participation on www.choosepeacestopviolence.org and become eligible to win a Peace Pole or Peace Banner for your school or organization.

Special Events during Choose Peace Week

- **Monday:** Kick off the week with a **IMAGINE PEACE Wish Tree** display (page 3)

- **Wednesday:** Schedule a **Chalk4 Peace** event (page 4)

- **Friday: Wear white!**

Schedule “ **A Minute of Silence**” during morning announcements and join millions around the world at a Moment of Silence for Peace, or gather your school your community together at Noon around your Peace garden, Peace Pole, Peace Mural or other central place.



IMAGINE PEACE

Wish Tree

For your school, workplace, community

AIM: Encourage individuals to think about and reflect on peace.

MATERIALS: Tree, pencils, wish tags.

AGES: All ages

TIME: Ongoing

Instructions:

Choose a tree or create a large tree display in a visible location, preferably shaded from rain if outdoors. Suitable locations indoors could be lobby, reception area, cafeteria, fitness center, etc. Have the tree on display for Choose Peace Week Sept. 15-19 or during September- International Peace Month. *(Note when choosing a tree outdoors, trees are traditionally native, local and indigenous.)*

Download display sign from www.choosepeacetopviolence.org or create your own sign inviting students, visitors, staff etc., to hang their message or quote for peace in your Imagine Peace Wish Tree.

To create Wish Tags you can use paper and string (use our template for tags) or buy [pre-strung white gift tags](#). If outdoors we suggest buying waterproof paper.

Place the tags in a basket or box, add pencils and encourage everyone in your school, workplace, or community to participate.

When the tree is full of wishes: email a photo to afraley@unitedwaybroward.org or cynthia.tapia-rodriquez@browardschools.com and you become eligible to win a **Peace Pole**.

The trees were inspired by Yoko Ono and John Lennon's Imagine Peace Tree.

To become part of the 1,000,000 international peace wishes project, mail your wishes to

IMAGINE PEACE Tower, PO Box 1009, 121 Reykjavik, Iceland or visit www.imaginepeace.com



CHALK4PEACE

A sidewalk painting festival which happens WORLDWIDE every September.

AIM: Encourage individuals to express messages of inspiration and visions for a more peaceful community and reflect on peace.

MATERIALS: Chalk, places to draw, water, buckets, paper, towels, ladders

AGES: **For your school, workplace, community** All ages.

Make it a team effort. Include principals, teachers; students, parents, families, and PTA.

TIME: Choose Peace Week, throughout September

Instructions:

Provide a prominent, safe location to draw; your school, sidewalks, parking lots, walls or a local site. The best surfaces are smooth concrete or asphalt, or smooth but not polished granite.

Register: To receive a starter kit with chalk register on-line with www.choosepeacestopviolence.org. Chalk availability is limited! When buying additional chalk, talk to your local art store, tell them it's for Chalk4 Peace, or check with your Dollar Stores.

Group project: Take some rope and a big piece of sidewalk chalk. Tie the chalk and have someone hold the end of the rope tight to a center point. Pulling the rope tight, draw one big circle, then repeat a smaller circle 2-3 ft smaller. Get someone who can draw straight lines and create the inner lines with a long 2x4 or a surveyor's chalk line. Make these lines bold with chalk, white tempera poster paints or marking chalk spray. Scatter some loose chalk pieces inside the lines and watch it happen.



Publicize your event.

Download flyers and posters from www.choosepeacestopviolence.org . Invite your local community leaders. Tell your local TV & radio station & local newspaper about your event with a press release. Take pictures **BEFORE IT RAINS** (it's what the ladder is for, to get a good view of the art.)

Win a PEACE POLE: Email your event photos to afraley@unitedwaybroward.org or cynthia.tapia-rodriquez@browardschools.com



Adapted from Chalk4Peace, Inc. a 501 (c)(3) organization promoting global peace through the arts for more information www.chalk4peace.org

Pinwheels for Peace

AIM: To engage children to share their messages of peace

MATERIALS: Scissors, straight pins, pencils with erasers, colored pencil or markers

AGES: 5-10

TIME: 30 minutes

Introduction:

Discuss with the children what peace means to them and what words or pictures might symbolize peace.

