



GGC Make A Difference Days

International Day of Peace

Wednesday September 21, 2016





INTERNATIONAL DAY OF PEACE

International Day of Peace is celebrated around the world on September 21. It is a day where people strengthen and promote the ideals of peace. These ideals may mean different things to different people, from developing inner peace to promoting tolerance to protecting the environment. Through this instant meeting, we hope that your unit will develop an understanding of what peace is, what girls can personally do to foster peace, and how to take action for a better world (Guiding Promise).



Don't forget to share what you're doing and how you're recognizing International Day of Peace. Tell us what activities your unit participated in and share photos with us using **#PeaceDay** and the following tags:

“A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth.” (The Hague Appeal for Peace Global Campaign for Peace Education, May, 1999).



Girl Guides of Canada



@girlguidesofcan



@girlguidesofcanada

OBJECTIVES AND OUTCOMES

This instant meeting provides an opportunity for girls to learn how to foster peace in their lives and the lives of others. It can be completed in one meeting.

Complete both the Starter Activity and Closing Activity as well as two or three other activities. After completing this instant meeting, Guiders can choose to present girls with the Girls Making a Difference crest available in the online store.



Look for the outdoor icon throughout this instant meeting. This icon identifies activities that can easily be done outdoors with little or no modification.

LEARNING OBJECTIVES:

1. To help girls define peace and what it means to them.
2. To build awareness of what it means to create a peaceful and inclusive environment for all.
3. To promote dignity, respect and tolerance for individuals from all walks of life.

LEARNING OUTCOMES:

1. Girls will gain a better understanding of what peace is and the challenges in achieving peace.
2. Girls will gain the skills needed for building peaceful resolutions to challenges and conflicts.
3. Girls will develop a better respect and understanding for the conflicts and issues people face – locally and globally.
4. Girls will develop a welcoming attitude towards newcomers .

≡ **BEGIN** the instant meeting with this Starter Activity. ≡

STARTER ACTIVITY – PEACE DOVES

As the girls arrive, you can get them started with this simple craft while you wait for everyone to arrive. This activity will help them to begin reflecting on the theme of the meeting.

MATERIALS:

- White paint or white paper
- Coloured paper
- Crayons and/or markers
- Glue and scissors

NOTE TO GUIDERS: This activity may be a bit messy.



Have the girls make a white handprint on a piece of coloured paper. They may dip their palm in white paint and print it on to the coloured paper. The thumb of the hand becomes the head of the dove and the fingers are the wings. Another option is to have girls trace their hands on a white piece of paper, cut it out and glue it on to coloured paper. Girls can write words or draw pictures on their peace dove that relate to peace, places where they feel peaceful or what makes them feel peaceful.

At the end of the meeting, girls can return to these peace doves and write/draw something they can do over the next week that will encourage peace such as talking calmly when angry or listening carefully to others.

≡ **CONTINUE** your meeting by selecting two or three of the activities below. ≡

ACTIVITY 1: FINDING INNER PEACE

Mahatma Gandhi said, “each one has to find his peace from within. And peace to be real must be unaffected by outside circumstances.” Many peace builders believe that peace must be fostered inside yourself before you can extend and spread it to others.

Everyone has their own idea of what feeling peaceful means. Some may associate peace with reading or journaling, some may think of it as a stroll in the park, while others may think of it as family time spent at home. Help the girls find their own definitions of peace and how they can achieve it.

MATERIALS:

- Construction paper
- Paint
- Crayons
- Markers
- Magazines
- Scissors
- Glue

Ask the girls to think of things that make them feel calm and peaceful. What words and/or images come to mind when they think of peace? You may write these words on a flip chart paper or whiteboard as they are brainstorming.

Tell the girls that they will now create a peace mural. This peace mural may be a collective one for the unit (and displayed in your meeting space) or girls can make personal peace murals to take home. Using the words on the flip chart/whiteboard as inspiration, they can create their murals using the materials provided. You may provide them with magazines to cut out images to stick on the mural. You can also Google “peace murals” and show the unit some examples as inspiration.

Show us your peace murals by taking a picture and posting it on social media using **#PeaceDay**.



ACTIVITY 2: SLOW DOWN, QUIET DOWN



MATERIALS:

- Candles or battery-operated candles
- Soft and relaxing music

Ask the girls to sit down (or lie down if you feel your unit is able to in the meeting space). Turn off the lights. You may light candles or use battery-operated candles and play soft, instrumental music in the background if you feel that is appropriate. Ask the girls to close their eyes and tune out their day. Ask them to be silent and leave anything that is worrying them outside of the meeting space. Allow them a couple of minutes to settle into the silence. For some girls, this silence may feel uncomfortable and there may be some giggles in the room. That's okay. Let them get the giggles out and give them an extra few minutes to settle in.

