

BC GUIDING FOR PEACE CHALLENGE

AN AWARENESS CHALLENGE FROM THE BC
PROGRAM COMMITTEE





Copyright © 2018 Girl Guides of Canada-Guides du Canada, British Columbia Council,
1476 West 8th Avenue, Vancouver, British Columbia V6H 1E1

Unless otherwise indicated in the text, reproduction of material is authorized for non-profit Guiding use within Canada, provided that each copy contains full acknowledgment of the source. Any other reproduction, in whole or in part, in any form, or by any means, electronic or mechanical, without prior written consent of the British Columbia Council, is prohibited.



CONTENTS

Introduction	4
Objectives	4
Challenge Requirements	4
Program Connections	4
GUIDING FOR PEACE Challenge: Tracking Sheet	5
THINKING ABOUT PEACE	7
Peace Poem	7
World Leaders Promoting Peace	7
Peace Mobile	10
Finding Inner Peace	10
Finding Peaceful Resolutions	10
Malala's Story	11
Friendship Tie	11
Olympics- Story of Peace	12
Matching Children's Rights	12
Children's Right to Education	13
<u>PEACE ACTIVITIES</u>	14
Peace Game	14
Peace Sing Along	15
Jelly Beans to Feed the World	16
Peanut Butter Sandwich Dilemma	16
Celebrate Diversity- We are Unique	20
Peace Quotes	20
Peaceful Communication	22
<u>Taking Action for Peace</u>	24
Sadako Story and Peace Cranes	24
Peace Posters	25
Plant a Peace Garden	25
Pinwheels for Peace	26
Postcards for Peace	26
Peace Kites	27
Take Action for Human Rights	28
Taking Peace on the Road	29
Alternate Activity Resources	30
Program Connections	31

INTRODUCTION

Welcome to the BC Guiding for Peace Challenge for all branches of Guiding. This challenge has been created to encourage girls and Guiders to explore the concepts of peace and taking action to create peaceful communities. This is part two of a two part challenge. It can be completed anytime of the year and is not limited to November and Remembrance Day. It focuses on exploring the concepts of peace. The first part of the challenge Guiding Remembers focuses on the concept of remembrance and community service.

Sincerely,

The BC Program Committee

Objectives

1. To explore the concepts of peace and to consider how we can contribute to a more peaceful society.

Challenge Requirements

To earn the Guiding for Peace Challenge, girls need to complete 4 different activities, one of which must include a community component. This community component may include attending a Peace Rally, creating peace posters, creating a peace garden or any other activity that occurs in the community or has a community impact. You can complete this challenge in just one meeting, or go into more depth and complete it over a series of meetings with outings. Requirements are the same for all branches with the expectation that the older branches will have a deeper reflection and more complex activities.

When you have fulfilled the requirements, complete the **BC Crests Order Form** found on the BC Girl Guides website <http://www.bc-girlguides.org/> (click on Program > Challenges & Activities > Provincial Challenges). Instructions on how to order the crests are provided on the form.

Program Connections

At the end of this booklet you will find a list of program connections areas of the girls' regular program for which the Guiding for Peace Challenge meets the requirements for completion. These program connections are intended as guidelines to help you fit the challenge into your regular program planning. In some cases, the challenge activity is very similar to an activity in the program area; in other cases, the challenge activity could be used as an alternative to activities mentioned in the program area. In all cases, remember that the girls' program is intended to be flexible: if an activity meets the objectives of the program area, and if it is interesting and challenging for the girls, by all means give them credit for it as part of their program requirements.

The program connections list is not exhaustive. If you find another program area that is covered by an activity in this booklet, don't hesitate to give the girls credit for it.

GUIDING FOR PEACE CHALLENGE: TRACKING SHEET

Complete at least four activities; one must have a community connection. Remember, you can always substitute your own activities that meet the objectives.

THINKING ABOUT PEACE

Objective: *To reflect on the concept of peace*

- | | |
|--|--|
| <input type="checkbox"/> Peace Poem | <input type="checkbox"/> Finding Peaceful Resolutions |
| <input type="checkbox"/> World Leaders Promoting Peace | <input type="checkbox"/> Malala Story and Movie |
| <input type="checkbox"/> Symbols of Peace Mobile | <input type="checkbox"/> Olympics: Story of Peace |
| <input type="checkbox"/> Friendship Tie | <input type="checkbox"/> Matching Human Rights |
| <input type="checkbox"/> Finding Inner Peace | <input type="checkbox"/> Children's Right to Education |

PEACE ACTIVITIES

Objective: *To learn and expand understanding of peace both globally and locally*

- | | |
|--|---|
| <input type="checkbox"/> Peace Game | <input type="checkbox"/> Peanut Butter Sandwich Dilemma |
| <input type="checkbox"/> Reverse Tie Dye Peace Shirts | <input type="checkbox"/> Celebrate our Diversity |
| <input type="checkbox"/> Peace Singalong | <input type="checkbox"/> Peace Quotes |
| <input type="checkbox"/> Jelly Beans to Feed the World | <input type="checkbox"/> Using our Words |