Instructions:

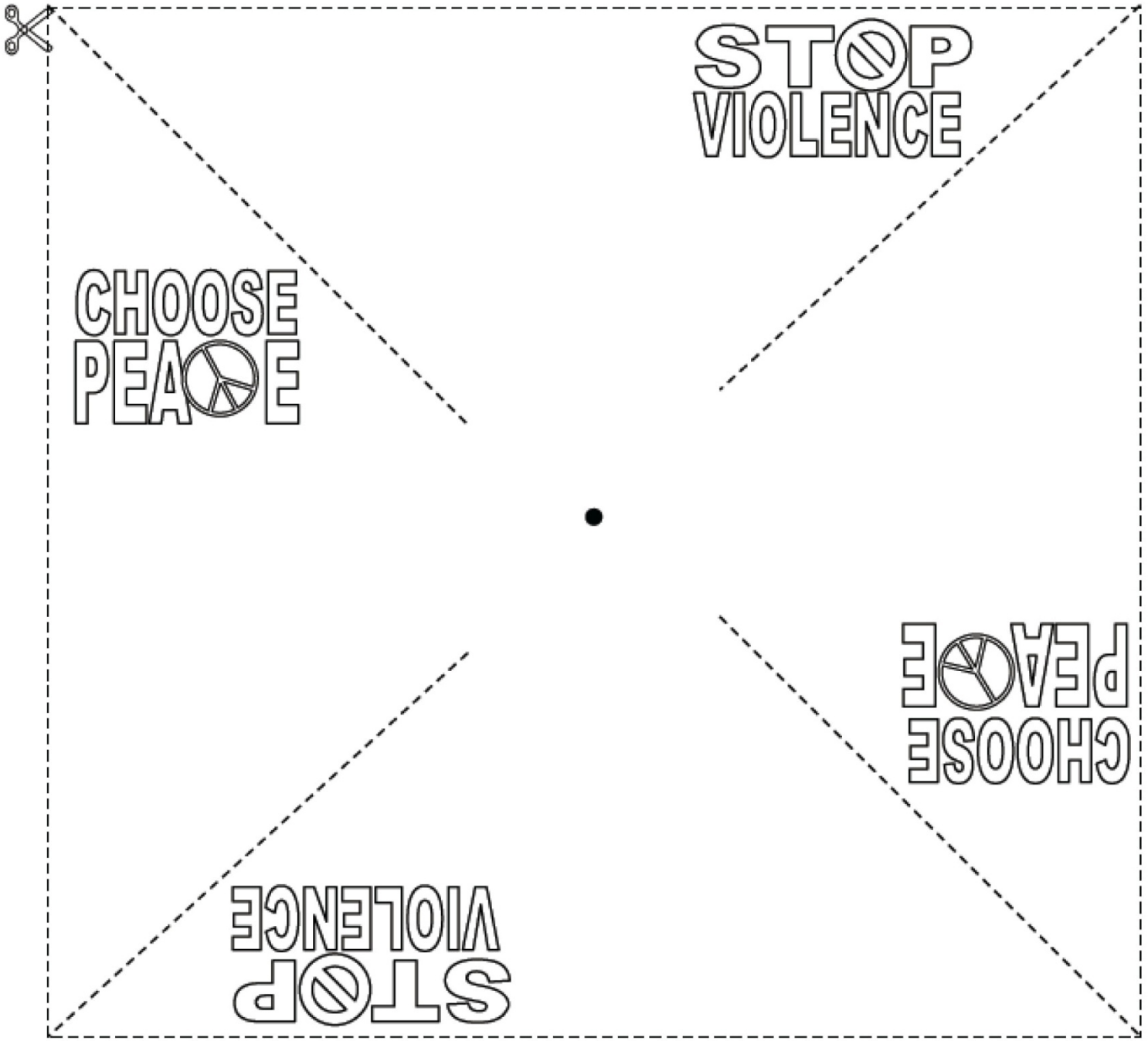
Show the children how to cut out the pinwheel square template following the line on the template, cut in diagonally from all corners leaving about 2 inches of center uncut and decorate.