In a gentle and soothing voice, ask them to do the following:

- Concentrate on your breathing – in and out
- Imagine your body relaxing and sinking into the floor
- Imagine you are softening the muscles in your face, from your forehead to your cheeks to your jaws
- Clear your head of any thoughts and just concentrate on breathing

Provide the girls with a few more minutes of silence and relaxation. Ask them to slowly begin to wiggle their fingers and toes and come back into consciousness. Ask them to slowly open their eyes.

Ask the girls to reflect on the activity and discuss the following questions:

- How did you feel in the silence?
- Was it hard to tune out the daily thoughts in your mind?
- At any point, were you completely able to rid your mind of your thoughts and focus on relaxing your body and mind?

Explain to the girls that sometimes our lives are so busy, it can be difficult to slow down and relax. This seems especially true when our lives are so technology-driven. Taking moments to quiet down and focus on ourselves is a great way to find some sense of inner peace. Ask the girls to go home and think about what it is that helps them find inner peace in their own lives. It may be sketching, painting, colouring, journaling, reading, gardening, hiking, camping, etc. As much as they can, discourage the use of technology as a relaxation tool. Ask them to share their findings with the group next week.

This activity is inspired by a pose in yoga called Shavasana or Savasana (corpse pose). It is a guided meditation practice.





ALTERNATIVE OPTION

Try one or more of these breathing exercises with the girls. Be sure to see if any girls have questions or need support as the activity progresses. Remind girls not to talk during the exercise and that they should follow the instructions as they are read as best they can.

OPTION 1: BASIC CONTROLLED BREATHING

1. Sit or stand in a relaxed position. You may choose to close your eyes, or keep them open.
2. Slowly inhale through your nose as you count slowly to five in your head. As you breathe, concentrate on letting your abdomen expand, keeping your shoulders lowered in a relaxed position. (It may be helpful for younger girls to put a hand on their stomach so they can feel their abdomen expand.)
3. Pause for one or two seconds.
4. Slowly breathe out through your mouth as you count to eight in your head.
5. Repeat a few times for stress/anxiety relief or longer as a mini meditation. Remember, if your thoughts wander, bring them back to focus on your breathing.

OPTION 2: TAKE FIVE BREATHING

1. Open one hand with your fingers outstretched and palm facing you. Your pointer finger on your other hand is like a pencil and will trace your open hand during the breathing activity. Remember to keep your breathing slow and steady, breathing in through your nose and out through your mouth.
2. Place your pointer finger at the bottom of your thumb. As you slide your finger to the top of your thumb, breathe in.
3. When your pointer finger gets to the top of your thumb, pause and hold the breath for a moment.
4. Breathe out through your mouth as you slowly slide your pointer finger down the other side of your thumb.
5. Continue the same process for all fingers on the hand.
6. When finished, think for a moment. How are you feeling? If you're still not calm or are feeling stressed/anxious, begin again and take another five.

OPTION 3: BUBBLE BREATHING

For this example, you will need a bubble wand and solution for each girl.

1. Have girls hold their wand in front of their lips and blow hard. Have girls provide feedback on the result.
2. Have girls take a deep breath and try again blowing slowly and steady into the wand. Gain feedback from girls on the results.
3. Explain to girls that when they are stressed and/or feel anxious they might take fast shallow breaths without realizing it. Taking a moment to remember the bubbles can help them focus on deep, slow, steady breathing which will help their bodies relax.
4. Allow girls to practice this deep controlled breathing until they can easily create big bubbles.

ACTIVITY 3: FINDING PEACEFUL RESOLUTIONS

Everybody at some point in their lives will experience some form of disagreement or conflict with others. Disagreements are inevitable and totally acceptable, unless they are hurtful and/or physical. There are many ways to resolve conflict in non-violent ways. Perhaps one of the most famous cases for this is Martin Luther King Jr., who led peaceful demonstrations to advocate for racial equality in the United States.

