



BETTER WORLD PROGRAMME

PEACE EDUCATION

Introduction:

The Better World – Peace Education badge explores creating a culture of peace that celebrates diversity and inclusion, understanding the impacts of war and conflict, and learning the actions to support peace in your community.

Peace education is about understanding and managing conflict in your own life and from a broader perspective, learning how peace is fostered both nationally and internationally. Peace is normally viewed as the void of violence or absence of war between countries or groups. However, in many ways conflict is inevitable, so learning how to resolve conflict and address it properly when it does arise is very important. Peace can be maintained by developing and strengthening dialogue, understanding, and respect between different people and cultural groups. This can also take place through daily acts of goodwill. If we adopt and promote dialogue, understanding, and kindness towards each other as a way of living our everyday life, the chance of having conflict and war is a lot smaller. It's sometimes difficult for us to understand the experiences of other people from different cultures, different countries, and different world-views. So, to appreciate diversity is to understand how to listen, and empathise with other people's experiences. It's also a look at what makes us all the same and connects us, rather than just focusing on the differences. If we succeed, positive change, peace, and harmony will become a natural part of our culture and traditions. Therefore, promoting the idea of peace is as important in a war-torn environment, as it is in our everyday life, to ensure those respectful values are imprinted in our culture.

To complete this badge, you will learn about the culture of peace, diversity and inclusion, impacts of war, and learn how to support peace through undertaking activities that enable you to experience and appreciate these issues. These will help you to identify where action is needed and to plan a project that will help address at least one of these issues for your community. You will then complete your project, either on your own or in a team, and share what you have done with others.

Remember to Plan, Do, and Review as you work through each stage.

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BETTER WORLD – PEACE EDUCATION REQUIREMENTS

OVERVIEW

Complete four activities from Section 1 (Experience).

Complete a project based on one of those activities for Section 2 (Act).

Share your project and what you have learned for Section 3 (Share).

SECTION 1: EXPERIENCE

Undertake **one** activity related to **each** of the following, to help you

- a) learn about the causes and types of conflict that prevent or disrupt peace
- b) create a culture of peace (developing and strengthening dialogue, understanding and respect between different people and cultures and celebrate diversity and inclusion)
- c) learn about the impacts of war and conflict
- d) recognise how to support and encourage peace.

These activities can be from the Activity Guide (page 4), or create your own.

SECTION 2: ACT

- Select one of the topics you have learned about that you would like to focus on in detail.
- Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.
- Determine a goal that you would like to achieve around this issue.
- To achieve your goal, create a project you could complete that would help fix the problem you have identified. Use the Project Guide (page 13) or create your own.
- Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.
- Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

SECTION 3: SHARE

- Did you achieve your goal? Why/why not?
- Reflect on the impact of your project.
- Reflect on what you have learned. How do you feel about peace now? Are you worried about it, excited about how you can make a difference, or just not interested?

- Choose a way to share your project and what you have learned with others as a way to spread the word and create participation. This should include explaining how other people's actions can create or diminish peace.
- Identify future actions that could take place in your local or global community, and how you could continue to act on what you have learned.

Acknowledgements:

Thanks to Red Cross and UNESCO for their input into the activity guide.

PEACE EDUCATION: ACTIVITY GUIDE

Note: K, C, S, V, and R refer to Keas, Cubs, Scouts, Venturers, and Rovers, and indicate which sections the activity is most suitable for. These are suggestions only.

A) LEARN ABOUT THE TYPES OF CONFLICT THAT PREVENT OR DISRUPT PEACE AND THEIR CAUSES

These activities will help you UNDERSTAND the causes of conflict and RECOGNISE some solutions to resolve it.

(Remember, young people are more likely to remember conflict management lessons they've learned using real-life examples, such as sport or family conflict).

