Center for Cooperative Principles
Educating for Unity, Freedom, and Goodwill

International Day of Peace
Education Resource Packet

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September 21st

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Contents

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Introduction

The International Day of Peace (IDP) is an opportunity to join educators and students around the world in exploring and celebrating our capacity for goodness, cooperation, and the creative potential of the human spirit in constructing a peaceful and sustainable future. The International Day of Peace is part of the effort that is happening throughout the world to create a Culture of Peace. From international organizations, national groups, communities, schools, families to individuals on every continent across the planet there exists a focus on creating peace.

The International Day of Peace Education Resource Packet empowers participation in the IDP. It also increases awareness and understanding about the relationship and role of education to developing a Culture of Peace and empowers educators and students to be active participants in this emerging culture. The International Day of Peace Education Resource Packet was created in honor of Ron Matsko-Ensel, former Vice President of the Biosophical Institute, who was a peacebuilder and advocate for peace education.

If you are new to the International Day of Peace, welcome and enjoy! If you have participated in the IDP before, you know the inspiration and joy of joining with others throughout the world in the spirit of goodwill, cooperation and possibility.

> "Positive creativeness is the fundamental quality of the human spirit. Let us welcome all those who, surmounting personal difficulties...propel their spirits to the task ok Peace-building, thus ensuring a radiant future."
>
> Nicholas Roerich

A Culture of Peace

> A Culture of Peace is a culture that promotes peaceable diversity involving constant shaping and reshaping of understandings, situations, and behaviors to sustain well-being for all.
>
> Elise Boulding

The idea of a Culture of Peace is relatively new. The term, culture of peace, came into use in 1986 through the Cultura de paz developed in Peru and the Seville Statement on Violence. The Seville Statement on Violence was issued by a group of fifty scholars and scientists from sixteen counties as a report of their study of violence and war. They concluded that there is no biological predetermination for violence or war in the human species. Human beings are free to create war or peace.

The understandings that violence is not inevitable and that we are free to create new ways of being as individuals and societies have inspired and empowered many people and organizations around the world. Scholars, scientists, practitioners and educators have begun to look at the past to re-examine our history. They are uncovering and studying the aspects of human behavior and culture that are the foundations and heritage of peace and cooperation. Throughout history and throughout the world there is evidence of peace and cooperation within families, communities, societies, and nations. Sociologists and anthropologists have studied the factors that contribute to the creation peaceful or aggressive cultures. These efforts and others have resulted in the mobilization of people, resources, and creative labor signified by The United Nations dedication of the years 2001-2010 as the International Decade for a Culture of Peace and Non-violence for the Children of the World.

The World Health Organization (WHO) reported in 2002, that in the year 2000, 1.6 million people died as a result of violence: 815,000 deaths by suicide, 520,000 homicides, and 310,000 war-related deaths. While the statistics about the presence of violence in the world may seem discouraging, they reveal only part of the picture. The WHO also stated in 2002 that "violence is a leading worldwide public health problem" and "based on evidence – violent behavior and its consequences can be prevented." This represents the part of the picture that is most often not seen.

Extensive research and development of programs have occurred in the areas of conflict resolution, violence prevention, and peacebuilding. We know much about the root causes of violence and how to address those causes. Positive change is in fact happening. The possibility for greater positive changes, widespread constructive growth, and overall increased public health and wellness exists. There is still much to learn, to research, and to do to fulfill the call for a Culture of Peace and Non-violence for the Children of the World.

Framework for Educating Towards
A Culture of Peace

> Culture-creating activity involves constant interaction at every level of society....Our societal capacity for aggression or peacebuilding depends on patterns developed from the individual and the interpersonal to the nations.
>
> Elise Boulding

Educating towards a Culture of Peace can seem as if it is an overwhelming task, of immense proportions, not relevant to daily life, and attainable only at some far distant date in the future. Webster's Dictionary defines culture as "the ideas, customs, skills, arts etc. of a people or group, that are transferred, communicated, or passed along, as in or to succeeding generations". Then Webster's continues, culture is also the "development, improvement, or refinement of the intellect, emotions, interests, manners, and taste; the result of this; refined ways of thinking, talking and acting."