To create the pinwheel (more information at www.pinwheelsforpeace.com)

- Gently bend (don't fold one of the cut corners to the center point.
- Skip the next cut corner and bend the next one.
- Skip and bend until four points meet in the center
- Stick the straight pin through all four points AND the back of the pinwheel. Stick the pin into the pencil eraser. Find some wind to test it out.



ACTIVITY 3 – PINWHEEL FOR PEACE



Peace Mobile

AIM: To engage children to share their messages of peace.

MATERIALS: Doves (template) – 1 per child, hearts (template) – 6 per child, ribbon (6" length) – 6 per child, glue, scissors and markers

AGES: 3-10

TIME: 30 minutes

Introduction:

Discuss with the children what peace means to them and what words or pictures might symbolize peace.

Instructions:

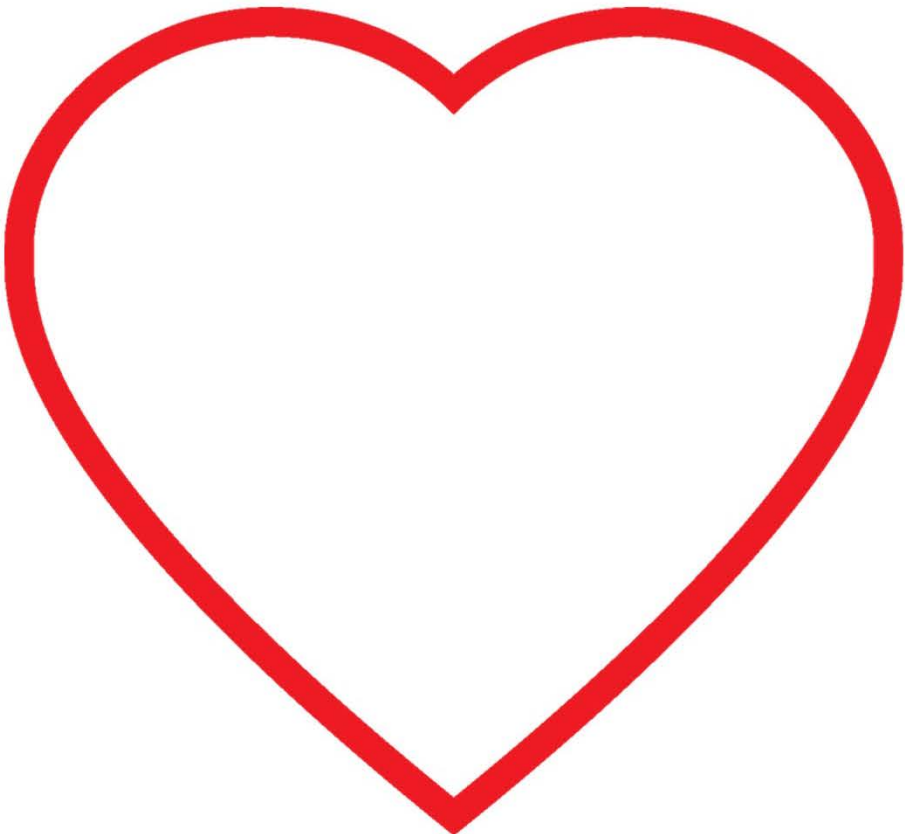
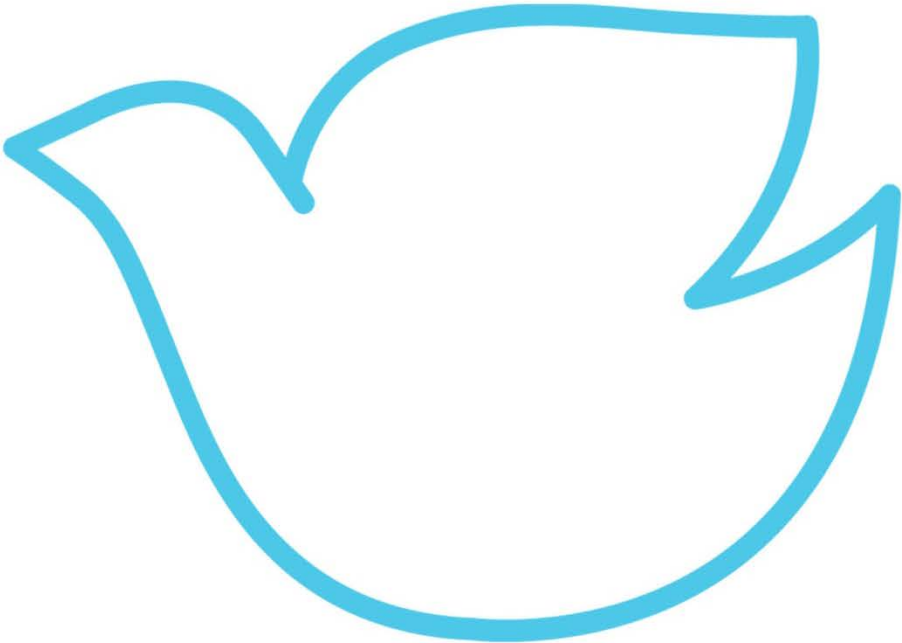
Hand out 6 hearts to each child (for older children you can have them cut out the templates themselves). Have them write or draw their messages of peace on the hearts using the markers.