- In a group, each person writes down (anonymously) a conflict experience that they have had. Collate these experiences according to the type of conflict. There could be inner conflict, bullying, gossip, exclusion, personal conflict, confrontation, violence etc. In their groups, act out one of the conflict situations. Now add a way to resolve the conflict – did someone else step in? Did you resolve it yourself? What would have helped you resolve the conflict better? If you hadn't resolved it, how might the situation have escalated? Share your findings with the group.

C, S

- Before you begin, define what bullying is, and what it isn't. How does bullying differ from being mean or unkind? What are examples of negative behaviour which are not bullying? Now brainstorm the reasons behind bullying in schools. Why do you think that bullies act in such a way? What reasons could there be that make them bully? Complete a big brainstorm in two sections: one section for ideas on why bullies bully, and the other section for reasons why victims don't report bullying. Create brochures to bring awareness to the problem of bullying. Who you will make the leaflets for - victims of bullying, parents, teachers, or witnesses of bullying? Include advice that is relevant for that group of people. Copy and share the leaflets with your group and community.

K, C, S

- Learn about some forms of conflict that are the most common in New Zealand. Find some statistics and present them in a compelling way. What does this form of conflict look like? Words, physical action, or through inequality? Does it occur within families, friend groups or strangers? Present your information in a creative way (e.g. story, skit, song) and share it with your group. Remember, some conflict can be subtle, such as the way racism can be casual in the way it presents itself through day-to-day interactions or policies in New Zealand.

C, S, V, R

- Ask a local conflict expert such as a counsellor, mediator or psychologist to speak with you and host a workshop for your Scout families. With the expert's advice, you may be able to learn how to deal with conflict in an effective way, and having your family attend will strengthen the learning. Other members of the community can also

be a part of this activity, which can be an occasion to raise awareness about issues such as bullying, name calling, physical violence, and to spread the word about peer mediation, through explanation, demonstration, and role play.

K, C, S, V, R

- Have a discussion about the trends in movies and video games, particularly related to violence and gangs. Watch or play a range of these, and discuss the images that they portray. What message do you get from the films and games? Take part in a debate – one group proposes that movies/video games glorify violence and promote gang violence, (and therefore companies should be banned from selling these kinds of films/games). The other group will disagree with this idea. Each team will have fifteen minutes to discuss and come up with reasons that they could use to justify their point of view. It may be difficult to come up with ideas on the topic if participants have been assigned an opposite view to that of their own, but this in itself will cause participants to consider ideas that they may not have before. Discuss the topic after the debate – which side was most persuasive, and why? Was it difficult to present ideas that were contrary to your beliefs? What action do you think the gaming industry will take over violence? Does the current classification system work for film ratings?

S, V, R

- Discuss whether you believe 'difference' is one of the main causes of conflict, and justify why you believe it is/is not. Discuss and write down what you think are the best ways of dealing with differences that may cause conflicts. According to Mary Parker Follet, "There are three ways of dealing with difference: domination, compromise, and integration." Discuss the meaning of the quote and whether you agree with the three mentioned ways of addressing difference. Take the solutions to dealing with difference you've already identified and sort them into the three categories: Domination, Compromise, and Integration. Consider which type of differences (and by extension, which potential conflict situations) should be solved through dominance, which should be solved through compromise, and which are best dealt with through integration. Mary Parker Follet continues: "By domination only one side gets what it wants; by compromise neither side gets what it wants; by integration we find a way by which both sides may get what they wish." Debate the quote and give arguments as to why you agree or disagree, and if, like Mary Parker Follett, you believe that integration is the only appropriate way of approaching the idea of 'difference'. How do you think each of the 3 ways of dealing with difference would impact the shift of difference into conflict? If you wish, change the way you have sorted your solutions, and justify any changes.