When we combine Webster's and Boulding's definitions the urgency, significance and pragmatism of educating towards a Culture of Peace becomes clear. Societal capacity, the ideas, customs, skills, arts etc. of a people, that are transferred to succeeding generations, depends on patterns developed from the individual and the interpersonal to the nations, through the development, improvement, or refinement of the intellect, emotions, interests, manners, and taste, resulting in refined ways of thinking, talking and acting. Thus, through developing the physical, emotional, mental and transpersonal capacities of individuals, groups, communities, and nations *in the understandings and skills of cooperation and peace*, societal orientations towards peace and cooperation in all areas politics, business, media, technology, economics, art, leisure, science, education, psychology, and religion are nurtured.

Educators in every role, in every area, at every level can be part of creating a Culture of Peace. Since, "culture creating" occurs at every level of society, whether your work is focused on the level of the individual, of community, of nations, or globally it impacts culture. Whether your work is focused on developing physical, emotional, mental, or transpersonal capacities it impacts culture. Every subject area is a reflection of and creates culture. No matter what age your students are, they are participants of and creators of culture. Most of this culture creating activity goes on without our conscious participation. To educate for a Culture of Peace requires one to explore what is peace and what is a Culture of Peace?

One of the difficulties with the idea of peace is that is seems to be an absence of something, which makes it challenging to visualize, think about, and educate for. Johann Galtung has developed a conceptual framework that assists in understanding the deep and complex ways that violence and peace relate to life. He provides a framework in which we can examine types of violence, discover their effects, and then use the framework to identify and create ways to have peace in our lives and in the world.

Galtung uses the following concepts:

Structural Violence
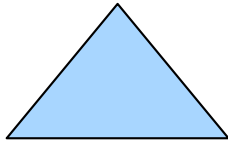
Direct Violence   Cultural Violence

Structural Peace

Direct Peace   Cultural Peace

Structural Violence
Social, political or economic
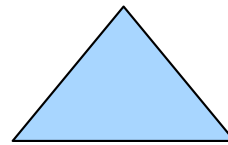systems that meet the needs of some persons
expense of others.

Structural Peace
Social, political or economic
systems that meet the needs of all at the
persons – social justice.

Cultural Violence
Attitudes, values and norms that
create the perception that violence
is acceptable.

Cultural Peace
Attitudes, values and norms that
create the perception that
nonviolence, peace, cooperation and
justice are acceptable.

Direct Violence
Intentional harm inflicted by a person
or group on another person or group;
can be physical, verbal or psychological.

Direct Peace
Intentional acts of goodwill, justice,
cooperation or nonviolent conflict
resolution done by a person or group
for another person or group.

Each level impacts and informs every other level. Such a framework can assist in determining what is the most effective and appropriate level - structural, cultural, or direct - for educational planning. Every subject matter as a reflection of our culture is directly related to this framework. Also, every educational setting: schools, churches, temples, mosques, community programs, universities, environmental education, adult education, etc. is an effective and necessary part of educating for a Culture of Peace.

"It is this generation's duty to create for the younger generation the traditions of Culture for there, where Culture is, there is Peace...This will occur when simultaneously in all schools and educational institutions, the world will be reminded of the true treasures of humanity, of creative heroism, of a richer and fuller life. The ennobled consciousness...will naturally enter upon the path of peaceful construction, discarding as shameful rubbish all belittlement of human dignity created by ignorance."

Nicholas Roerich

Educating Towards a Culture of Peace

Educating for peace and cooperation is an open field of discovery, and in every endeavor of discovery, of prime importance is the journey. We have a goal, which guides us along the way, but it is our every step that carries us to our destination. Educating for peace and cooperation is the journey of our every step.

There is a longing within the heart that calls us to this journey. In answer to that call we begin to wonder, what can I do as a teacher, administrator, or parent to bring greater harmony into my classroom, school or family? At this point people often decide to give up (*It's too hard. It's too big a job*.), or to put aside the question (*I already have too much to do. I don't know where to begin*.), or to begin the journey that not only changes how one teaches, parents, or lives, but transforms who we are. (*I am willing*.)

This is the point at which we enter the path of peace itself. It is a path that has one starting point and yet can be started at any place, at any time, by anyone. The point of entry to the path of peace is the human heart. The path of peace is the path of beauty. As the heart unfolds it opens into greater awareness and deeper compassion of itself and the world around it. This opening of the heart leads us to aspire to become ever more skillful in the ways of goodwill, wisdom, and action.

Creating peace and cooperation in our families, schools, communities and world is our destination. When we look around us there is much suffering, violence, and despair. As we walk the path of peace we are co-creators of a Culture of Peace. We bring recognition to peace, and attention to violence and injustice. We create a world that works for all of us based on the principles of respect and the dignity of all life.