MATERIALS:

- Dice

Ask your unit to form a line in the middle of the room. Roll the dice for the unit. If the dice lands on an even number, the unit has to think of a non-violent way to resolve conflict (examples: walking away from an escalating situation, allowing the other person to say everything that's bothering them and listen to them attentively). Once they have come up with a peaceful resolution, they can move one step forward. If the dice lands on an odd number, the unit will have to think of something that might worsen a conflict (examples: placing blame on the other person, insulting the other person, pushing, shoving, etc.). The unit then moves one step backward. Try to get suggestions from different girls after each roll so that anybody who wants to speak gets a chance to do so. Do this until the unit has reached one side of the room/a wall.



Tell your unit not to focus too much on which side of the room they end up in. Much of where the unit ends up will depend on luck (if the dice lands on even or odd numbers). This is just an exercise to help the unit think of ways that conflicts might get worse and ways to resolve them without resorting to aggression or violence.

At the end of the activity, continue your discussion around peaceful ways to de-escalate conflict or tense situations.



ACTIVITY 4: WELCOMING DIVERSITY

Canada has a long and proud history of providing refuge and peace to those who need it. In the 1950s, we took in over 30,000 Hungarian refugees and over 50,000 Vietnamese refugees in the 1970s and 1980s. Most recently, Canada has 25,000 Syrian refugees. With so many refugees and newcomers coming to Canada each year, it is important to recognize and respect the life experiences and lifestyles of all people, even if they are different from your own. Read the following excerpt from *Ru* (2009) by Kim Thúy with/to your unit. In 1979, Kim and her family arrived in Quebec to escape the Vietnam War.

“When Marie-France, my teacher in Granby, asked me to describe my breakfast, I told her: soup, vermicelli (noodles), pork. She asked me again, more than once, miming waking up, rubbing her eyes and stretching. But my reply was the same, with a slight variation: rice instead of vermicelli. The other Vietnamese children gave similar descriptions. She called home then to check the accuracy of our answers with our parents.”



Explain that the teacher in the story assumed Kim did not understand her because Kim’s breakfast was unfamiliar to her. Remind girls that we all have different ways of nourishing our bodies, expressing affection, communicating, and living. To welcome someone into your community is not just about providing a physical space. It is equally about accepting that person, their life experiences, and their way of life. It is also a reciprocal relationship where you learn and share life experiences with each other.

MATERIALS:

- None

Have the girls get into groups of three or four. Ask them to talk to each other about experiences in their lives that may have made them feel out of place and others that have made them feel welcomed. Ask the group to pick one of each kind of experience (out of place/welcoming) and to prepare a skit about each. Have each group act out both skits for the unit.

Debrief as a unit. What was different about the first and second skit? How was a welcoming environment created? How do we make our unit space more welcoming for each other?

If your unit is involved in welcoming refugees, immigrants, and/or newcomers to your community, encourage the unit to learn more about their culture, history and way of life with an open mind. If you have a newcomer in your unit, find a way to integrate her culture into your meeting.

ACTIVITY4: INTERNATIONAL PEACE BUILDERS

Peace builders come from all over the world, from different cultures and have unique life experiences. One thing they have in common is their desire to solve conflicts and world issues without using war or violence.

Show the associated image (see page 20) to the unit and explain that peace makers come from different backgrounds and come with different perspectives but this is what makes them strong.

- Martin Luther King Jr (United States, civil rights activist)
- Saint Teresa (Albania/India, humanitarian)
- Mahatma Gandhi (India, civil rights activist)
- Aung San Suu Kyi (Myanmar/Burma, politician)
- Nelson Mandela (South Africa, politician and human rights activist)
- Malala Yousafzai (Pakistan/UK, education activist)
- Lester B. Pearson (Canada, politician)

MATERIALS:

- Lego pieces if available
- Construction paper of various colours if Lego not available

PREPARATION:

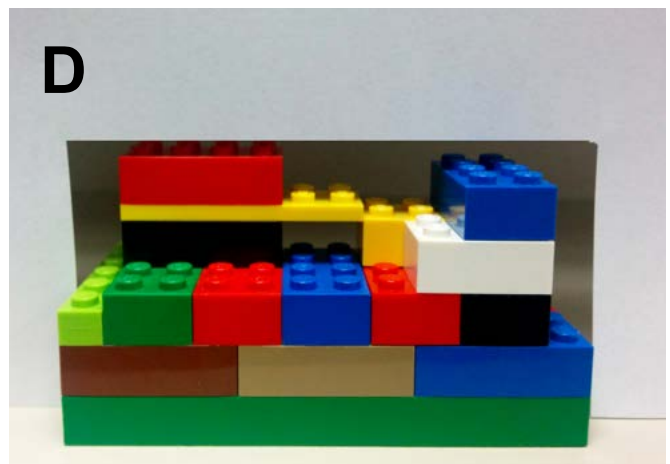
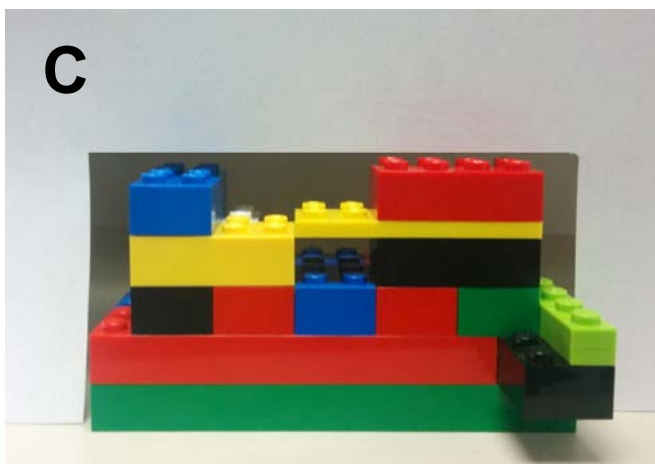
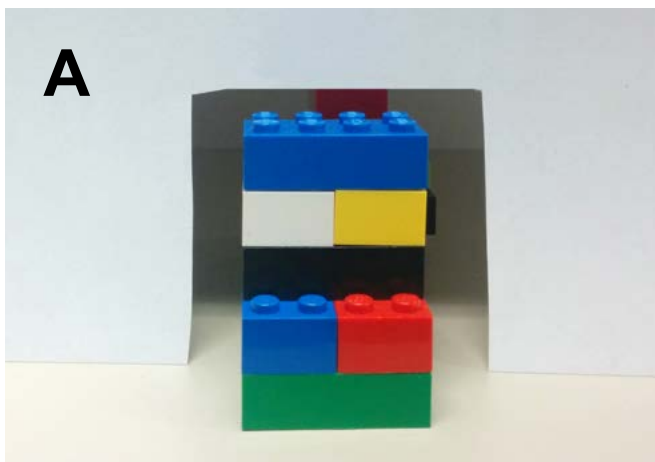
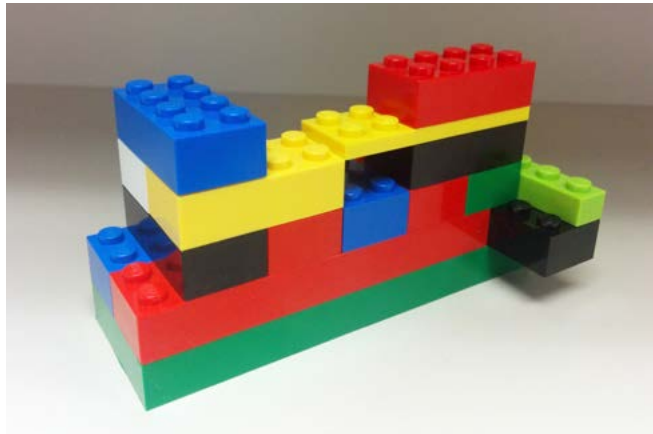
If you have Lego bricks available, use them to build a structure using various sizes and colours of bricks. If you do not have Legos, use construction paper and cut out various shapes in various sizes and create an image.

Have the girls form groups of four. Within each group, assign each girl a letter: A, B, C or D. If the number of girls in your unit cannot be divided into four (e.g., you have 13 girls), you can have more than four girls in each group, with girls pairing up as needed (i.e., two girls can work together as A). In the first round, ask all the As to enter another room or corner of your meeting space where you will only show them one side of the Lego structure or one part of the construction paper image. You can cover the rest of the structure or image using a piece of paper. The girls can bring in a pen and paper to draw and write notes. Repeat this with the Bs and show them a different part of the structure/image. Repeat this process with the Cs and Ds.

As a group, they will need to reconstruct the Lego structure or image using the same Lego pieces or construction paper provided to them. They must communicate and trust the different perspectives that the other group members are bringing to the activity and work together to reconstruct what they have seen. If the structure or image is complicated, you may allow each group to view their part more than once.

For older girls, you can make the structure as complicated as the one shown. For younger girls, simplify it, using no more than eight Lego pieces.

