

## PEACE BULLETIN BOARD

Use a bulletin board to help set the stage for the activities that will be carried out during Peace Month. You may create a portable bulletin board or use space on a wall in the classroom.

**Materials:** scissors, blue cartridge paper, tape, black marker

**Directions:**

1. Cut out a strip from the blue cartridge paper and write the following on it: Peace Begins With

**Peace Begins With**

2. Attach the strip to the bulletin board.
3. Have students brainstorm completing the phrase "Peace Begins With...", e.g. "Peace begins with us respecting each other."
4. Create multiple purposes for the bulletin board. For example:
  - a. You can change the heading, or topic, each week – or more frequently - and have the students do various activities reflecting the topic. Their work can then be displayed on the bulletin board.
  - b. Give students index cards. Instruct the students to write a definition of peace. Have students read their definitions. Discuss their ideas. Display the cards on bulletin board.
  - c. Divide the class into groups of three-four persons. Supply each group with magazines, newspapers, scissors, blank paper/cartridge paper/cardboard, and glue. Direct the groups to find and cut out pictures and words and phrases that convey peace. Have them glue their pictures and words to the blank paper/cartridge paper/cardboard. Display their work in the classroom.

## PEACE MURAL

**\*Can be adapted for all age groups.**

**Directions:**

1. Have students create a class mural that depicts a peaceable world and or a peaceable Jamaica. Display the finished product in the classroom. **(Can be done by all age groups)**
2. Have the students do a walking tour through other classrooms, where they would talk about their mural to the students.
3. **Extending the activity:**
  - a. Divide the class into small groups. Have them write one or two paragraphs describing a peaceable world or a peaceable Jamaica.
  - b. Make a chart of all the benefits of a peaceable world or a peaceable Jamaica as follows:

<b>Peace in the World/Peace in Jamaica</b>
<b>Benefits</b>
<ul style="list-style-type: none"> <li>• No more war</li> </ul>
<ul style="list-style-type: none"> <li>• People will no longer live in fear</li> </ul>

## Peacemaker Activities

### For high school students

- **Letters for Peace**

1. Have students
  - a. Write a letter to the editor-in-chief of a local newspaper, telling the editor-in-chief how peace could be achieved in Jamaica.
  - b. Thank the editor-in-chief for his or her attention.
  - c. Request a response to their letter.
  - d. Include a return address.
  - e. Enhance the letter with pictures (optional).
  
2. Have students write a letter to the prime minister about how peace could be achieved in Jamaica. Follow the steps as in (1) above. A similar letter could also be sent to members of Parliament.

- **Famous and not so Famous Peacemakers**

1. Have students undertake a research project that identifies famous peacemakers. Have them work individually, or in pairs, or in groups. Determine what the goal of this project would be. *(Some well-known peacemakers: Mahatma Gandhi, Martin Luther King, Mother Teresa, Rosa Parks, Albert Schweitzer, George Fox.)*
2. Have students identify peacemakers a) in their community; b) nationally; c) in their family. Have them name the characteristics that make these persons peacemakers.
3. Extend the activity by inviting students to identify the characteristics that they have in common with these famous people, as well as where they fall short, and how they might strengthen their shortcomings.

## Peacemaker Research Report Form

Name \_\_\_\_\_ Date \_\_\_\_\_

# Peacemaker Report

My report is about

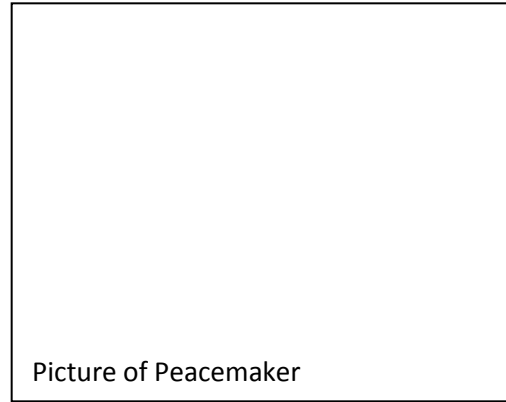
\_\_\_\_\_

This peacemaker was/is from

\_\_\_\_\_

This person is known as a peacemaker because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- **Peace in the News**

1. Have students

- a. Find articles in the news about peace
- b. Cut these out and post them on a wall chart
- c. Find and cut out articles about war, conflict, and violence and post them on a wall chart
- d. Include the date of the articles.

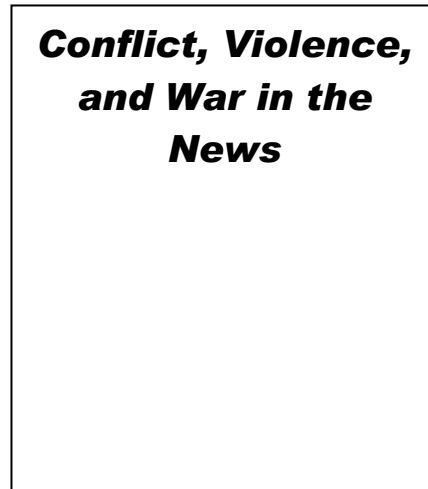
2. **Discussion: (Use the following question to guide a discussion with the students.)**

- a. Why are there more articles on conflict, violence, and war than on peace? (Note their answers at the bottom of the wall chart?)

3. Have students bring in articles on peace and conflict, violence, and war during Peace Month and have ongoing discussions on the nature of the articles and the traits of peace, conflict, violence, and war. (You may have to provide the newspapers. The newspaper companies can provide newspapers.)

**4. Extending the activity:**

- a. Create a display area, e.g., in a hallway or in the classroom or in another area where the peaceful news articles are displayed. Call it the “Peace Wall.”
- b. Have students challenge other students or classes to find peaceful articles to add to the Peace Wall.



**\*The following activities can be made age appropriate.**

- **I Am a Peacemaker**

1. Have students write a journal in response to the following questions:
  - a. How do I become a peacemaker?
  - b. What are the necessary steps to create peace in a) Jamaica; b) my neighbourhood; c) my family?
  - c. How I would change the non-peaceful areas of my life.

- **Peace Roles**

1. Explain to the students that we sometimes find ourselves in non-peaceful situations. If we have discussed them in advance, we can sometimes remember other ways of doing things. Tell them that this is what they are about to do now.
2. Tell them that they will be doing role plays. Each role play will be done twice. The first time, there will be a non-peaceful result. The second time, the same role play will be done but with peaceful results. After the second time, the class will discuss what occurred, with the class identifying and describing the respectful way that was used to handle the situation.
3. Arrange for students to do the role plays in the same way you would organise your lesson and the class for working in pairs and small groups.
4. Below are some ideas for role plays to get you started. Invite the class to add others.