The path of peace begins not with *what do I do*, but rather, with *what do I believe*. The path begins with an inward question an examination of what is peace and how is it lived? Continual questioning and discovering spirals through how we act in life. In this way the inner and outer journey of peace are in reality one journey with two strands that cannot be separated. Let us travel the path of peace as a torchbearers of a Culture of Peace.

"The souls of people, on their way to Earth-life, pass through a room full of lights; each takes a taper – often only a spark – to guide it in the dim country of this world. But some souls, by rare fortune, are detained longer – have time to grasp a handful of tapers, which they weave into a torch. These are the torch-bearers of humanity – its poets, seers and saints, who lead and lift the race out of darkness, toward the light. They are the law-givers and saviours, the light-bringers, way-showers, and truth-tellers, and without them humanity would lose its way in the dark."

Plato

The International Day of Peace (IDP)
September 21st

Participating in the International Day of Peace is fun, inspiring and meaningful for you and your students. Besides the spirit of the day itself, the best thing about it is that you can participate in any way that you choose.

- ❖ It can be as simple as introducing the IDP at the beginning of class time on September 21st and taking a moment of silence, thinking about all the people around the world honoring the IDP, and having students share their ideas and hopes for peace.

- ❖ Plan an activity for the day. Have students express their ideas and visions of peace through art forms such as pictures, sculpture, collages, or through literature in poems, letters, stories or dance or music.

- ❖ Your class can plan the IDP as the theme of the day for September 21st.

- ❖ The whole school can plan the IDP as the theme of the day for September 21st, get everyone involved!

- ❖ Use the beginning 6-8 weeks of school to explore and develop an action plan for creating a culture of peace and cooperation in your class or school, culminating with a celebration on September 21st the International Day of Peace.

The International Day of Peace can be integrated into your curriculum and support what you are already doing in your classroom or school.

1. First and foremost, be creative! Developing new ways of being and living together requires daring and the utmost of our creative human spirit.
2. Involve your students. Inclusion, partnership, and shared responsibility are themes of a Culture of Peace. These ideas can only truly be understood by experiencing them.
3. Design your activities and plans to express interconnectedness with each other and the world in a way that increases awareness of how we are impacted by each other, within our recognized connectedness.

Post your activities on the International Day of Peace website so your students can see their part in this worldwide event.
www.internationaldayofpeace.org/post

About the International Day of Peace

September 21st

On November 30, 1981, the United Nations General Assembly resolved to dedicate the third Tuesday of September every year as the International Day of Peace.

"As set forth in the preamble of the Charter of the United Nations Educational, Scientific and Cultural Organization, since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed, that a peace based exclusively upon the political and economic arrangements of Governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind."

"Considering that, through the declaration and proper celebration of an international peace year and an international day of peace, it would be possible to contribute to strengthening such ideals of peace and to alleviating the tensions and causes of conflict, both within and among nations and peoples."   (UN/A/RES/36/67)
www.un.org/documents/ga/res/36/a36r067.htm

On September 7, 2001, the General Assembly amended the original resolution declaring that the International Day of Peace shall be observed on September 21st each year calling for the International Day of Peace to be observed as a day of global ceasefire.   (UN/A/RES/55/282)
www.internationaldayofpeace.org/res-55-282.pdf

The International Day of Peace "is meant to be a day of global cease-fire, when all countries and all people stop all hostilities for the entire day. And it is a day on which people around the world observe a minute of silence at 12 noon local time."

-- Kofi Annan --
United Nations Secretary-General
21 September 2005

For more information visit: **www.internationaldayofpeace.org**
                                           www.un.org/events/peaceday/

International Day of Peace
Activities for Elementary Students

❖ **Shared Responsibility:** At a class meeting, introduce the IDP. Ask for student input into how to participate and have students take part in planning and organizing the activity.

❖ **Exploring Peace:** Participate in the IDP through writing, listening, or expression. Peace has many meanings and can be expressed in many ways. Explore what peace means on the level that is most appropriate; peace within one's self, peace in the family, the classroom, the school, the community etc. Students can discuss, write, or illustrate their ideas about the different types and expressions of peace. Include problem solving by having students think about what gets in the way of or stops peace, and how to restore peace.

❖ **Identity, Unity and Diversity:** Explore the concepts of identity, unity and diversity. Young students can draw or describe themselves and identify similarities and differences with classmates. On the IDP students bring their favorite cookies to share. Before eating the cookies, discuss what is alike and different about them. Connect the activity to the unity and diversity of the human family. Older students can explore their ethnic or cultural heritage and present aspects of the many backgrounds found in the class through music, stories, clothing, housing etc. Celebrate with a meal or different foods from one or various cultures.