TAKING ACTION FOR PEACE

Objective: *To take action to create peaceful communities:*

- | | |
|--|---|
| <input type="checkbox"/> Sadako and Peace Cranes | <input type="checkbox"/> Pinwheels for Peace |
| <input type="checkbox"/> Peace Posters | <input type="checkbox"/> Plant a Peace Garden |
| <input type="checkbox"/> Postcards for Peace | <input type="checkbox"/> Take Action for Human Rights |
| <input type="checkbox"/> Peace Kite | <input type="checkbox"/> Take Peace on the Road |

THINKING ABOUT PEACE

Peace Poem

1. Give each patrol 5 pieces of paper – one for each letter of the word PEACE.
2. Working as a group, the girls come up with an acrostic poem – this is a poem where the first letter of each line, when put together, spells a word. An example is as follows: Peace is the goal, Everyone working together, Agreeing to set aside differences, Caring for one another, Everywhere on Earth.
3. Have the girls write each line on a piece of paper, large enough to fill the page.
4. After opening, have each patrol present their acrostic poem – each girl flipping over a sheet of paper with a line on it (in order) and reading out their group peace poem.

Supplies

- Paper
- Pencils or Markers.

World Leaders Promoting Peace

1. Before the meeting, print and cut apart the facts found on the next two pages onto cardstock. Each leader has a set of four cards. Use the necessary number of sets for your group size.
2. Shuffle the cards and distribute them to the girls.
3. The girls are challenged to assemble the facts into meaningful sentences, forming groups of four. (Guiders are encouraged to participate to make up any shortage of girls in groups.) Note that if you print the cards in colour, each group will have one card each with red, blue, green and black text. If girls are stuck, you can point out that there are four different colours of cards for each group.
4. When girls find their groups, they sit down together and wait until all groups are formed.
5. One group at a time, the girls then read their cards out in order, sharing facts about their world leader.

Supplies

- Fact cards preprinted and cut out
- Books on Peace Leaders

There are many peace leaders that one could explore with the your unit. Try the local library and see if there are Children's reference books. Look for Books on Peace and Peace leaders. Check out the book : *Architects of Peace by Michael Collopy*. It has the personal essays of 75 Peace Makers. You need to choose one that you are familiar with! Share their stories and ask the girls if they have examples of people who help create a peaceful world.

Many people have heard of Mother Teresa. She was a Catholic	nun who dedicated her life to helping poor people. She taught poor	children to read and write using sticks in the dirt. She was dedicated to	helping all people who felt unwanted, unloved, or uncared for in society.
Nelson Mandela fought against Apartheid in South Africa. Apartheid is when	white and non-white people are separated and nonwhites do not have equal	rights. He spent 27 years in prison because he refused to change his ideas. He wanted	equal rights for all races in South Africa. After his release from prison, he became president.
Amy Biehl was dedicated to ending Apartheid in South Africa by fighting against white	racism to help black victims. She was murdered in an act of racial violence. She was only 26	years old and white, and was attacked by a mob of black youths. It was ironic that she was killed	by the people she was trying to help. The Amy Biehl Foundation continues her work.
The spiritual leader of Tibet is called the Dalai Lama. People around the world follow	his teachings of nonviolence and kindness. He said "Because we all share this	planet Earth, we have to learn to live in harmony with each other and with	nature. This is not just a dream, but a necessity."
Mohandas "Mahatma" Gandhi is one of the most famous non-violent leaders who fought	for the independence of India from the British Empire. Gandhi said "You	must be the change you wish to see in the world." and "If we are to reach real	peace in the world, we shall have to begin with children.
Rosa Parks was called "the first lady of civil rights" and "the mother of the freedom	movement." She resisted bus segregation by refusing to give up her seat to a white	person after the bus driver told Rosa and other African Americans to stand	up. She is known for standing up against racism and fighting for freedom.

