

PEACE



The following activities will help participants to deeply understand peace. Participants will discover that every human being wants peace and has a right to live in peace. Activities will show that conflict can be resolved peacefully through active listening and constructive language.

Reflection Points

- 'Peace begins with a smile.' – **Mother Theresa**
- 'An eye for an eye only makes the whole world blind.' – **Mahatma Gandhi**
- 'The most valuable possession you can own is an open heart. The most powerful weapon you can be is an instrument of peace.' – **Carlos Santana**
- 'Those who are at war with others are not at peace with themselves.' – **William Hazlitt**
- 'Peace is not the absence of war; it is the presence of justice and the absence of fear.' – **Ursula Franklin**
- 'The pursuit of truth does not permit violence on one's opponent.' – **Mahatma Gandhi**

Activity 2.1 – Exploring Peace in Sri Lanka

Hold a discussion to explore understanding about peace, ask:

Question ▼

- Does Sri Lanka seem peaceful today?
- What does it mean to live in a peaceful country?
- Is peace important?



As a teacher or facilitator, it is important to actively listen to each response. There are no right and wrong answers to these questions. After the discussion, remember to thank everyone for offering their thoughts and feelings.

Activity 2.2 – Peace and Conflict

Explore the differences between a peaceful community and a community in conflict. Ask:

Reflecting on your experience

Question ▼

- What are the behaviors in a peaceful community and in a community in conflict?
 - What are the components of a peaceful community and of a community in conflict?
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Make a list on the board by drawing two columns, one for peace and one for conflict. Ask the participants to brainstorm ideas for each column.

Now ask the participants to make a [mind map](#) of a peaceful community and a community in conflict.

Each participant writes the words 'a peaceful community' or 'a community in conflict' in the middle of a piece of paper. After this they draw several lines outwards and attached to those they draw several smaller lines. On each line, they write or draw a picture that represents different aspects of a peaceful community or a community in conflict, depending on which concept they have selected to mind map.

Ask several participants to present their mind maps.

Before the participants leave ask them to think about one aspect of their behavior or one thing they do every day that can contribute to a peaceful community. Participants can share their experiences in the next meeting.

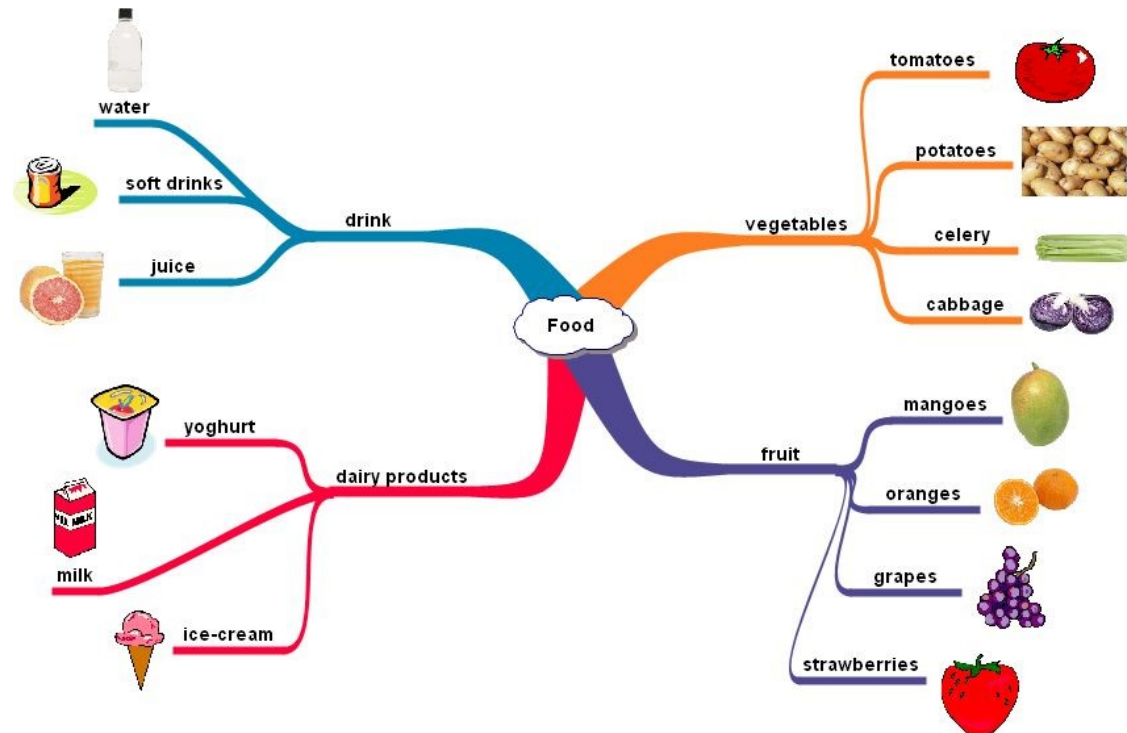
Mind Map

A mind map is a diagram used to visually represent concepts and ideas. Mind mapping is a way of linking key concepts using images, lines and links. In a mind map a central concept is linked via lines to other concepts which in turn are linked with other associated ideas. In a mind map, you begin with one central idea and then other thoughts radiate from that idea.