❖ **Learning about Peace:** Read Where Peace Lives, by Debbie Robins. The book is about an angel named Peace who's been locked in a glass box and the journey to set Peace free. The characters are inspired by the peace teachings of Dr. Martin Luther King, Jr, Buddha, Gandhi, Christ, Moses, and the Prophet Muhammad.

International Day of Peace
Activities for Middle School Students

❖ **Shared Responsibility:** Introduce the IDP. Ask for student input into how to participate within the curriculum focus for September. Have students take part in planning and organizing the activity.

❖ **Problem Solving, Media, Critical Response:** Have students identify "What is violence?" Have students describe how they experience violence in their lives. Divide students into groups and list the types of violence portrayed in media, television, video games, music, and films. Share the results. Have students analyze and evaluate the role they think violence in the media plays in the lives of children, in their own lives, and in our society.

❖ **Conflict Resolution and Cooperation:** Discuss conflict and how students experience it and respond to it in their lives. Discuss competition and cooperation and how students experience both in their lives. Watch the movie *Akeela and the Bee*. Have students note and discuss the conflicts and how they are addressed in the movie highlighting cause and effect. Have the students note and discuss competition and cooperation in the story, again highlighting cause and effect.

❖ **Human Rights:** Explore the concept of human rights through the "Convention on the Rights of the Child". Have students discuss these rights as they pertain to themselves and their community. Examine another culture in a different part of the world and discuss these rights as they pertain to children in another community. Downloadable at www.unicef.org/crc/index_framework.html

❖ **The Environment and Natural Resources:** Explore the interrelationship of humans and their demands on natural resources and how this is impacting the environment globally and in their community. Have students identify what their relationship to the environment will be. Have students research and propose a plan for their school that reflects their ideas, beliefs, and values.

International Day of Peace
Activities for High School Students

❖ **Shared Responsibility:** Introduce the IDP. Ask for student input into how to participate within the curriculum focus for September. Have students take part in planning and organizing the activity.

❖ **Conflict Resolution:** Have students discuss what they know about and the value and effectiveness of nonviolent resolution to conflicts. View one or more segments from *A Force More Powerful*, edited by Peter Ackerman and produced by Steve York. The work is a series of 30-minute segments that explore recent nonviolent movements including the Civil Rights movement, Apartheid, Danish resistance in WWII, the Polish Solidarity movement, and Chilean worker's efforts. Discuss the topic again after viewing.

❖ **Career Choices:** Invite professionals in the fields of peace to come and speak about their work. Choices include mediators (court, family, business,), ombudsperson, community development workers, human/civil rights officers, peace educators, peace or conflict studies professors, non-profit directors or program service providers, social justice workers, humanitarian aid workers, environmental professionals etc.

❖ **The Arts:** Research and explore the role of art and culture and its relationship to peace. How does war and violence impact art and culture? In the early twentieth century, Russian artist Nicholas Roerich proposed the Banner of Peace, a treaty and flag to protect humanity's cultural, historic, and artistic achievements in times peace and war. The treaty, the Roerich Pact, was signed by President Franklin D. Roosevelt and representatives from 20 other American countries in 1935. How do we identify and protect humanity's treasures? www.roerich.org/nr.html?mid=pact

International Day of Peace Projects

Below is a list of some projects that you might wish to participate in on the International Day of Peace. Go to the websites for more details or to be part of the project.

PINWHEELS FOR PEACE
More than 1350 schools and groups around the world participated last year in the Pinwheels For Peace program to celebrate Peace Day, creating and displaying 1/2 million pinwheels for peace to inspire their communities to imagine whirled peace. This year many more will participate. (www.pinwheelsforpeace.com)

SERVICE FOR PEACE
Volunteering for a service project in your community on the International Day of Peace is a tangible way to make a difference for a more peaceful, just and sustainable world. (http://serviceforpeace.org/IDP2005.htm)

TREES FOR PEACE
Any school can join the more than 300 schools in 90 countries that participate in the ENO Schools program (Environment Online) to plant trees at 12 Noon for the International Day of Peace as a symbol for environmental protection and international co-operation, cultural diversity, tolerance, and peace.
(http://eno.joensuu.fi/treedatabase.htm)

