

# Worksheets

## Worksheets

### 1. My appeal for peace

Each Festival resulted in the children's Appeal to World Leaders (see enclosures). Once you have used the elements of the *Peace Package*, invite the children to make their own appeal or pledge for peace (see next page).

Explain the difference between an appeal, which can be to world leaders, and a pledge, which is your own personal commitment.

The appeal should consist of their concerns, fears and aspirations and include their pledge, which is their own commitment to contribute to a culture of peace at home, at school and in the family. Each child should draft an appeal or pledge. Collect all the drafts and discuss them with the group as a whole. They could then make a classroom appeal. Different classes could exchange appeals and one could be made for the whole school.

The children may like to conclude their appeal with a statement similar to this one used in Thailand:

***The APPEAL may not change the world, but it reflects our feelings and our aspirations. We ask you to read, listen and respect our opinions and ideas and perhaps try to make them into a reality."***



# *My Appeal for Peace is:*

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*Signed* .....

*Class* .....

*School*.....

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## 2. Our Peace code

*Invite the children to write down a peace code for the classroom. This should include a series of statements that will help to develop and maintain a peaceful and calm atmosphere. Once everyone has written down their ideas they should be collected and discussed. A final peace code should be agreed on and put on the wall so that everyone can see what has been decided. This could be extended to other classes and eventually to a peace code for the school.*

**We, the children of Class:**

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**Signed on behalf of class:**

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### 3. Playing together

Here are some games from around the world you may like to introduce to your pupils.

#### **Hipitoi (New Zealand)**

Many hand games, like this one, are played all around the Pacific.

The Hipitoi or leader makes hand movements that have to be followed by a partner. If the partner makes a mistake, he or she becomes the leader. If both players make the same movements at the same time, whoever shouts hipitoi-ra first, gets a point and leads off the movement in the next round. Whoever gets five points first is the winner.

#### **Koka-chaupakee (Pakistan)**

This is a circle game.

Everyone sits in a circle facing inwards. One player is selected to run round the outside of the circle with a

piece of cloth, which is dropped behind one of the seated players, who has to feel for it. If you find it, you pick it up and chase the child who dropped the cloth round the outside of the circle. If you catch the child before he/she gets back to your empty seat, you can sit down again. If not, you become the player to run round the circle and the first one sits in your place.

#### **Muk (Alaska, USA)**

The Inuit children play this game.

One player stands in the centre of a circle of children, and tries to make one of them laugh or move by making faces. If the child does laugh, he or she must go into the middle. If the player in the middle has no luck making one child laugh, try another.

### 4. United Nations quiz sheet

1. In which year was the United Nations founded?
2. Who was the first Secretary-General?
3. Who is the present Secretary-General (2000)?
4. What are the UN soldiers called who are responsible for maintaining peace in the world?
5. Where is the Headquarters of UNESCO?
6. Who is the present Director-General of UNESCO (2000)?
7. What do you call people who flee their country for some reason and settle elsewhere?
8. Which UN organisation is responsible for these people?
9. Which institution in your country is responsible for UNESCO activities?
10. What does ILO stand for?
11. What does WHO stand for?
12. What does FAO stand for?
13. What does UNICEF stand for?
14. Define the word tolerance

(Most of these questions come from a questionnaire, prepared by the Associated Schools in Togo, which was distributed around the country on the occasion of the 50th Anniversary of the United Nations and of UNESCO. It contained fifty questions about the UN system).

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#### **Answers:**

- |                                 |  |  |
|---------------------------------|--|--|
| 1. In 1945                      | 8. United Nations High Commissioner for Refugees (UNHCR) | 11. World Health Organisation                                      |
| 2. Trygve Lie (Norway)          | 9. The National Commission for UNESCO                    | 12. Food and Agriculture Organisation                              |
| 3. Kofi Annan                   | 10. International Labour Organisation                    | 13. United Nations Children's Fund                                 |
| 4. Blue helmets (Casques bleus) |  | 14. Use Oxford Dictionary definition or consult another dictionary |
| 5. In Paris, France             |  |  |
| 6. Koichiro Matsuura (Japan)    |  |  |
| 7. Refugee                      |  |  |

## 5. United Nations logos



United Nations  
Educational, Scientific  
and Cultural Organization



United Nations  
Volunteers



Office of the United  
Nations High Commission  
for Refugees



United Nations  
Commission  
for Human Rights



World Health  
Organization



UNEP  
United Nations  
Environment  
Programme



Food and Agriculture  
Organization  
of the United Nations



International Labour  
Organisation



UNICEF  
United Nations  
Children's Fund

## 6. United Nations Days/Weeks/Years/Decades

The United Nations system has designated a number of special International Days (see calendar below), Weeks and Decades. Your class may wish to celebrate one of the International Days, which will need some preparation. Because the chosen days may cover a number of topics you may need some help from specialists in or outside the school. For example, World Health Day (7 April) could include looking at local health problems and those elsewhere in the country (Geography), major diseases (Science), a play on how to keep healthy (Language), and posters on health (Art). A programme for the day could be arranged and people from the local community could be invited to come along and take part.

