

1. Educational Content

Areas(s) of Peace Education:

X	Human Rights		Diversity
X	Conflict and Resolution		Sustainable Development

Theme

Down to Earth Village- coming “Down to Earth” not only has to do with environment, sustainable living and development, but encompasses a humble “down to earth attitude” where no one is perfect, but can learn from each other. Care for others around the world, being kind, trustworthy, and genuine – this makes you down to earth. When human rights are being violated, you can stand up for them in a peaceful, non-violent way. You can create change. This activity incorporates education about ways human rights are violated around the globe and peaceful ways you can make change.

Educational Goals and Indicators:

	1	Develop intercultural competence
	1a)	Show knowledge of own culture and reflect on it
	1b)	Gain knowledge of other cultures
	1c)	Be open minded about new knowledge
	1d)	Be able to reflect on new knowledge
	2	Build an inclusive community through friendship
X	2a)	Interact with peers from other countries
	2b)	Understand the importance of trust within friendship
X	2c)	Understand the benefits of an inclusive community
X	2d)	Contribute to the creation of an inclusive community
	3	Develop positive attitudes towards others
X	3a)	Respect other people's point of view
X	3b)	Respond positively to challenge
	3c)	Demonstrate care for others
	3d)	Respect the feelings and belongings of others
	4	Develop an interest in Peace Education
X	4a)	Participate in Peace Education activities
X	4b)	Reflect on learning from Peace Education
	4c)	Share learning from Peace Education
X	4d)	Connect Peace Education to home life

Evidence:

Participants respond to the experience of discrimination. The campaigns demonstrate how participants actively explore what can be done against this.

3. Explanation

Do:

1. Staff interrupt a running game being played (could be cat and mouse).
2. The staff calls everyone to go to the cafeteria to announce new rules at the village, effective immediately. The new rules are (for example):
 - Only girls get extra cushions in their rooms.
 - Kids seated at one of the tables do not have to clear their table after meals.
 - Black-haired kids are allowed double the amount of sweets from the JC shop than others.
 - Invent three more rules. Rules should define a **privilege for a limited group**. Do not take away or negatively discriminate against any group of children; this might be too upsetting. By using positive discrimination, we simulate a kind of injustice which leaves no one worse off but only treats some kids better than the rest for a reason that they cannot influence. Choose rules that relate to your camp and issues in the real world. The privileges of particular groups should be based on characteristics that cannot be changed by participants, e.g. their gender, their colour of hair, their height, etc.

Write all rules on separate cards so that each group in the next step has their rule in written. 15 minutes
3. Divide into six groups groups. One group for each rule and evenly divide the adults and JCs amongst the groups. The staff will act as judges.
5 minutes
4. Each group has 25 minutes to create a peaceful plea (song, chant, petitions, posters, letters, etc.) to convince the staff to change the rules back to what they were. After 25 minutes, the groups present to the staff why they think the rules should be changed or abolished using peaceful protest methods.
5. Each group gets 5 minutes to introduce and perform their protest campaign.
6. Debriefing: 20 minutes.

4. Debriefing

Reflect:

How did you feel when the staff interrupted the activity? How did the new rules make you feel?

What made you want to change the rules? How did you come up with your campaigns to present to the staff? Was it difficult to find peaceful solutions?

Generalize:

Do you know about any unfair laws and rules in your home countries and abroad? How does that make you feel? What do you think you can do to make a difference? Explain that there is worldwide agreement and something called the Universal Declaration of Human Rights which states (in several articles) that every human should have equal rights and that nobody should be discriminated against.

Apply:

What laws or rules exist in your own countries? Are there any at your school or city that you know about? Are there any you disagree with? What can we do to change them?

4. Materials and Background Preparation

Origin of Activity:

This activity was sent in from the 2009 Village programme V-2009-45 USA. It has been adapted by the Education Department in order to fit with the guidelines for human rights education.

Materials:

Paper, markers, pencils, crayons, poster board, butcher paper, masking tape

Time & Group Size:

1.5 Hours

Tips for facilitators:

Plan in the third or fourth week so that you can allow the villagers to plan and discuss the protest methods on their own. Allow them to be creative, only act as support and encouragement to "Stand up for equal rights" and help them remain calm and motivated. Some children may get slightly upset by the rules. Make sure that it is clear at all times that this is an activity and allow individual children to leave the activity if they feel too uncomfortable. Help lead the discussion-avoid yes and no questions. Be sure they understand it was just an activity and return everything to normal after the activity is over.

Activity Name:

Stand up for equal rights!