<p>“Peace Pilgrim” (born as Mildred Lisette Norman) walked for 28 years promoting</p>	<p>peace. She walked over 40,000 km. She took a vow to “remain a wanderer until</p>	<p>mankind has learned the way of peace, walking until given shelter and fasting until given</p>	<p>Food. In order for the world to become peaceful, people must become more peaceful.”</p>
<p>Martin Luther King, Jr. led non-violent protests to fight for the rights of all people, and</p>	<p>hoped that the world would become “colourblind”. In his famous speech, he said “I</p>	<p>have a dream that my four children will one day live in a nation where they will not be</p>	<p>judged by the colour of their skin, but by the content of their character..</p>
<p>Golda Meir was Israel’s first and the world’s third female prime minister. She was also one</p>	<p>of the founders of Israel, and signed their Declaration of Independence. She once dressed as</p>	<p>a Muslim woman to get into a secret meeting with King Abdullah where she tried</p>	<p>to convince him to stay out of war. She was affectionately known as “Our Golda.”</p>
<p>Aung San Suu Kyi led a revolt against the army-run government of Burma with a</p>	<p>series of peaceful protests. Suu Kyi and her party won the 1990 election, but the military</p>	<p>government put her under house arrest, which meant she could not leave her home, for 20</p>	<p>years. She said “The only real prison is fear, and the only real freedom is freedom from fear.</p>
<p>Malala Yousafzai was born in Pakistan in 1997 When she is 10, the Taliban ban girls from</p>	<p>attending school. She secretly writes a blog for BBC about life under the Taliban and fights for education</p>	<p>for girls. “Let us pick up our books and our pens, they are our most powerful weapons”. She was awarded</p>	<p>The Nobel Prize in 2014 and is the youngest person to receive it. .</p>

Peace Mobile

Print out examples of Peace Symbols and discuss the symbolism.

<http://www.planetpals.com/peacesymbols.html>
and <http://www.planetpals.com/IKC/lsons.html>

1. Draw, decorate and cut out 4- 6 different peace symbols
2. Select a branch that has several forks
3. Cut various lengths of thread and attach symbols to the branch with thread.
4. Example of a branch mobile can be found here:
<http://www.artistshelpingchildren.org/artscraftsideaskids/branch-mobiles.html>
5. For older girls, use chopsticks instead of a branch and make symbols out of modelling clay or folded origami cranes.

Supplies

- Peace Symbol printouts
- Thread
- Branches
- Cardstock
- Scissors
- Pencil crayons or markers



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.*”

Everyone has their own idea of what feeling peaceful means. Ask the girls to share some of the things that help them feel peaceful or at peace. Some might feel most peaceful when colouring, reading or journaling, listening to music, hiking or canoeing. Have the girls write or draw the things that help them feel peaceful and create their own definitions of peace and how they might achieve it. These can be shared or kept private. Print colouring sheets for those girls who are struggling to create their page.

http://www.coloringcastle.com/pdfs/misc/peace_sign_flower_power.pdf

<http://www.momjunction.com/print-coloring-image/?pageid=87101&print=2014/08/The-Peace-Poster-17>

<https://www.buzzle.com/articles/free-printable-peace-sign-coloring-pages.html>

Supplies

- Printed colouring sheets.
- Pencil Crayons
- Blank Paper

Finding Peaceful Resolutions

From Girl Guides of Canada International Day of Peace Meeting

1. Ask your unit to form a line in the middle of the room.
2. Roll the dice for the unit. If the dice lands on an

Supplies

- Dice

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.

3. 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.
4. 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 at. 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.

Malala's Story

Learn as a unit more about the story of Malala Yousafzai and her efforts to promote education globally for girls. Malala's story can be found here:

<https://www.malala.org/malalas-story>.

There are several short clips and interviews on YouTube.

- <https://www.youtube.com/watch?v=qu3aQMxkrc4> or
- <https://www.youtube.com/watch?v=HQL8bTqyFCo> or
- <https://www.youtube.com/watch?v=FnloKzEAX7o>

For younger units, check out a copy of Malala, Warrior with Words or Malala's Magic Pencil from your local library.

Consider hosting a screening of "He named me Malala" for Pathfinders and Rangers. The website has a screening guide. <https://www.malala.org/host-a-screening>

Friendship Tie

1. Gather all the lengths of wool together and tie 10 overhand knots evenly spaced along the wool, binding the colours together
2. Using an overhand knot, tie the two ends together, leaving a tassel. Tie a bell below the knot

The circle represents friendship around the world with our sister Girl Guides and Girl Scouts. The blue represents the world of wellbeing; the yellow represents the world of outdoors, the purple is for the world of arts, orange is for the world of today and tomorrow, red is for the world of people and the variegated are for all the ages and sizes and commitments to Girl Guides and Girl Scouts

Supplies

- Small brass bell
- 3.3 metre lengths of wool in these 6 colours: yellow, purple, orange, red, variegated green. and blue

The 10 small overhand knots represent the three parts of the promise and the 7 laws.

The large overhand knot, which makes the circle, represents all of us in Girl Guiding and Girl Scouting: our belief in the value of Guiding to today's girls and women.

The bell is a Thai custom. It is tied with a reef knot. In Thai belief, the bell drives away evil spirits (bad luck) and its pleasing sound attracts good spirits which bring good health, happiness and fortune.

Olympics- Story of Peace

Our Modern Olympics is based on the premise of “Peace through Sport”. The goal of the Olympic Movement is “to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.”