After the children have finished their messages for peace, hand out the dove, ribbon and glue. The children will then attach their messages to their dove by gluing the ribbon to the back of the hearts and the bottom of the dove. Some children may need assistance with this part of the activity .

Allow the doves to dry and then put them on display in your centre during peace week to share with visitors your messages of peace.

Adapted from: Holiday Crafts 4 Kids – www.holidaycrafts4kids.com/MLK_dovemobile.htm

ACTIVITY 4 – PEACE MOBILE



My Act of Peace

AIM: To encourage children to engage in peace on a daily basis

MATERIALS: Journals, markers, pencils

AGES: 6-12

TIME: 10-15 minutes per day

Introduction:

Brainstorm with the group ways in which we can promote peace within daily life, i.e. include others, share, and help others, etc. For one week (or month) we will be tracking our acts of peace in our journals.

Instructions:

Challenge the children to commit to one act of peace per day. Have the children create a journal at the end of each day to track their act of peace. They can use both stories and pictures in their journal.

At the end of the month have the group share a couple of their acts of peace with everyone. Share these acts of peace with visitors and families and encourage the children to continue this at home with their family.

Cultural Masks

AIM: To explore cultural diversity

MATERIALS: Paper, various art supplies and masks (examples)

AGES: 6-12

TIME: 30 minutes

Introduction:

In many countries around the world they have masks that represent a part of their unique culture. Masks traditionally cover the face and are used to hide an identity, for entertainment, or for performance. Across the globe masks are a powerful sign of expression used in performance both theatrically and ritually, as well as a form of art. Show children the different masks from around the world and discuss with them the different designs and the brief history of masks as outlined above. Ask the children to share their ideas of when or why someone might wear a mask.

Instructions:

Using the art supplies provided, the children are to create masks illustrating things about themselves and their own diversity. They can include their family heritage and the children's style. Once the children have completed their masks have them share with the group and describe what the different aspects mean. How do the masks show their identities?

Source: YMCAs of Cambridge & Kitchener-Waterloo



Give Diversity a Hand

AIM: To explore each other's similarities and differences.

MATERIALS: Crayons, construction paper, imagination!

AGES: 5-12

TIME: 30 minutes

Introduction:

Ask the children to think about the many different personalities (people) they know. Often our personalities are expressed in our hands. What do their hands say about them? What can you wear on them to express yourself (rings, gloves, nail polish, henna art, etc.)?