### International Decades

**2001-2010** International Decade for the Culture of Peace and Non-Violence for the Children of the World

**1993-2002** Second Industrial Development Decade for Africa

**1993-2002** Asian and Pacific Decade of Disabled Persons

**1993-2003** Third Decade to Combat Racism and Racial Discrimination

**1994-2004** International Decade of the World's Indigenous People

**1995-2004** United Nations Decade for Human Rights Education

**1997-2006** United Nations Decade for the Eradication of Poverty

## International Years

2000 - International Year for the Culture of Peace  
 2000 - International Year of Thanksgiving  
 2001 - International Year of Volunteers  
 2001 - United Nations Year of Dialogue among Civilizations

2001 - International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance  
 2002 - International Year of Mountains  
 2002 - International Year of Ecotourism

## International Days and Weeks

<b>FEBRUARY</b>	<b>21</b> • International Mother Tongue Language Day
<b>MARCH</b>	<b>8</b> • United Nations Day for Women's Rights and International Peace <b>21</b> • International Day for the Elimination of Racial Discrimination <b>21</b> • Beginning Week of Solidarity with the Peoples struggling against racism and Racial Discrimination <b>21</b> • World Poetry Day <b>22</b> • World Day for Water <b>23</b> • World Meteorological Day
<b>APRIL</b>	<b>7</b> • World Health Day <b>23</b> • World Book and Copyright Day
<b>MAY</b>	<b>3</b> • World Press Freedom Day <b>15</b> • International Day of Families <b>17</b> • World Telecommunication Day <b>25</b> • Beginning Week of Solidarity with the Peoples of All Colonial Territories Fighting for Freedom, Independence and Human Rights <b>31</b> • World No-Tobacco Day
<b>JUNE</b>	<b>4</b> • International Day of Innocent Children Victims of Aggression <b>5</b> • World Environment Day <b>17</b> • World Day to Combat Desertification and Drought <b>26</b> • International Day against Drug Abuse and Illicit Trafficking <b>26</b> • International Day in Support of Victims of Torture
<b>JULY</b>	<b>First Saturday of July</b> • International Day of Co-operatives <b>11</b> • World Population Day
<b>AUGUST</b>	<b>9</b> • International Day of the World's Indigenous People <b>23</b> • International Day of Remembrance of the Slave Trade and its Abolition
<b>SEPTEMBER</b>	<b>8</b> • International Literacy Day <b>16</b> • International Day for the Preservation of the Ozone Layer <b>Opening Day of UN General Assembly</b> • International Day of Peace <b>Last week in September</b> • World Maritime Day
<b>OCTOBER</b>	<b>1</b> • International Day of Older Persons <b>First Monday of October</b> • World Habitat Day <b>5</b> • World Teacher's Day <b>9</b> • World Post Day <b>Second Wednesday of October</b> • International Day for Natural Disaster Reduction <b>16</b> • World Food Day <b>17</b> • International Day for the Eradication of Poverty <b>24</b> • United Nations Day <b>24</b> • World Development Information Day <b>24-30 October</b> • Disarmament Week
<b>NOVEMBER</b>	<b>16</b> • International Day for Tolerance <b>20</b> • Africa Industrialisation Day <b>20</b> • Universal Children's Day <b>21</b> • World Television Day <b>29</b> • International Day of Solidarity with the Palestinian People
<b>DECEMBER</b>	<b>2</b> • International Day for the Abolition of Slavery <b>3</b> • International Day of Disabled Persons <b>5</b> • International Volunteer Day for Economic and Social Development <b>7</b> • International Civil Aviation Day <b>10</b> • Human Rights Day <b>29</b> • International Day for Biological Diversity

## 7. Manifesto 2000



The Manifesto 2000 for a culture of peace and non-violence, was drafted by a group of Nobel Peace Prize Laureates, to translate the resolutions of the United Nations into everyday language and to make them relevant to people everywhere. The Manifesto 2000 does not appeal to a higher authority, but instead it is an individual commitment and responsibility.

The Manifesto 2000 was made public in Paris on March 4th 1999, during a press conference at the Eiffel Tower and is open to signatures from the wider public throughout the world. As of September 2000, UNESCO had received more than 50 millions signatures.