Learn more about the Olympic Peace Initiatives here: <https://www.olympic.org/peace-through-sport> and <https://www.olympic.org/peace/#/>

The history of the Olympics is that of a time for the citizens of the Ancient Greek City States to Assemble and discuss issues of politics, celebrate victories and form alliances. The citizens participated in athletic and equestrian competitions and provided lavish offerings to the Greek God Zeus. Often the City States were in conflict, so a truce was announced for the games. The Olympic Truce was announced by special heralds who went to all of the corners of Greece every four years to announce the approaching Olympic festival and games. The truce protected athletes, citizens and officials attending the games from becoming involved in local conflicts.

As a unit watch the clip of the Olympics and their message of peace and respect: https://youtu.be/EG77VZZ_KcU. Think about sportsmanship and the ideals of being a “good sport”. What are some examples of these in our professional athletes; what are some examples of professional athletes losing the vision of fair play and sportsmanship.

Download the educator resources for the 2018 Winter Olympics in South Korea and learn about the South Korea, its culture and sporting events at this upcoming Olympics : https://stillmed.olympic.org/media/Document%20Library/Museum/Visit/TOM-Schools/Teaching-Resources/2017/Experiencing-the-OG-Special-PC-2018/PC2018-Educational-Kit-EN.pdf#_ga=2.79952016.623718172.1517795657-1637573426.1517795657. Page 32 has a great activity of identifying the pictograms of the current Olympics.

Matching Children's Rights

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Goal of the activity:

Under the United Nations council, there is the UN Convention on the Rights of the Child, which are conventions that apply especially to youth. Have girls sort the rules into categories, either of their own creation or provided by the Guider.

1. Spread the paper strips on the floor or table. Each strip should have a right of a child on it. Have the Girls each collect a slip. There will be many slips left.
2. The girls will mingle with each other and explain their card to their peers. When they find a peer with a convention that is similar to theirs, they “cluster”.
3. The girls will label their cluster; for example health, education or rights, and glue them to a paper with that title.
4. Come together as a group, and go through the rest of the cards (or a large deal of them) and have the girls speak out if they think that the strip fits into their category.
5. Discuss which were easy or hard to sort, and which conventions they feel are most important to them.

Supplies

- Paper
- Pencils or Markers
- cut out each of the text strips with each of the rights of a child (provided in youth friendly language)
- Gluesticks
- Title cards

Children’s Right to Education

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Goal of the activity:

This activity will focus on the 28th convention of the UN conventions of rights of the child, which surrounds the ideas of fair education. In addition, articles 1,2,3,12,13,23,28,29,30,31 and 42 can be looked into to support this activity.

Article 28 *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

Supplies

- Paper
- Pencils or Markers
- scissors
- Gluesticks
- Extra crafting supplies such as glitter

1. Break the unit into groups of 2 or 3.
2. Have the groups draw a number, the lowest number getting the most supplies, the highest getting the least.
3. Distribute the supplies. For example, the first group would get access to all of the supplies, the second group may not get the extra supplies or glue, and the last group only getting paper and pencil.
4. Before starting explain that different students or areas in the world do not get the same access to education. However, just because they have less supplies does not mean they give up faster. Everyone should put as much as they can into their artwork, no matter the supplies they have.
5. Challenge the girls to create a picture of what they want their ideal classroom to look like. Encourage the girls to cut out and add

PEACE ACTIVITIES

Peace Game

Learn different words for peace in other languages.

Directions:

1. Go over all the different words for peace in other languages. You may wish to write the words on a large sheet of paper and post it in the meeting space.

Note: You could add in any languages that girls know from their homes or heritage.

Peace Word	Country	Language
Sula	Iran	Persian
Paz	Spain	Spanish
Shalom	Isreal	Hebrew
Frieden	Germany	German
Paix	France	French
Mire	Russia	Russian
Hi	China	Chinese
Shanti	India	Hindi

Supplies

- Ball
- Words printed and cut out

2. Have the girls stand in a circle.
3. One girl starts out with a ball. As she passes the ball to another girl, she must call out the word for peace in another language.
4. Once a word has already been called out, it cannot be used again until all of the words in the list have been called out. The girl who repeats the same word that has already been called is "out".

Reverse Tie Dye Peace Shirts

Discuss different peace symbols (e.g. peace sign, dove, calumet, rainbow, olive branch, etc.) and create reverse tie-dye peace t-shirts. These work best with deep intense colours.

Directions:

1. Freezer paper has a waxy side and a rougher side. Have the girls draw peace symbols on the rougher side of the paper. You can use a peace symbol or the Girl Guide trefoil symbol. Cut out when done.
2. Place the symbol on the shirt, waxy side against the shirt and iron on. The freezer paper should adhere to the shirt.
3. Place newspaper/cardboard inside the shirt (to keep the bleach from getting on the back).
4. Lay the shirt flat making sure the symbol is well adhered to the shirt.
5. Spray the shirt from a distance, concentrating on the edges of your designs. Do not saturate the shirt, or the bleach will seep under the design and it won't be a crisp image.
6. Wait a moment while the bleach starts to remove the colour from the shirt.