Instructions:

Children are to use crayons to draw a variety of different hands on white paper. They can trace around their fingers if they want to be realistic or draw their own hands and design some other hands using their imagination. Ask the children to think about what the hands of a grandmother would look like, a baby or someone who works with their hands.

Encourage them to decorate these real and fantasy hands to show interesting differences and similarities.

Discussion:

1. What differences can you see in the drawings?
2. What similarities can you see?
3. How do these differences and similarities relate to the differences between people?

Peace Poem

AIM: Understanding the different ways people view peace.

MATERIALS: Markers, paper (one per child)

AGES: 5-12

TIME: 30 minutes

Introduction:

Talk with the children about what peace means to them and brainstorm different words that represent peace to them.

Instructions:

Hand out a paper and markers to each child. Each child will create an acrostic poem using the word "PEACE" or what peace means to them. You may want to create an example depending on the age of the children.

Discussion:

Have each child present their poem to the rest of the group. Once everyone has had the opportunity to share their poem, discuss with the children the differences and similarities of each poem.

1. Were there lots of similar words/phrases used in the poems? Why or why not?
2. Does peace mean the same thing to everyone?
3. If we all describe peace differently, how can we all work together to create peace?

Diversity

AIM: To explore diversity.

MATERIALS: Leaves (one color), markers and flipchart paper

AGES: 13-18

TIME: 30 minutes

Introduction:

Brainstorm diversity and record key points.

1. What does diversity mean to you?
2. Why is it important to discuss diversity?
3. How does society address issues of diversity?
4. How is diversity viewed in your community? How does this affect you personally?

Instructions:

Hand out one leaf to every participant. Ask them to look at the leaves while you speak about how most often we just think a leaf is a leaf, we do not see their differences.

Allow the youth a few minutes to get to know their leaf and create a story for their leaf.

After the five minutes, allow each participant 1 minute to share with the group why their leaf is unique.

After everyone has shared thank them and collect the leaves in a bag. At the front of the room ask them “do you now believe that all leaves are the same? Why or why not?”

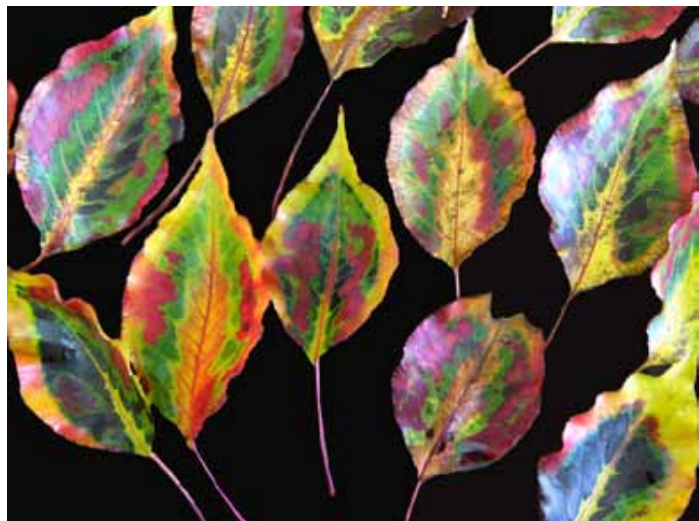
Place the leaves out on a table or the floor and ask participants in small groups to come retrieve their leaves. Once everyone has located their leaf, ask the question. “Was it easy to find your leaf? Why or why not?”

Debrief:

1. How did the activity make you think about how we view diversity?
2. What do you feel you will take away from this activity?

Once activity is complete compost the leaves outside.

Note: To adapt this activity for older youth increase the focus on brainstorming and discussion on diversity and their views on diversity in their communities.



We All Fit In

AIM: To create a feeling of interconnectedness and show the impact of individuals.