S, V

- Depict a common conflict at home, school or elsewhere through the medium of photography. Come up with a common conflict; it could be anything from a squabble over the television remote, to jealousy of a sibling, to bullying or exclusion etc. Stage a conflict scenario such as this, and then a depiction of the way in which that conflict could be resolved. To portray this conflict and its resolution, take a sequence of photos which show the conflict and its resolution bit by bit, so that when they are printed and put in order, they tell a story like a comic book does. Share your photo story with others and ask others to guess

what the conflict depicted is. Ask for other suggestions – what are some other solutions, and how would they have played out? Note: this activity should be handled carefully with adult support, so if challenging or personal situations arise, youth members don't have to face them alone.

C, S

- Explore some non-violent actions that people have taken to resolve conflict. For example: Parihaka, Gandhi's peaceful rebellion, or America's Civil Rights movement. Look into the principles of non-violence and the actions of peace that have shaped the world. Present these stories back to other Scouts in a creative way, e.g. skit, poster, poem, song, presentation, or photo montage.

K, C, S, V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

B) LEARN HOW TO CREATE A CULTURE OF PEACE

(Developing and strengthening dialogue, understanding and respect between different people and cultures, and celebrate diversity and inclusion)

These activities will help you UNDERSTAND how to create a culture of peace, and CELEBRATE differences and diversity.

- Use our SCOUT Values (Have Respect, Do What is Right, Be Positive) and consider the peaceful actions of our organisations, and think about how they influence a culture of peace within Scouting. Questions might focus on “What does it mean to be a friend for all?” or “What do we mean by having respect for others?”

K, C, S, V, R

- Create a collage on the theme of justice, peace, and refugee crises. Display it in a local place of worship, suburban hall, or community centre.

K, C, S, V, R

- Hold a Scouts' Own on the theme of peace, diversity, and inclusion.

K, C, S, V, R

- Firstly, tell the following story to your group: *Geese fly in a V formation. As each goose flaps its wings it creates uplift for the bird that follows. By flying in a V formation, the whole flock can cover nearly three times the distance than if each bird flew alone. When a goose falls out of formation, it feels the air resistance of flying alone, so it quickly rejoins the formation to take advantage of the lifting power of the bird in front of it. When the lead goose tires, it rotates back into the formation and another goose flies into lead position. The geese, flying in formation, honk to encourage those up front to keep up their speed. When a goose is wounded or gets sick, two other geese drop out of formation and fly with it to help protect it. They stay with it until it recovers or dies and then they form a small formation to catch up to their original flock.*

What can we learn from this story? Do you think humans act like this?

What does it tell you about creating a culture of peace? If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

Secondly, complete this activity. Make a large hoop of rope. If using knots, make sure they are very secure. Divide the group into four teams.

In turn, each member of the team pulls in opposition to the representatives of the other three teams. The objective is to pull the rope circle back to their home base – a chair – on which is placed their Scout scarf. The winner is the first to pull their scarf over their own head, while still holding on to the rope. When everyone has had a turn, an exciting finale can be created if everyone participates in the tug, the winner being the first to put their scarf over their head. On completing both the reading and the game, in a moment of quietness together, the group can be encouraged to discuss the geese working together and their teams competing in the game. Point out that if the objective of the game was to put a scarf around your neck, then everyone could have won, if they had not pulled against each other. Everyone can then resolve to work with someone else in the following week to accomplish a good turn for a deserving cause or individual. They might even wish to tie a thumb knot at the end of their Scout scarf that they will only undo when they have

completed their challenge.

K, C, S

- Divide into two or more teams. A Kaiārahi devises a sentence for each team with as many words as there are members in a team. Each word is written on a different piece of paper. Each member then pins the word onto their chest and on 'Go' has to hunt for their correct place in the sentence. The first team to complete their sentence is the winner. The Kaiārahi can then explain the benefits of peaceful co-operation and the game can be repeated. Extension: try it with each person's word pinned to their back, or setting a no-talk rule.

