

# School Day of Non-Violence and PEACE

30  
JANUARY



TOGETHER  
WE BUILD PEACE

 **entreculturas**  
ONG JESUITA PARA LA EDUCACIÓN Y EL DESARROLLO

días   
entreculturas



# School Day of Non-Violence and Peace



**Sustainable Development Goal 16: Promote peaceful and inclusive societies.**

## Objectives

- 1/ Become aware of the importance of peace.
- 2/ Encourage participants to identify themselves as peacebuilders.
- 3/ Encourage the group to identify daily actions that they can put into practice to promote peace in their environments.

## We look AT The poster

We observe the photograph, what do we see?

## Development of The activity

We begin the activity by informing the group that on this day we celebrate the **School Day of Non-violence and Peace: a day to reflect on the importance of peace**. We start the activity asking the group what peace is for them and why they believe it is important, pointing their answers in a visible place in space.

After a few moments of debate in group, we introduce them to the reality that in the world there are still millions of children who live in a situation of conflict, where their schools have been demolished and do not have a place to feel safe. However, the good news is that with our actions we can reverse these dynamics, becoming peacebuilders every day.

We gather the group and listen together to **Marta Gómez's song "Para la guerra, nada" (For the war, nothing)** Taking this song as a starting point, we encourage them to think about times when they have been kind to other people: times when they have shared what they have, have taken care of their friends or family, have treated each other well or have made each other laugh, participating in equality. When we include each other, when we do not discriminate, when we listen to each other, when we take care of each other, we create peace, promoting it in our environments.

- Do we want to build peace every day?

To see how we can begin, we read with the group the following version of **Gloria Fuertes's poem** about peace, which reads: *"One hand is enough to hurt. We need two hands to caress. Two to applaud. Two to tickle. Two to get up. All the hands of the world for peace."*

After reciting it, in group we will do the different activities that the poem mentions we can do with our hands. First, the members of the group caress among them, applaud, tickle, get up and, finally, they use their hands to build peace! To reflect this, each participant will draw the silhouette of a hand, using their own as a template, within which they will draw what peace is for them

Each participant will show their drawing to the rest of the group, giving it to a classmate, as a gesture of peace, so that in the end everyone has shared and exchanged their work.

## It is Time for equality, where do we begin?

Each of the drawn hands will be hung on a **mural titled "Together we build peace"** that will be placed in a visible place of the educational center, thus having a large mural where they leave their mark as peacebuilders. You can resort to this mural when there is a conflict in the center so that they can be inspired by the work done during that day to resolve it.

## Objectives

- 1/ Reflect on the importance of peace and the generation of inclusive and egalitarian environments.
- 2/ Encourage students to identify positive values and attitudes that generate peace.
- 3/ Encourage students to incorporate tools for the pacific resolution of conflicts, identifying daily actions that they can put in practice to promote peace in their environments.

## We look AT The poster

We observe the photograph, what do we see?

## Development of The activity

We begin the activity by informing the group that on this day we celebrate the **School Day of Non-violence and Peace: a day to reflect on the importance of promoting peace and equality in our environments**. To start working on this topic, we start a discussion with the group by asking the following questions:

- What is peace for you? Why do you think it is important?
- Do you think that today there is peace in all the countries of the world?

After a few moments of debate in group, we introduce them to the reality that in the world there are still many countries in a situation of conflict, in which millions of people live in violent contexts. This situation seriously affects women and girls, who are still discriminated against and subjected to violence in many countries.

We reflect with the group on the importance of reversing these dynamics. For this, we start to brainstorm about the following question:

- What values or attitudes do you think promote peace?

We write down their answers in a visible place of the classroom. To animate the debate we can propose some terms, such as **"equality", "respect", "inclusion", "dialogue", "empathy"**. When we have a large list, we divide the group into mixed subgroups of around 5 participants. Each team must choose a term from those that have been written down and they will have to identify everyday situations that they have seen or experienced, in which this value or attitude promoted the peaceful resolution of a conflict. Each subgroup will choose one that seems more representative to them. They must represent the chosen situation in at least **3 comic strips**, titling their drawing with the name of the assigned value or attitude and present it to the rest of the participants.

It will be discussed with the group about the power of these values and attitudes when it comes to building peace in our environments. When we all participate equally without discrimination, it is more likely that we create contexts of peace and respect.

As they can see, they have a very important role, since they can be peacebuilders in their environments. Peace, therefore, is in their hands. Would they like to commit to this role?

## It is Time for equality, where do we begin?

To remember what has been done, each subgroup will place their drawing on a **mural titled "Together we build peace"** that will be placed in a visible place of the educational center, thus having a large mural where they leave their mark as peacebuilders. Once a month it will be evaluated if the group is incorporating these values and attitudes in their day to day, and this mural can be used when there is a conflict in the center so that they can be inspired by the work done during that day to solve it.

Optionally, it would also be possible to promote a **photography contest in the center**, in which they portray everyday moments of their environment in which these values and attitudes generating peace were present; the photograph exhibition could be visited by the families and the community of the center.