EXAMPLE:



ACTIVITY 5: PLANT YOUR OWN PEACE GARDEN

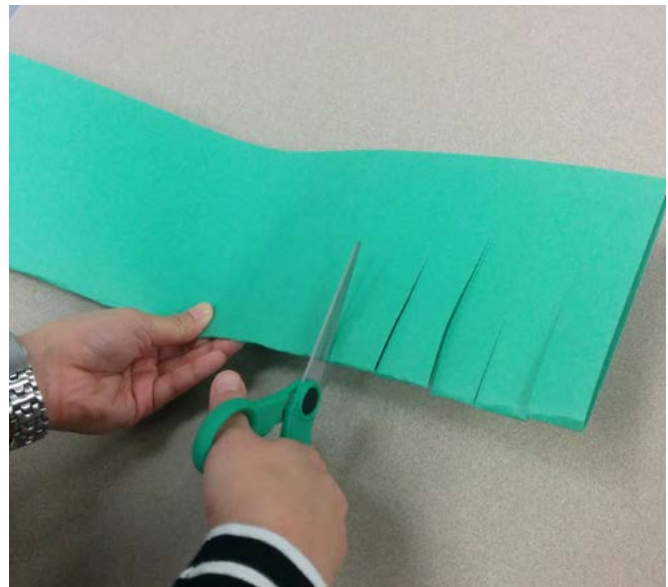
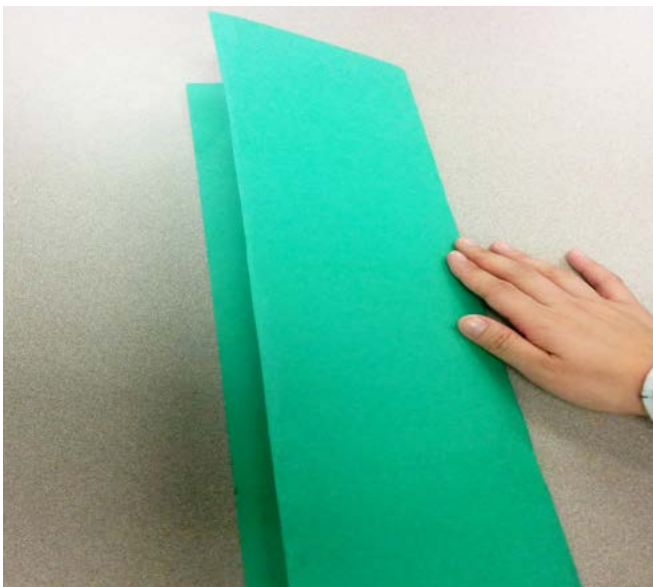
Peace/community gardens are great ways to promote peace in your community. At the beginning of the activity ask the girls if there are any issues that are threatening peace in their community or the world. Is there anything that is preventing them from feeling safe? What are some things we can do to make ourselves feel more at peace and more secure? Ask the girls to envision ‘the ideals of peace’ – in other words, what they would have in a perfect world in order to feel peaceful (e.g. being myself, feeling safe, no bullying, less arguing with friends/family).

MATERIALS:

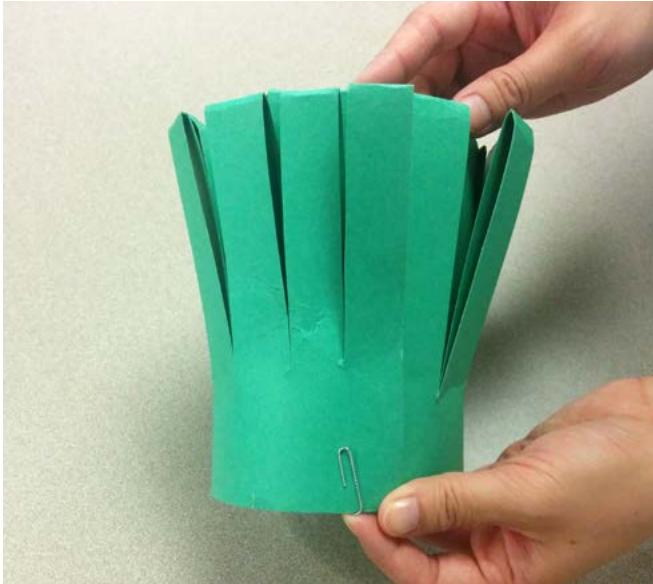
- Construction paper (various colours including green)
- Flower Template (see page 21)
- Scissors
- Glue or tape
- Crayons or markers

Explain that the girls are going to plant these ideals of peace into their own peace garden. Using the materials provided, create peace flowers. Once each girl has created her flower(s), ask them to write their ideals of peace on to each flower(s) (i.e., the ingredients for peace). Ask them to ‘plant’ the flowers in an area of your meeting space.