K, C

- Make a list of things you could do each day that would be considered acts of kindness, or daily actions of goodwill. For example, instead of pulling out your phone on the bus or train, have a chat with the person who sits next to you; say hi to the person who serves you your drink or food at the coffee shop, or, food court, and ask them how their day is going; hold the door for the person walking through behind you; compliment a classmate or fellow Scout on something you like or admire about them; congratulate someone on a job well done; bring in the curbside rubbish bin for your neighbour; thank your parents for preparing your meal; thank your sibling for loaning you a toy/game/clothing. Aim to achieve at least 5 daily actions of good will every day for a week. Record how it makes you feel. Does it become more natural? Can you do an additional act every day? How do you think this might be contributing to a more peaceful society? Do you notice anyone else doing these similar acts? How can you encourage more people to act this way?

K, C, S, V, R

- Give each group some old magazines or newspapers and ask them to cut out twelve pictures depicting peace, friendship, and cooperation, and paste them onto a large sheet of paper. Ask each group to explain their choice of pictures.

K, C

- Construct something comprised of symbols of world peace such as doves, the globe, white ribbons, the World Scout Badge, olive branches, and rainbows. Sell these as a fundraiser and donate the proceeds to a local charity working on improving peace in the community.

K, C

- Learn a song about peace, such as *I'd Like to Teach the World to Sing*, or *Imagine*. Perform it for the group.

K, C

- Invite a panel of guest speakers, who have lived through different experiences related to diversity, peace, or conflict to speak to your group. Ask them to share their journey, what they have learned, and how they think we can create a peaceful society.

K, C, S, V, R

- Japanese paper cranes have become a well-known symbol of the movement for a world without nuclear weapons. Every year, thousands of children across the world fold paper cranes to honour the children who died in the atomic bombings of Hiroshima and Nagasaki in 1945. Read the story of *Sadako and the Thousand Paper Cranes*, by Eleanor Coerr. Sadako, a victim of the bombing, started to make paper cranes but didn't reach her target of 1,000 as she died from radiation poisoning. Challenge your group to target making 1,000 cranes as part of the Japanese legend. These could be strung together to make a ceiling display and donated to a

local community centre.

K, C, S

- Split the group into small groups. Each group thinks of a conflict that one of them has been involved in recently, or that they have seen on a television programme, video clip, or video game. Each member of the group takes a role in the conflict and together they work out a tableau or 'frozen picture', which shows one instant of the conflict. For instance: a young person is watching a television programme when their sibling comes home and changes the channel without asking. There should be no words in the presentation of the tableau. Each small group shows its tableau to the whole group, who then tries to guess what the conflict is. The audience should ask the characters questions to find out how they are feeling. For instance, what were they doing before the conflict? What words describe how they are feeling now? The onlookers then make suggestions for how to resolve the conflict. Characters can 'unfreeze' one at a time to give their views on each solution. Continue until a solution is found which is acceptable to all members of the tableau. For instance, the young person agrees to watch their sibling's show with them next. Afterwards, discuss the following with the group: How could the conflict have been avoided? What can we learn from the conflict? How can we, as a group, respond to conflict in the future? Stress that listening to each other and valuing others' opinions is key to resolving conflicts, whether it is in the home or between different countries. Observe how often characters on television are in conflict.

C, S

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

C) LEARN ABOUT THE IMPACTS OF WAR AND CONFLICT

These will help you REALISE what the impacts of war and conflict can be and UNDERSTAND its effects at an individual, community and global level.

- Keep a daily diary of news items which feature stories of peace and conflict. Include local and international events, initially by finding reports in the newspapers. Then, encourage other Scouts to bring articles from home, write up reports they have heard from television or radio, or print updates from news websites. Both successful conflict resolutions and continuing disputes should be included. It is important that reports are taken from different types of media outlets. Once you have a good collection, review all the articles you have. How many are related to peace, and how many related to conflict? Why do you think this is? What are the common themes? Learn about media bias, for example by comparing two reports of the same event from two different outlets, and seeing if they tell the same or a different story. How do the articles make you feel? Next time you hear about an event, try writing your own article. How easy/hard is it? Share your collection and what you have learned with others in your group.