Supplies

- Freezer paper
- Pencils or felt pens
- Scissors
- iron
- Bleach diluted 1:4 in spray bottle
- Gloves
- Newspaper / cardboard
- vinegar
- Cold water for rinsing

7. Flip and do the back of the side of the shirt.
8. Rinse the shirt into water and add a cup of vinegar. This will stop the bleach action.
9. Hang the t-shirt to dry



Peace Sing Along

Distribute the lyrics of some peace songs.

Some Girl Guide peace songs include:

- “Let There be Peace On Earth” (source: Songs For Tomorrow, Girl Guides Association, 1984)
- “Sing for Joy” (source: Our Chalet Songbook, Our Chalet Committee, 1981; also found in Songs For Tomorrow, Girl Guides Association, 1984)
- “Peace I Ask of Thee O River” (source: Our Chalet Songbook, Our Chalet Committee, 1981; also found in Songs for Canadian Girl Guides, Girl Guides of Canada, 1981)
- “It’s a Small World”- Our Chalet Songbook p. 39
- “Reach Out in Love” - Jubilee Songbook, p. 36

Supplies

- Song Sheets printed out

Other Peace Songs include

- “Give Peace a Chance” by John Lennon
- “Peace Train” by Cat Stevens
- “Crystal Blue Persuasion” by Tommy James and the Shondells
- “Where Have All the Flowers Gone” by Pete Seeger
- “Pray Peace” by Alchemy VII
- “Someday” by Alan Menken and Stephen Schwartz
- “Last Night I Had the Strangest Dream” by Ed McCurdy
- “Come the Day” by Bruce Woodley
- “Earth” by David Roth
- “We’ve Been Asking Questions” by John Phillips of the Mamas and the Papas.



Jelly Beans to Feed the World

Adapted from Becky's Guiding Resource Center

The purpose of this activity is to show that there is enough food for everyone globally but food is not distributed evenly in our world. It is also an opportunity to help girls understand how it feels to not have enough food to eat.

1. Each girl picks a slip of paper from a can. Eighty per cent will say "poor" and twenty per cent will say "rich".
2. Divide the meeting space so that the rich girls have two-thirds of the space and the poor girls are crowded into a corner at the back of the room.
3. Give the "rich" group a bowl of jelly beans (more than three per person) and the "poor" group a small bowl with just a few jelly beans (not enough for each child).
4. Before the girls begin to eat they must decide how to divide the jelly beans. To take this exercise a step further, discuss the distribution of space during this exercise. Compare the population of Canada to other countries that are heavily populated.

Supplies

- Jelly Beans- at least three per girl
- Bowls for Jelly Beans
- Sheets printed out

Note: Before the end of the meeting, provide extra jelly beans for all the girls.

Points to think about:

1. How did the two groups feel about the way the jelly beans were distributed?
2. Did the rich group share with the poor group? If they did share, how did they decide to share and how much to share?
3. Why is food important? Why is sharing important? What happens when you never have enough to eat and always feel hungry?
4. Should rich countries share with poor countries? How can we do this?



Peanut Butter Sandwich Dilemma

Adapted from Becky's Guiding Resource Center

Purpose: To explore some of the difficulties encountered by countries in providing food and revenue for their people with the resources at hand. While trading with other countries, the girls will learn how easy it is to fall into conflict with others competing in the world market. The girls will better understand the challenge for countries - rich and poor, large and small - to maintain both world peace and internal peace, and to serve the needs of their people.



1. Split the group into eight different countries. Each country should have at least two people in it. Within each country a leader must be chosen - a President, Queen, Prime

Minister or even a Dictator, as they prefer. Each country also chooses a decision-making process to use during the course of the game; for example, majority rule, the leader makes the final decision, or whatever. Lastly, each country chooses a name. Even this can prove a challenge to peace in some countries

2. Each country is then given a card; on one side is written the size, population and financial status of their country. On the other side, for their information only, is list of their resources and what they need to provide for their population.
3. World resources are represented by the ingredients for a complete peanut butter and jam sandwich lunch.
4. In the game, these resources are represented by small pieces of construction paper in appropriate colours and shapes. When resources are traded between countries, these papers help keep track of the gains and losses.
5. The aim of the game is to use the resources available in your country to provide, through trade on the world market, what your country needs to survive while maintaining peace in the world.
6. The countries take turns trading with each other in order to gain the necessary resources. To add some spice and realism to the play, each country has the option on their turn to either trade or pick a "Luck of the Draw" card. These cards might offer a life-saving miracle or inflict a major disaster.