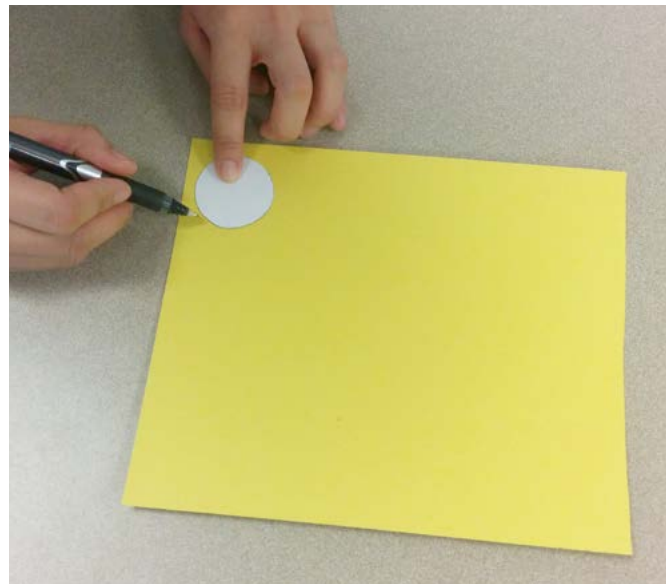
To create your peace garden, start with the grass and stems. Take a long piece of green construction paper and fold it in half. Cut across the fold to create stems or grass, leaving two or three inches uncut.



Wrap the paper around in a circle and hold it together using a paper clip, glue or tape. You can manipulate the stems so that some are leaning out or growing inward.



Next, create flowers by tracing the outline of the flower template provided on the construction paper. Cut out the flowers as well as circles and glue the circles onto the middle of each flower. If the girls want to create their own flowers without using the template, that's okay, too.



Ask the girls to write their ideals of peace (how to feel at peace) on the flowers before sticking them on to the stems with glue or tape.



Once the girls are finished, ask them to place their flowers in the area your unit has designated as the peace garden. (If you do not have space for a peace garden, girls can take their flowers home.)



Debrief: Ask the girls what they need to do to take care of their garden in the weeks that follow. How will they maintain those ideals and allow them to flourish? If possible, over the next few weeks, ask the girls to tend to the garden by doing something in their lives to promote peace. They can share what they have done at the beginning of each meeting.

Show us your peace gardens by taking a picture and posting it on social media using **#PeaceDay**.

If you enjoyed this activity, find out if there are any peace or community gardens in your neighbourhood that your unit can visit.

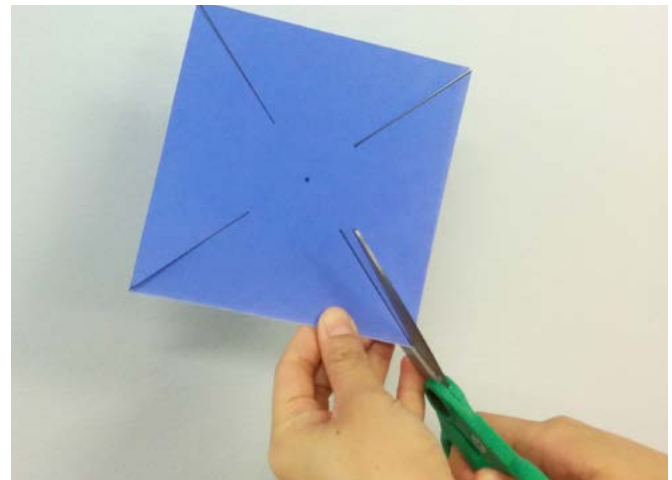
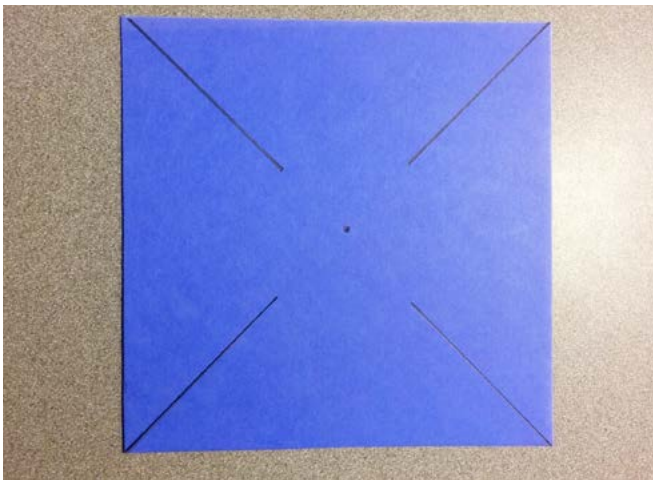
If your unit experiences any internal conflicts, you may also suggest they work out their issues peacefully in the peace garden.