PROCLAMATIONS
You can ask your Mayor, Governor & Head of State to join other cities, states and nations in declaring a Proclamation of Peace for the International Day of Peace. Which nation will be the first to declare a Legal Holiday for Peace Day? (www.PeaceProclamations.com)

NOON MINUTE OF SILENCE
Join millions around the world every day at Noon in a Moment of Silence for peace. On the International Day of Peace bring your community together at Noon around one of the more than 200,000 Peace Poles found in every nation that express the wish, "May Peace Prevail On Earth." (www.MinuteOfSilence.org)

FLYING PEACE DOVES
Jane Goodall Roots & Shoots chapters were responsible for flying giant peace doves in 22 countries and 69 cities in 2005 to inspire their communities for the International Day of Peace. Bring the giant doves of peace to your Peace Day celebration. (www.GiantPeaceDoves.org)

PEACE FLAG PROJECT
Make, design, and display peace flags that share positive wishes for the world. The Peace Flag Project works with groups to create peace flags in celebration of the International Day of Peace. They provide instructions and details about making peace flags and how to get involved. (www.thepeaceproject.org)

Culture of Peace Resources for Educators

Peace Education
The Peace Education Center
    www.tc.columbia.edu/PeaceEd
Hague Appeal for Peace
    www.haguepeace.org
Education for Peace
    www.efpinternational.org
Educators for Nonviolence
    www.efnv.org
The Nonviolent Peaceforce
    www.nonviolentpeaceforce.org
International Association of Educators
for World Peace
    iaewp.net
The Peace Foundation
    www.peace.net.nz
Learning and Living Democracy
    www.blk-demokratie.de

Social Emotional Learning
Educators for Social Responsibility
    www.esrnational.org
The Collaborative for Social, Emotional
Learning
    www.casel.org
Nonviolent Communication
    www.cnvc.org

Celebrating Diversity
United Religions Initiative - teachers
    www.uri.org/kids
Teaching Tolerance
    www.splcenter.org/center/tt/teach.jsp

Conflict Resolution
Conflict Resolution Education Connection
    www.creducation.org
Creative Response to Conflict
    www.crc-ny.org
Ohio Commission on Dispute Resolution
www.disputeresolution.ohio.gov/schools.htm
World Council of Churches
    overcomingviolence.org/
Peace Education Foundation
    www.peaceeducation.com

Environmental Sustainability
Green Teacher
    www.greenteacher.com
Envirolink
    www.envirolink.org
Earth Charter Center on Education
    www.earthcharter.org/resources

Global Education
United Nations
    www.un.org/cyberschoolbus
Human Rights Watch Children's Rights
    www.hrw.org/children
World Savvy
    worldsavvy.org
Global Issues in Language Education
    www.gilesig.org

Culture of Peace Resources for Youth

Peace
Youth for Peace
> www.worldpeace.org/youth

Nuclear Age Peace Foundation
> www.wagingpeace.org

Student Peace Alliance
> www.studentpeacealliance.org

Youth Action for Peace
> www.yap.org

Youth Ambassadors for Peace
> www.youthambassadors.com

Youth Led Organizations
Taking It Global National
> www.takingitglobal.org

Global Youth Action Network
> www.youthlink.org

Kids and Teens
> www.idealist.org

World Spirit Youth Council
www.children-of-the-earth.org/wsyc.htm

Conflict Resolution
Youth Violence Prevention
> www.safeyouth.org

Bullying Online
> www.bullying.co.uk

Celebrating Diversity
Tolerance
> www.tolerance.org

Seeds of Peace
> www.seedsofpeace.org

Global Education
United Nations
> www.un.org/cyberschoolbus

Child Rights Information Network
www.crin.org/forchildren/index.asp

World Savvy
> worldsavvy.org

Environmental Sustainability
Peace Child International
> www.peacechild.org

Action for Nature
> www.actionfornature.org

Earth Charter
> www.earthcharter.org/resources

Culture of Peace Resources for Children

Peace
Better World Kids
    betterworld.net/kids

Youth for Peace
    www.worldpeace.org/youth

Taking Care of the Earth
Planet Pals
    www.planetpals.com

NDRC Green Squad
    www.nrdc.org/greensquad

Learning about the World
International Kids Club
    www.planetpals.com/IKC/

Free the Children
    www.freethechildren.org

Solving Problems
Get Your Angries Out
    AngriesOut.com

Stop Bullying Now
    stopbullyingnow.hrsa.gov

Celebrating Differences
United Religions Initiative
    www.uri.org/kids/

Planet Tolerance
    www.tolerance.org