Total World Resources (supplies handed out to the countries, based on each country's information (see below):

13 peanut butter	10 jam	12 apples
13 napkins	10 butter	10 plates
10 knives	28 bread	

Resources Distributed Among Countries

(this information is written out on cards and given to each country)

Country #1	Country #2	Country #3:
A large, wealthy country with a large population and high labour costs	A large, wealthy country with a large population and low labour costs	A small, poor country with low labour costs
<i>Resources Available:</i>	<i>Resources Available:</i>	<i>Resources Available:</i>
12 bread 2 knives 6 apples 6 plates	5 knives 5 jam 7 napkins 5 butter	2 jam 2 butter 3 napkins
<i>Needed to Survive:</i>	<i>Needed to Survive:</i>	<i>Needed to Survive:</i>
2 peanut butter sandwiches 2 apples	2 peanut butter sandwiches 2 apples	1 peanut butter sandwich

<p>Country #4:</p> <p>A medium sized country with adequate resources to be self-sufficient.</p> <p><i>Resources available:</i></p> <p>6 bread 3 knives 3 plates</p> <p><i>Needed to Survive:</i></p> <p>1 peanut butter sandwich 1 apple</p>	<p>Country #6:</p> <p>A fair sized country with a large population working for reasonable wages; some good natural resources.</p> <p><i>Resources Available:</i></p> <p>3 apples 3 jam 3 butter</p> <p><i>Needed to Survive:</i></p> <p>1 peanut butter sandwich 1 apple</p>	<p>Country #7:</p> <p>A small poor country, heavily populated with lots of cheap labour.</p> <p><i>Resources Available:</i></p> <p>4 bread 1 plate 3 apples</p> <p><i>Needed to Survive:</i></p> <p>1 peanut butter sandwich</p>
<p>Country #8:</p> <p>A very large and very poor country, small population and few developed resources.</p> <p><i>Resources Available:</i></p> <p>10 peanut butter</p> <p><i>Needed to Survive:</i></p> <p>2 peanut butter sandwiches 1 apple</p>		

World resources are represented by the ingredients for a complete peanut butter and jam sandwich lunch. One sandwich consists of:

| 1 peanut butter sandwich: |
|--|--|--|--|
| 1 jam
1 butter
1 knife
1 napkin
1 plate
2 bread |

<p>1 peanut butter sandwich:</p> <p>1 jam 1 butter 1 knife 1 napkin 1 plate 2 bread</p>	<p>1 peanut butter sandwich:</p> <p>1 jam 1 butter 1 knife 1 napkin 1 plate 2 bread</p>	<p>1 peanut butter sandwich:</p> <p>1 jam 1 butter 1 knife 1 napkin 1 plate 2 bread</p>	<p>1 peanut butter sandwich:</p> <p>1 jam 1 butter 1 knife 1 napkin 1 plate 2 bread</p>
--	--	--	--

LUCK OF THE DRAW CARDS

<p>You've had a terrific harvest. Double you largest resource!</p>	<p>Your country was hit by an earthquake. Your largest resource has been wiped out</p>	<p>You've made peace with an old enemy. Add three units of jam to your country's supply</p>	<p>Disaster strikes! Spring flooding cuts you peanut butter harvest in half</p>
<p>Your country develops a new fertilizer that doubles your apple supply. Congratulations!</p>	<p>Early frost hits the strawberry fields and wipes out everything. Cancel your jam exports</p>	<p>The wheat crop is twice what you expected! Double your bread supply</p>	<p>Drought hits. The cows stop giving milk. Your butter supply dries up completely</p>
<p>Your new factory turns out plates in half the time. Double you plate supply.</p>	<p>Torrential winds and rains shut down all production. Your knife supply is wiped out altogether.</p>	<p>Unused land has proved to be perfect for peanuts. Your peanut butter supply triples.</p>	<p>A tornado wipes out your only plate factory. Hand in all your plates.</p>
<p>A new technique lets you produce knives at twice the speed. Double your knife supply</p>	<p>An enemy had bombed your capital city. Your second largest resource is wiped out</p>	<p>JACKPOT! Fortune smiles. Double all your resources.</p>	<p>JACKPOT! Fortune smiles. Double all your resources.</p>
<p>Fire wipes out two of your largest factories. Your napkin and bread supplies are gone</p>	<p>You can make "bitter butter better." You bought big batches of bitter butter and made it better. Double your butter supply.</p>	<p>Hailstorms have wiped out your apple crop. All your apple supply is gone</p>	<p>A neighbouring country shares surplus napkins with you. Add three to your napkin supply.</p>

Celebrate Diversity- We are Unique

1. Have the girls stand in a circle.
2. The leader can start in the middle and says "I am unique because..." and something that makes them unique (ex: "I am unique because I have five brothers/I have visited
3. If this statement is true for anyone else, then they will step into the circle and high five each other and switch places. If more than one person steps into the circle, after high fiving, the leader will choose the next person to stay in the circle and make a statement.
4. If this statement is not true for anyone else, then the rest of the girls will give her a round of applause. The girl can then say another statement, but if it is not true for anyone else, then the leader will pick the next girl to go in the middle after the round of applause.
5. Play until all the girls have had a chance in the middle.
6. Remind the girls that we are all unique in different ways, and that our uniqueness makes us special!