MATERIALS: Large poster board cut into puzzle shapes (one per person), markers, crayons, other drawing materials, tape/sticky tack

AGES: 12+

TIME: 20-30 minutes

Introduction:

Talk with the youth about how we all have similarities and differences. Discuss how these things create a rich fabric for our society, and that both differences and similarities contribute to a better world.

Instructions:

Hand out one puzzle piece to each youth (if you have additional puzzle pieces distribute to the youth once they have completed their first piece). Encourage the youth to draw, write or decorate the puzzle piece as a representation of their own unique self, showcasing their interests, abilities, etc. When everyone has completed their puzzle pieces, have them assemble the puzzle together and display it in a visible location.

Discussion:

Discuss and reflect with the youth that though everyone has something different on their puzzle piece, they all fit together to make the whole picture.

1. How does this compare to your lives?
2. How is this reflected in your day-to-day interactions with others?



Peace Promoters

AIM: Learn about how others are making an impact on peace.

MATERIALS: Computer access/library access, poster board, markers

AGES: 12+

TIME: Two 45 minute sessions

Introduction:

The youth will do research about a world leader who promotes peace or interview a local leader who works to make the lives of others more peaceful. They will then create a display to educate others on their chosen leader.

Instructions:

Session 1:

The youth will use the internet and books about a world leader who has promoted/promotes peace in the world OR interview someone in their community (social worker, youth leader, etc.) who works towards promoting peace through their everyday actions.

Session 2:

Have the youth create a poster board from the research to present to the other youth and to put on display during Peace Week. You might suggest that they incorporate photos or graphics on their display to catch the reader's eye.

Discussion:

After the youth have created their displays have them share with the group before putting them on display within the school or organization to share.

1. What were some similar traits between the leaders chosen by the youth?
2. What were some differences?
3. What are some characteristics the youth associate with work promoting peace?
4. Are the characteristics in question three similar to the traits in the leaders researched?

Web of Strength

AIM: To encourage cooperation and to demonstrate the strength in working together as a team

MATERIALS: Rope and 2 poles or trees

AGES: 13-19

TIME: 30-45 minutes

Introduction:

Explain to the youth that there are many negative factors at play that can lead to bad situations. The youth will work together to combat these negative factors and influences.

Instructions:

Set up a spider web structure using the rope tied to the poles or trees. Vary the size of holes, but make sure there are big enough for a youth to fit through.

Explain to the youth that this is a web of negative influences. They will work together as a team to get all the youth through the negative influences safely.

Rules:

1. Only 1 person through at a time.
2. Each hole can only be used once.
3. You may not touch the rope. If someone makes contact with the rope, the team must start over. (baggy clothes don't count)
4. Once a team member crosses they must stay on the other side.

Debrief:

1. Ask youth if this was an easy task?
2. How did the team's strategy change throughout the activity?
3. Why is it important to work as a team?

Source: YMCA of
Hamilton/Burlington/Brantford



Taking the Right Steps

AIM: To recognize the value of teamwork and collaboration in solving environmental problems.

MATERIALS: 7 large stepping stones or 7 sheets of paper with masking tape

AGES: 13-18

TIME: 20 minutes

Note: Activity requires a minimum of 6 youth.

Introduction:

Set up 7 stepping stones or pieces of paper on the ground in a straight line. (Tape the paper to the ground so that it does not slide around.)

Instructions:

3 youth are to stand on the stones on the left side and 3 youth stand on the stones to the right. The middle stone remains empty. The objective is for the youth on the left and right sides to switch places, so everyone on the left must end up on the right and vice-versa. Youth can only move in one direction (cannot move backward), and can only move one space at a time. Youth can also jump a stone if there is a free one on the other side of the person.

Example: I I O I I I

Each "I" is a person, the "O" is the empty stone. The first "I" could jump the second "I" because there is a free stone on the other side (like checkers).

Discussion:

Finding solutions to environmental problems (like more effective recycling systems) can be challenging, but if we work together we can learn from each others' ideas and develop creative and effective alternatives. This activity is much easier to complete when everyone contributes ideas and listens to one another.