ALTERNATIVE OPTION: PEACE WINDMILLS

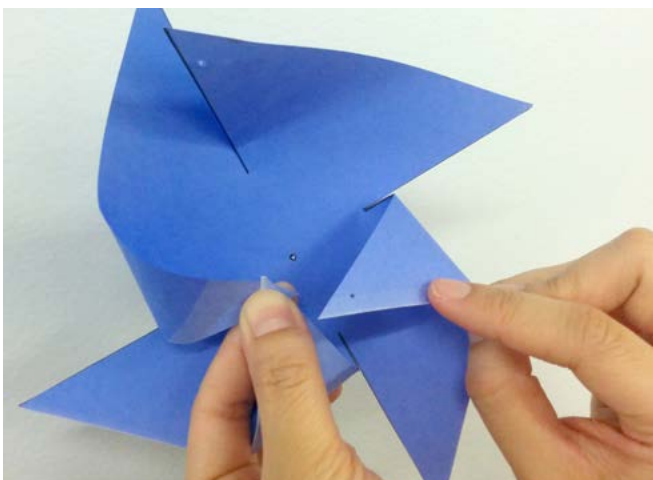
MATERIALS:

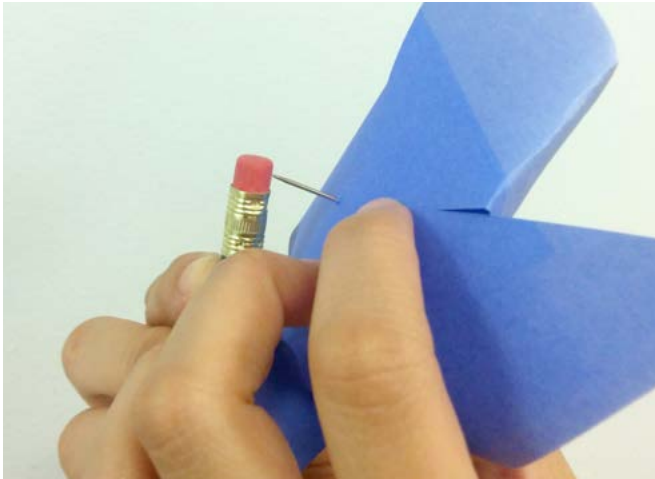
- Coloured paper
- Scissors
- Pencil with eraser
- Push pin

Print out the templates provided on coloured paper (find template on page 22 in the appendix). Alternatively, you may trace the template provided or draw your own. Ask the girls to cut along the lines.



Gather the corners of each side facing clockwise and pull it to the centre without folding it down. Once you have all four corners at the centre, hold it together by piercing a push pin through them into the eraser of the pencil.





You may loosen the pin a little so that the windmill turns smoothly. The girls can either 'plant' their finished product somewhere in your meeting space or take them home.

RIPPLE EFFECT

When people think of peace, climate change doesn't always come to mind. But the truth is that addressing environmental issues such as climate change can help ensure people have enough resources to take care of themselves and their families, and in turn to live in peace. However, extreme weather changes and diminishing resources are threatening this peace. The effects of climate change such as droughts and floods can create 'climate refugees' – people who must flee their communities because they are no longer livable environments.

Al Gore received the Nobel Peace Prize for climate change activism and Wangari Maathai received it for “her contribution to sustainable development.”

Climate change is linked to world peace and protecting the environment is in our Guiding Laws. Illustrate this point with your unit by playing the following game .

MATERIALS:

- None

Create a starting line and finish line on opposite ends of your meeting space. Divide your unit into two or three teams (depending on the size of your unit). Ask the teams to think about a team name that is connected to the environment. Once each team has its name, have them form a line at the starting line with their teammates. Each girl should put their hands on the shoulder of the girl in front of her.

The first girl in the line jumps forward, then the second jumps, and so on and so forth. There will be a ripple effect created down the line. If anyone jumps out of turn, the team starts over at the beginning. Repeat the process. The first team to cross the finish line wins.