Peace Quotes

1. Print out the following peace quotes
2. Allow the girls to sift through the cards and select one that inspires them. This can be done as individuals or as small group
3. Give the girls some time the read the card and write a poem, create a song or rap, draw a picture or simply discuss why the quote inspires them.

Supplies

- Quotes printed out

"I BELIEVE WE ARE HERE ON THE PLANET EARTH TO LIVE, GROW UP AND DO WHAT WE CAN TO MAKE THIS WORLD A BETTER PLACE FOR ALL PEOPLE TO ENJOY FREEDOM."

ROSA PARKS AMERICAN CIVIL RIGHTS CAMPAIGNER

"IF WE HAVE NO PEACE, IT IS BECAUSE WE HAVE FORGOTTEN THAT WE BELONG TO EACH OTHER."

**MOTHER TERESA
PEACE CAMPAIGNER**

“WHEN THE WORLD IS SILENT,
EVEN ONE VOICE BECOME
POWERFUL.”

MALALA YOUSAFZAI
CAMPAIGNER

“THE WORLD WILL NOT BE
DESTROYED BY THOSE WHO
DO EVIL, BUT BY THOSE WHO
WATCH AND DO NOTHING.”

ALBERT EINSTEIN
SCIENTIST

“PEACE COMES FROM WITHIN.
DO NOT SEEK IT WITHOUT.”

GAUTAMA BUDDHA
FOUNDER OF BUDDHISM

“WE CAN GET PEACE NOW IF
WE WANT IT NOW.”

JOHN LENNON
MUSICIAN & PEACE
CAMPAIGNER

“I WOULD RATHER BE A LITTLE
NOBODY, THEN TO BE AN EVIL
SOMEBODY.”

ABRAHAM LINCOLN
PRESIDENT, USA

“IF THEY DON’T LIKE YOU FOR
BEING YOURSELF, BE
YOURSELF EVEN MORE.”

TAYLOR SWIFT
SINGER

“WE ARE FAR MORE UNITED
AND FAR MORE IN COMMON
WITH EACH OTHER THAN
THINGS THAT DIVIDE US”

JO COX
BRITISH POLITICIAN

“WHEN THE POWER OF LOVE
OVERCOMES THE LOVE OF
POWER, THE WORLD WILL
KNOW PEACE.”

JIMI HENDRIX
MUSICIAN

““WE ARE ONLY AS STRONG AS
WE ARE UNITED, AS WEAK AS
WE ARE DIVIDED.”

J.K. ROWLING
AUTHOR

““DO YOUR LITTLE BIT OF GOOD
WHERE YOU ARE; ITS THOSE
LITTLE BITS OF GOOD PUT
TOGETHER THAT OVERWHELM
THE WORLD.”

DESMOND TUTU
SOUTH AFRICAN PRESIDENT

Peaceful Communication

Adapted from GGC Say No to Violence Challenge

In this activity girls will build important skills for resolving conflict using peaceful means rather than violent ones.

1. Have girls brainstorm different non-violent ways of resolving conflict using techniques such as: • ‘I feel’ statements • Listening effectively • Remaining calm • Apologizing
2. Use the resource on the next page to help explain assertive communication and ‘I feel’ statements to girls as a way of solving conflicts in a non-violent way. An example to share with girls might include the following:
“When you(yell at me), I feel.....(sad). Instead, could you..... (talk to me calmly)? Is that okay with you?”
3. Ask girls to share some examples of ‘I feel’ statements.
4. Provide girls with scenarios of different types of conflict. You can use the ones provided or create some of your own.
5. Working in pairs, provide each pair with a scenario and have them develop a solution to their scenario using assertive communication.
6. Once all groups are ready, they can either present their scenario and solution to another pair or to the whole group.

Supplies

- Copy of scenario cards
- Assertive Communication Strategy Sheet printed

Assertive communication

Being assertive when you are communicating means that you are able to share your feelings and express your needs in an open and straightforward way, while still being respectful towards others.

Assertive communication can be broken down into the following steps:

Step One: Explain your feelings: “When you _____, I feel _____.”

Step Two: Ask for what you would like to see: “I wish you would _____.” Or, “Instead could you _____.”

Step Three: Get feedback on your request: “Is that okay with you?” “How do you feel about that?” Example: “When you hit me I feel sad. I wish you would tell me what you want instead of hitting me. Could you do that?”