Kindergarten,  
1<sup>st</sup> and 2<sup>nd</sup>  
grade



7<sup>th</sup>, 8<sup>th</sup> and  
9<sup>th</sup> grade



3<sup>rd</sup> to 6<sup>th</sup>  
grade



10<sup>th</sup>, 11<sup>th</sup> and  
12<sup>th</sup> grade

## Objectives

- 1/ Reflect on the importance of building peaceful and egalitarian environments.
- 2/ Encourage participants to identify themselves as peacebuilders.
- 3/ Encourage students to incorporate tools for the peaceful resolution of conflicts, identifying daily actions they can put into practice to promote peace in their environments.

## We look AT The poster

We observe the photograph, what do we see?

## Development of The activity

We begin the activity by informing the group that on this day we celebrate the **School Day of Non-violence and Peace: a day to reflect on the importance of living in peaceful and egalitarian environments**. To start working on this topic, we start a discussion with the group by asking the following questions:

- What is peace for you?
- What happens when there is violence? Why is peace important?
- Do you think there is peace in all the countries of the world?

After a few moments of debate in group, we introduce them to the reality that there are still millions of children in the world living in a situation of conflict, where their schools have been demolished and they do not have a place to feel safe. However, the good news is that together we can build peace. When we include each other, when we do not discriminate, when we listen to each other, when we take care of each other, we create peace, promoting it in our surroundings. Shall we try?

We divide the group into teams of around 5 participants. Each team will have to identify everyday situations of conflict that they have seen or experienced in their environments, which have finally been solved in a peaceful way and they will choose one that they consider representative. They must create a **"sculpture"** among all the members of the team that represents that situation of conflict, which will be shown to and debated by the rest of the group. What situation do they think the sculpture represents? Have they been themselves in a similar situation? How could it be resolved peacefully? Anyone in the group can go on stage and mold the figures of the sculpture, modifying their positions and gestures so that they end up representing a peaceful resolution of the conflict. At the end, the group that has represented the sculpture will reveal what was the situation that had shaped and how it was resolved, so that finally we will have a rich set of conflicts and strategies of peaceful resolution of the same that we will write down in a visible place of the classroom.

## It is Time for equality, where do we begin?

We reflect with the group on the fact that building a world in peace, without discrimination, and equal is in our hands. Conflict is natural in human relationships; the important thing is to learn to solve it peacefully, growing and learning from them. To remember what has been worked on, each participant will paint on a sheet of paper the silhouette of their own hand, writing or drawing within the peaceful conflict resolution strategies that they have identified during the activity and committing to carry them out each day.

Each hand will be hung on a **mural titled "Together we build peace"** that will be placed in a visible place of the educational center, thus having a large mural where students leave their mark as peacebuilders. You can resort to this mural when there is a conflict in the center so that they can be inspired by the work done during that day to resolve it.

## Objectives

- 1/ Promote reflection on the consequences of violence and the importance of building peaceful and egalitarian environments.
- 2/ Encourage participants to identify themselves as peacebuilders.
- 3/ Encourage students to incorporate tools for the peaceful resolution of conflicts, identifying daily actions that they can put into practice to promote peace in their environments.

## We look AT The poster

We observe the photograph, what do we see?

## Development of The activity

We begin the activity by informing the group that on this day we celebrate the **School Day of Non-violence and Peace: a day to reflect on the importance of promoting peace and equality in our environments**. To begin working on this topic, we start a discussion with the group by asking the following questions:

- What is peace for you? Why do you think it is important?
- Do you think that today there is peace in all the countries of the world?

After a few moments of debate in group, we introduce them to the reality that there are many areas of conflict in the world, in which millions of children, young people and adults live in violent contexts. In times of conflict, violent crime rates increase significantly and women are subjected to sexual violence, torture, and the need to leave their homes.

- What happens when there is violence?
- What role do you think discrimination and inequality have in the existence of conflicts?

To reflect on this, we divide the group into mixed subgroups of around 5 participants. Each subgroup will have to identify daily situations of local or international conflicts that they have seen or experienced, choosing one that seems more representative to them. They have to **represent** the conflict situation chosen to the rest of the group. At the end of the performance, a debate will be opened with the group:

- What have you seen? Does this situation seem real, regular to you?
- How is it solved? Do you think there would be a peaceful way to resolve this conflict?

People who during the debate identify peaceful forms of resolution could exchange themselves with the character or characters that performed them initially, repeating the scene with their proposal. At the end of the representation, they will comment on what that resolution proposal has contributed and if they believe that they could use it in their daily lives.

The different strategies of peaceful resolution of conflicts that arise will be written down, reflecting with the group on the power of openness, respect, dialogue, and mutual care in the face of discrimination when building peace. As they can see, they have a very important role, since they can be peacebuilders in their environments. Peace, therefore, is in their hands. Would they like to commit to this role?

## It is Time for equality, where do we begin?

To remember what has been done, each participant will draw on a sheet of paper the silhouette of their own hand, writing or drawing within it the peaceful conflict resolution strategies that they have identified during the activity and formally committing themselves to carrying them out each day. Each hand will be hung on a **mural titled "Together we build peace"** that will be placed in a visible place of the educational center, thus having a large mural where students leave their mark as peacebuilders.

Once a month it will be evaluated if the group is incorporating these tools in their day to day and you can resort to this mural when there is a conflict in the center, so that they can be inspired by the work done during that day to solve them.