Explain to the girls that all of our actions have an outcome that affects us as individuals, as well as others. In the same way, how we treat the Earth affects not only ourselves, but also those in other countries as well. If we deplete all of our resources and/or cause extreme weather conditions, this can lead to displacement of people and/or conflict.

After the game has ended, discuss the following questions:

- What are some things you do or don't do that might affect other people?
- What are some moments in your daily life where you must rely on others?
- What are some things you can do to positively affect your community and/or the world? (examples: using a reusable water bottle, planting a community garden, recycling, composting, planting trees)

This activity was adapted from YMCA's "Peace-Building Activity Guide" (Linked, 1.9).

If you are interested in learning more about water-based ecosystems, check out our Great Canadian Shoreline Cleanup Challenge .



UNIT PEACE PLEDGE/UNIT CODE OF CONDUCT

All adult members and older girls (Pathfinders and Rangers) must agree to **GGC's Code of Conduct** when they become members. Units can discuss the code of conduct and even come up with their own. This instant meeting provides an opportunity for you to come up with a unit code of conduct together or a unit peace pledge.

MATERIALS:

- Flipchart paper
- Markers

INSTRUCTIONS:

Towards the end of the meeting, reflect on your discussions from the previous activities. Take a piece of paper and ask the girls what they need to feel safe and peaceful in the unit (no judgement, no teasing, help each other etc.). You may also include a section on “how to deal with conflict.” This section should include strategies to try when an argument or conflict arises in the unit. Brainstorm different non-violent ways of resolving conflict such as using ‘I feel’ statements, listening effectively, remaining calm, apologizing, etc. When your unit is happy with what they have come up with, ask each girl to sign and decorate it. Keep this pledge/code somewhere visible in the meeting space and hold your unit members accountable to these responsibilities.



≡ **CONCLUDE** your instant meeting with the following Closing Activity. ≡

CLOSING ACTIVITY

At the end of the meeting, instead of doing your usual closing song/activity, we invite you to light a candle for peace and/or share a moment of silence to think of those around the world who have not secured peace.





APPENDIX

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INTERNATIONAL PEACE BUILDERS WORLD MAP



Lester B. Pearson
Canada
Politician

Saint Teresa
Albania/India
Humanitarian

Aung San Suu Kyi
Myanmar/Burma
Politician

Mahatma Gandhi
India
Civil rights activist

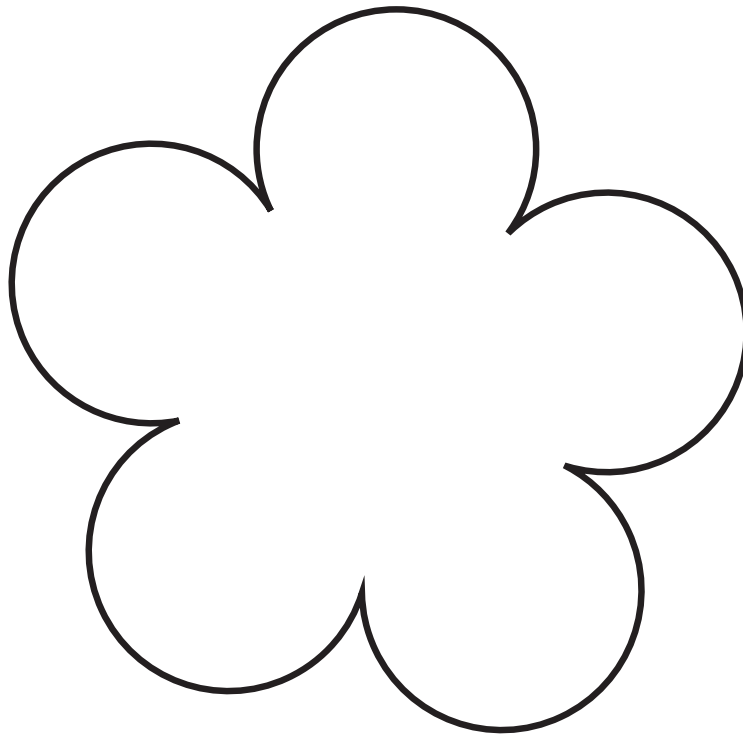
Martin Luther King Jr
United States
Civil rights activist

Nelson Mandela
South Africa
Politician and human rights activist

Malala Yousafzai
Pakistan/UK
Education activist

FLOWER TEMPLATE

Print out the templates provided on coloured paper



WINDMILL TEMPLATE

Print out the templates provided on coloured paper