C, S, V

- Write and deliver a series of reflections during Scout meetings that serve to highlight our position in the World, and the position of those bereaved or affected by war. What are your favourite ANZAC Day poems, reflections, or songs?

C, S, V, R

- Bricklaying activity. Firstly, distribute a few blank A4 sheets of paper to each participant. Draw a brick shape around the edge of each sheet, using coloured pens or sponge printing. Create a set of 'starter bricks' – add quotes from news clippings and personal narratives from television and radio in the space in the centre of the A4 sheet. Leave some sheets blank in the centre. Distribute the 'bricks' among the group, so that everyone has one 'starter brick' and at least one blank brick. In turn, each person reads out the quotation or information from their starter brick and then pins it up on a notice board or sticks it to a wall. The idea is to begin making a wall of bricks. Secondly, allow time for everyone to read the various contributions and discuss how they feel. Then each person writes down their own thoughts on a blank brick and, when complete, this is stuck up on the wall as well. Suggestions on what to write should be given – such as reflections, poems, readings and personal comments. Allow time for everyone to read all the new contributions and to discuss quietly how they feel. This might be displayed on the wall where others can see it and they may be invited to contribute.

K, C, S, V, R

- Make arrangements to express sympathy to families or those directly affected by a recent conflict, maybe members of Scouting across New Zealand or around the world. This could include writing cards and letters, making a donation, prayers, organising a baking drive, or attending an observance (memorial service, vigil) etc.

K, C, S, V, R

- Be part of a discussion with your group that enables people to express their feelings and open their minds to the realities of conflict. We need to

challenge short-term thinking, hate, and prejudice as well as show solidarity with the victims of war, no matter where they live. How can we best do that? This activity will be best facilitated by a Kaiārahi.

C, S, V

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

D) RECOGNISE HOW TO SUPPORT AND ENCOURAGE PEACE

Be able to RECOGNISE the ways you can encourage peace and KNOW how to work as a community to achieve this.

- Take part in the Paper Doll project. Initiated by Daniel (age ten) and Emily Barback (age eight) from the Bay of Plenty after the Christchurch mosque attacks in 2019, the project is designed to create a long, long line of paper dolls that show children of different cultures holding hands. More information, including templates and mailing instructions, is available online.

K, C

- Design one or more greeting cards on the theme 'Building Bridges of Friendship and Empathy'. Exchange cards with a local community organisation as a sign of empathy and friendship.

K, C

- Send a message of friendship to Scouts in a country affected by conflict. Design your own card, postcard or letter and make sure that everyone has a chance to contribute, even if it is only to sign the message. Tap into your available network (fellow Scouts, teachers, places of worship, neighbours) to uncover the best way to get your messages to the right place.

S

- The colour white is symbolic of peace. Include a 'Peace Week' in your programme and ask all Scouts to wear white instead of uniform. Run a range of activities for your group that explore peace. Include a discussion around the nature of peace and what it looks, sounds and feels like personally, at home, at school, at Scouts, and within the national and international community.

K, C, S

- Make a giant human 'Peace' symbol, or deliver a flash mob using a song carefully chosen with your Scout group, to create awareness of the importance of peace. Take photos/videos and challenge other local groups to also create one, building a chain of peace.

K, C, S

- Reflect on and answer the following questions and present them back to your group in a format of your choice.
Conflict resolution and cooperation: What conflicts am I facing? What conflicts do I see in my surroundings, in my country, around the world? What does the conflict mean to me? What would a respectful conflict resolution look like for me (which would take into consideration the needs of all)? What are the causes and impacts of conflicts (geographical level - my surroundings, my region, country, continent, world; historical level - past and present)? What are the possible impacts of power-based solutions of conflicts between individuals/between groups/nations? Do I know how to be a respectful part of the conflict and how to contribute to resolution? Do I know how to cooperate? In which ways can I approach interpersonal conflict? What actions help me, what actions don't? Where could I get involved, who could I contact, how can I prepare, where can I disseminate my knowledge and skills to highlight the importance of approaching conflicts in a constructive way?