### **Manifesto 2000 for a culture of Peace and Non-violence**

*Join the international movement for the culture of peace and non-violence*

*Because the year 2000 must be a new beginning, an opportunity to transform - all together - the culture of war and violence into a culture of peace and non-violence.*

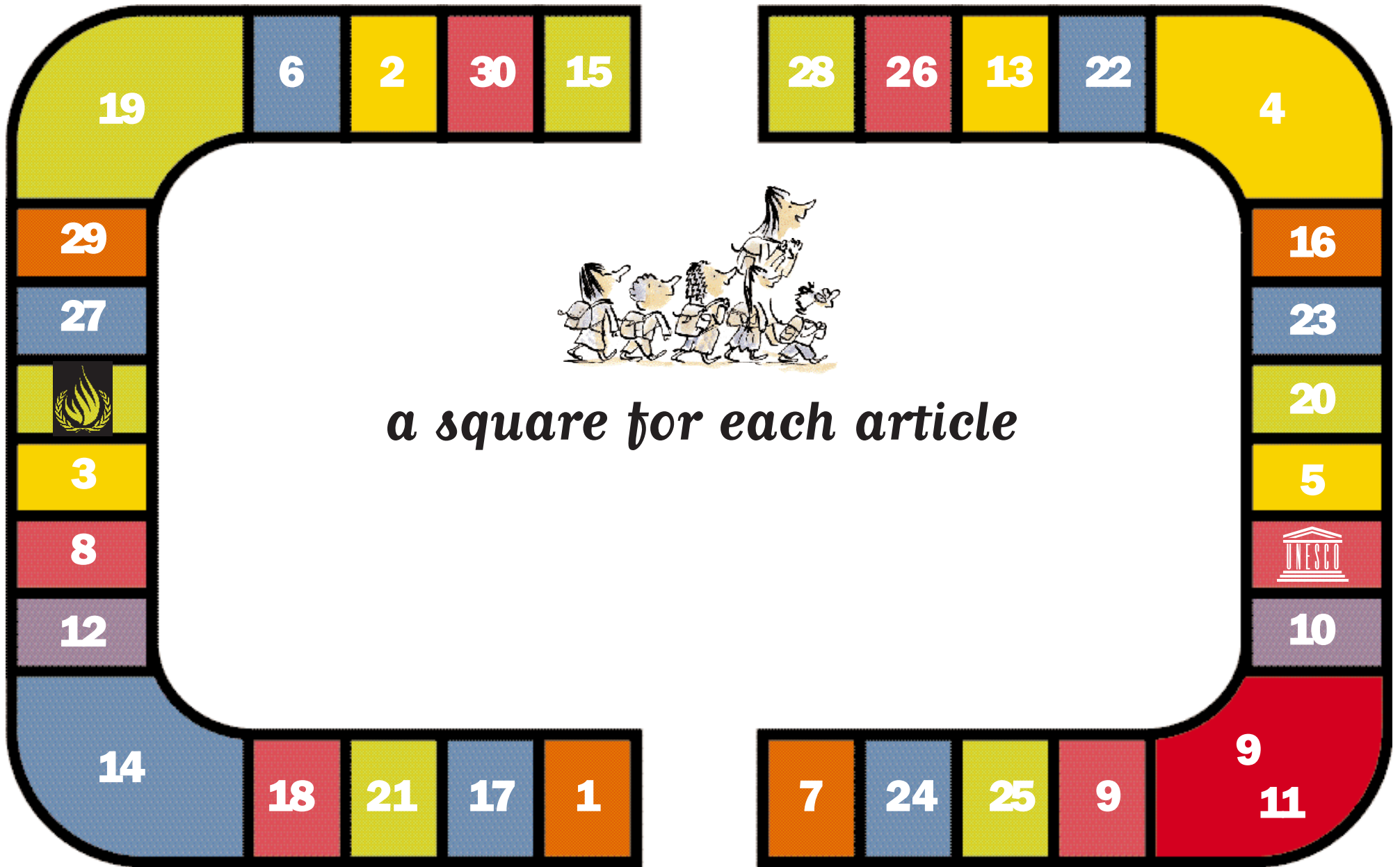
*Because this transformation demands the participation of each and every one of us, and must offer young people and future generations the values that can inspire them to shape a world based on justice, solidarity, liberty, dignity, harmony and prosperity for all.*

*Because the culture of peace can underpin sustainable development, environmental protection and the well-being of each person.*

*Because I am aware of my share of responsibility for the future of humanity, in particular to the children of today and tomorrow.*

#### **I PLEDGE IN MY DAILY LIFE, IN MY FAMILY, MY WORK, MY COMMUNITY, MY COUNTRY AND MY REGION, TO:**

- 1** "Respect all life". Respect the life and dignity of each human being without discrimination or prejudice;
- 2** "Reject violence". Practise active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economical and social, in particular towards the most deprived and vulnerable such as children and adolescents;
- 3** "Share with others". Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression;
- 4** "Listen to understand". Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation and the rejection of others;
- 5** "Preserve the planet". Promote consumer behaviour that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet;
- 6** "Rediscover solidarity". Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.





**Contributors of the publication of this Booklet:**

*Godfrey Hall - Carolina Ebel Lopes - Caroline Lawrence - Carmela Maria Salzano - Ieng Strong*

*Illustrator: Serge Bloch*

*Graphic designer: Emmanuel georges*

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UNESCO - 7 place de Fontenoy - 75352 Paris 07 SP - France

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