Steps to mind mapping:

- 01 Draw the central idea in the center of the page
- 02 Attached to the central idea are several lines with images or words that represent different important aspects of the central idea (this is the first branch of thinking). These lines help to order your thinking about the central idea.
- 03 Attached to these main lines are smaller lines that represent aspects of the first branch of thinking (this is the second branch of thinking).
- 04 If you have further thoughts you can draw lines attached to the second branch of thinking and so on.
- 05 Some mind maps can have several branches.

The following is an example of a simple mind map:



Activity 2.3 – Experiences of a Lack of Peace

Ask participants to think about a situation in the community where there is a lack of peace (this might be a conflict between groups or it might be a situation between individuals). Say:



Question



- Think about the people involved in the situation and imagine you are one of them. Give participants a few moments to think quietly.
 - How would you feel?
 - How would you react?
 - What do you think can be done to solve this situation?
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Either divide the group into small groups to discuss their reflections or ask the group to write in their journals.

Activity 2.4 – Reflecting on Peace

Ask the following questions and suggest that participants reflect in silence. Don't forget to pause between each question to give participants enough time for reflection:



Question



- If everyone had inner peace, would this community be more peaceful?
 - How do you feel when you are peaceful?
 - How does being peaceful impact on your behavior? At what moments do you feel without peace?
 - What can make you feel peace again in these moments?
 - What kinds of thoughts or actions can make you feel peaceful?
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Discuss:

- "Peace cannot be achieved through violence; it can only be attained through understanding." – Ralph Waldo Emerson

Activity 2.5 – Seeds of conflict

In this activity, participants will learn how the smallest conflict starts with a single seed. A seed might be a thought, a comment, or an action. But the seed can grow into something far bigger and devastating. Think of an example of conflict that is relevant to the participants. Maybe it is a small problem in the community or you could raise an example that the participants have already mentioned in previous activities.

Ask:

- What was the original seed of the conflict?

Once participants offer some answers, help them to reflect even further by asking:

- What was before that?

If the conflict is personal and related to individuals in the room, ask them not to name names of those involved nor blame them. In this exercise, it is important to understand how conflict starts and grows. It is also important to understand this without blaming people.

Ask:

- What made the conflict grow?

Summarize all the answers and describe the growth of the conflict starting with the seed.

Continue by asking:

- Think of a time when you had a small problem with a friend that escalated into a conflict. What was the seed of the conflict?
- How did it become a big problem?
- What feelings did you have? How did these contribute to the problem becoming a bigger conflict?

Now ask the group to write their reflections in their journal.

Activity 2.6 – Peace News Reporting

In this activity, participants will pretend they are a television news team and report on situations involving a lack of peace (see box below for an example of the news story). In small groups, participants will pretend to be a television news team and present the news by acting out the scenario, including interviewing people involved and demonstrating what happened. They will end the news story by stating that the situation has been resolved and they will explain how. Note that the example scenario does not include an ending; it is the job of the news team to explain how the conflict was resolved.

Example news story:

NEWSFLASH ! NEWSFLASH!



- A group of farmers in Village A expanded their crops this year.
- Farmers in Village B now use much more water.
- For the first time ever, farmers and residents in Village B frequently have no water for their crops or their homes. When the water stops, they have to wait for rain until they can access water again.
- Residents from Village B decide to cut the water pipes in Village Banana because they want more water to flow to their village.
- This upsets people in Village A and the residents from both villages started arguing.
- One day the arguing turns into a physical fight..
- In the middle of the fighting a group of women approach the conflicting men and....

Activity 2.7 – Peace poster

Ask the participants to make posters with messages and drawings that encourage peace. Once the posters are complete, post them around the place where you are learning or even on the community notice board.

Activity 2.8– Peace Interviews

Activity 2.8– Peace interviews Participants are instructed to find one or two news articles that describe conflict. Once they have selected and read the articles, they are instructed to talk with three older friends or family members about what the people are fighting over, whether there is an alternative to fighting and what could be a solution. The participant should make notes about the different things each friend or family member says.

Participants can then share the results of their interviews with the group.