K, C, S, V, R

- Find out all you can about an organisation which provides essential emergency services or gives help to other parts of the world. Each small team could choose a different agency. You could organise an exhibition for the whole Group and invite parents to a talk by an invited expert or member of the studied organisation.

C, S, V

- Prepare a video on the theme of 'Peace and Human Understanding'. Cover some key points and leave some questions and challenges for follow up discussion. Submit the video to the givenothing.co.nz website.

V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

PEACE EDUCATION: PROJECTS GUIDE

These projects will enable you to ORGANISE and participate in a community initiative to help improve peace and CONTRIBUTE to a more peaceful society.

Note: It is vital to ensure that your project is going to achieve its intended outcome of benefiting others through a focus on community development. Being helpful, rather than just assuming helping through your service project. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project. To make significant change, partnerships and empowerment are key.

- Plan an event on the theme of 'Building Bridges'. How do we connect with people of other cultures, other ways of living, those with different ideas, from other organisations in your area, or those who have a different faith, different abilities, or different political or lifestyle views?
S, V, R
- Organise and run an anti-bullying campaign in your Scout group, school, or community.
K, C, S, V, R
- Create a 'Wheel of Choice' – a cardboard circle with a spinning arrow in the middle. Write down and draw pictures of different strategies that can help resolve conflict around the outside of the wheel (e.g. ask for help, apologise, walk away, compromise, talk it out, go to another activity). Use this in your Scout group whenever conflict arises between two members or during a game or activity. Make a few more and donate them to schools or families that may like them.
K, C
- Create a poster on 'peaceful problem solving' that could be used on a day-to-day basis to help children resolve conflict. You could use the following instructions, or create your own. 1. Stop and Stay Calm – stop what you are doing. Stay calm and take some deep breaths. 2. Use an "I" message – take turns talking. Share how you feel and why. Listen to each other. Say "I feel...when you...because...Can you please...". 3. Find a solution – think of some solutions to the problem together. Take turns and listen. 4. Compromise and apologise – agree on a solution. Make a deal. Say "I'm sorry" if necessary.
K, C, S
- Create a video highlighting the impacts of domestic violence in New Zealand, and share it with your community.
V, R
- Plan and organise an activity which will make your community a better, more peaceful place. Examples: a picking-up-rubbish drive, weeding community gardens, planning for an inter-Scout-group event, visiting a local home for the elderly, visiting local businesses to promote your 'peace community', promoting an anti-violence policy if your Scout group does not already have one.
K, C, S, V, R
- Provide support to former refugees who now live in your neighbourhood, some of whom may have come from conflict zones.
K, C, S, V, R

- Create a Peace Garden - an area dedicated to peace - in a local place of worship, park or Scout hall grounds. How can everyone be involved in the initial creation, planting and ongoing maintenance? (An alternative approach is to construct a labyrinth to support the practise of personal contemplation). Friendship benches could be set up as friendly spaces to resolve conflict, hold peaceful activities, or to offer friendship.
K, C, S, V, R
- Undertake a project related to providing immediate support to disaster-affected communities.
K, C, S, V, R
- Create, or participate in, a day-long programme which celebrates a sense of togetherness and whanaungatanga. Involve a wide range of people from your community and encourage participants to interact with each other, to explore ways to increase connectedness in your community.
K, C, S, V, R
- Undertake a project related to preparing Scouts for disaster response assistance (e.g. organising families in your community to prepare an emergency kit)
K, C, S, V, R
- Do any other project approved by your Youth Leadership Team or Kaiārahi.
K, C, S, V, R