1. Did the group succeed the first time they attempted to solve the problem? Why do you think you did/did not succeed?
2. How important was discussing the problem and developing a strategy as a team?
3. What does this tell us about solving complicated problems that do not have directly evident solutions (like environmental problems)?

CHOOSE
PEACE

STOP
VIOLENCE

2014-15

POSTER CONTEST



Scan this with your smart phone for more information



Theme:

THE POWER OF PEACE

PARTICIPANTS

Young Illustrators, Graphic Designers and Photographers in local schools (Grade 1-12) and youth groups are encouraged to express their visions of peace.

RULES

The sky is the limit of your creative participation. Participants may use a variety of mediums, including charcoal, pencil and paint to express the theme. It may include a collage, artwork, or digital photography and Photoshop.

Poster artwork must be no larger than 11 inches by 17 inches. Note: Chalk, charcoal and pastel entries should be sealed with a fixative spray to prevent smearing. Do not laminate entries

Digital Photography/Photoshop entries must be submitted on DVD in a .jpg, .jpeg or .gif format. Files submitted may not be larger than 10Mb. Please submit a high-resolution file (at least 300 dpi at 3,000 pixels.)

Entries need to show a Positive Social Norms message. All artwork must be the individual student's original creation and each entry must be the work of only one student. Duplications are not accepted.

Three-dimensional entries will not be accepted. Nothing may be glued, stapled or attached to the artwork in any way. The use of lettering or numbering on the front of the poster, in any language, is not allowed. All artist signatures or initials should be written on the back of the poster.

SUBMISSION

Deadline: November 26, 2014

Winners will be notified on or before December 15, 2014

IMPORTANT:

A submission form must be included with all entries. Download form at www.choosepeacestopviolence.org

Print all information and fill out the form completely.

Entry form for **poster artwork** must be securely attached to the back of the poster. PLEASE PACK POSTERS FLAT.

Digital entries must be packed inside an envelope with the entry form securely attached to the envelope.

Artwork that includes photographs of students must have authorized release forms signed by the parent/legal guardian of each child pictured. **Do not roll!** Posters will not be returned and become the property of Choose Peace/Stop Violence. Entries may be used in public forums.

Entries must be mailed or delivered to:

Broward County Public Schools
Diversity, Prevention & Intervention Department
Attn: Cynthia Tapia-Rodriguez
Lauderdale Manors Early Learning Center
1400 NW 14th Court
Fort Lauderdale, FL 33311

AWARDS

The winning entry materials will be featured in the 2015-16 Choose Peace Campaign.

The school or organization where the winning entry originates will be awarded **a PEACE POLE and the student a \$100 gift card.**

For additional information

www.choosepeacestopviolence.org

or contact:

Anita Fraley

afraley@unitedwaybroward.org or

Cynthia Tapia-Rodriguez

cynthia.tapia-rodriquez@browardschools.com

2014-15 PEACE POSTER CONTEST

SUBMISSION FORM

DEADLINE: November 26, 2014

Entries will not be accepted after this date. Please fill out completely and **FIRMLY** attach this form to the back of your class poster submission or your DVD.

Entries will not be accepted after this date.

School: _____

Grade: _____

Teacher _____

Email: _____

School Phone Number: _____

Explanation statement of activities conducted during Choose Peace Week 2014

Signature of teacher: _____

**If photographs of children are used, please make sure to submit each student's signed release form that is on file at your school.*

Please do not write in this box. Official use only.

ENTRY NUMBER:

DATE RECEIVED:

SCORE:



Post Activity Survey

This form must be completed by each participating student and submitted along with Contest submission.

1. I learned new facts about bullying, cyber-bullying or how students can build PEACE with others

No/Disagree

Yes /Agree

2. I think promoting CHOOSING PEACE will produce a safer school climate.

No/Disagree

Yes/Agree

3. Will YOU promote PEACEFUL solutions to conflicts among your friends and other students?

No/Disagree

Yes /Agree

4. Will you promote PEACE in your community?

No/Disagree

Yes /Agree



imagine ...