Options for resolving conflict in a non-violent way:

- remain calm
- don't call someone names, blame them or threaten them
- no hitting or physical contact
- listen to what they have to say without interrupting
- share your feelings using assertive communication
- try and work out a compromise so that everyone wins (win/win)
 - wait and cool off
 - talk about it • apologize
 - rock, paper, scissors
 - walk away and let it go
 - tell them to stop

For some girls, discussing acts of violence can be a sensitive topic, especially for girls who may have been victims of violence. This topic needs to be approached with care and sensitivity, and with a safe and supportive space created in your unit. If you suspect abuse, or a girl discloses abuse, please refer to the information provided in the Guider Background Materials at the beginning of this pack, or Adult Member Support Module 4: Girl Protection and Self Harm. For information on how to manage bullying, please see Adult Member Support Module 5: Girl Misconduct and Bullying.

A friend calls you a mean name	Your older cousin plays a game and doesn't let you join in	A classmate makes fun of you saying you didn't do the craft properly
Your sibling breaks something and then blames you	A teammate doesn't want you on their team because she says you aren't good enough	One of your parents yells at you to clean your room
A boy at the playground pushes you off the swing	A girl at the park says your shirt is ugly	A few friends are playing at the park. One person starts tripping the others in the group as they go past and laughing as they fall.
A girl is texting with her friends when the messages start to say mean things about her and her family.	Siblings are arguing. The disagreement escalates to include shouting, pushing and hitting.	A younger sibling takes the toy you're playing with.

TAKING ACTION FOR PEACE

Sadako Story and Peace Cranes

Sadako was a young Japanese girl who became ill with leukemia after being exposed to radiation after the nuclear bombs at Hiroshima. While she was in the hospital she set the goal of folding 1000 paper cranes as a symbol of hope. She sadly passed away from her disease but Children's Peace Monument has been created in Japan. It is decorated with Peace Cranes. Our girls can mail cranes to this monument.

<http://www.city.hiroshima.lg.jp/shimin/heiwa/crane.html>

Peace Cranes have become a symbol of Peace. Directions on how to fold a crane refer to this website: <https://peacecraneproject.org/book/>

Supplies

- Copy of the story of Sadako
- Print out of directions for Cranes
- Origami Paper

Fun Things to Do with Peace Cranes

- Add a string and make it into an ornament.
- Add a pin back and wear it as a "pin for peace".
- Hang them from your school backpack.
- Decorate your book covers.



- Make several cranes and string them to make a "peace mobile".
- Make many cranes and give them to friends as "Peace Gifts".
- Organize a "thousand cranes project" in your school.
- Give it to someone in the hospital.
- Donate it to the 1,000 crane project.
- Decorate a community Christmas tree

Peace Posters

1. Have a brainstorming session on how the girls can promote peace in their homes, schools and community.
2. Record all the ideas on large paper for the girls to see.
3. Discuss the ideas that the girls come up with. Remind them that peace starts locally with the acceptance of differences and tolerance of diversity as the first steps. Discuss that sharing, listening, cooperating with each other are skills that are crucial to a peaceful society.
4. Have the girls work together on a large poster to donate to the local school, church, public library or community center. The girls could cut words that are associated with peace or pictures that they feel represent peace to paste onto their poster.
5. Have the girls present their poster with the rest of the group.

Supplies

- Poster Paper
- Markers, Pencil Crayons
- Scissors
- Glue
- Colourful Magazines

Plant a Peace Garden

1. Find a location to plant a Peace Garden. This could be at your Guide Camp, Guide Hall or another public location. Get permission for a public space. Depending on your location, you could plant poppies or spring bulbs such as Tulips.
2. Paint a small wooden sign or paint rocks to identify the garden as a Peace Garden and your unit's name.
3. Decorate rocks with symbols of peace to scatter in your garden.
4. If the unit wants to create a lasting legacy, funding for projects to non-profit groups may be available. More details and application form is available here: <http://www.veterans.gc.ca/eng/remembrance/funding-programs/commemorative-partnership/engagement/guidelines>

Supplies

- Seeds or bulbs
- Wooden Markers
- Paint and Paint Brushes
- Varnish

Pinwheels for Peace

Join the Pinwheels for Peace Group and work towards “whirled” peace!

http://www.pinwheelsforpeace.com/Pinwheels_for_Peace/home.html

1. Decorate pinwheels squares – girls can write their thoughts about war and peace, tolerance and living in harmony with others on one side, or draw, paint, create a collage, etc. to visually express their feelings.
2. If using the square paper option, cut a diagonal line from each corner in toward the center of the paper. Do not cut all the way through; cut only about 2/3 of the way from the corner to the center.
3. On each corner, bend one point down into the centre of the paper. Poke the pin through the points and the center of the paper to hold your pinwheel together.
4. (Optional) Put the bead onto the pin before poking it into the eraser of the pencil. This helps the pinwheel to better rotate.
5. Poke the pin into the eraser at the top of the pencil. Blow on it.
6. On International Day of Peace, Sept. 21, "plant" your pinwheels outside (at schools, museum, public places, etc.) as a public statement and art exhibit/installation. The spinning of the pinwheels in the wind will spread thoughts and feelings about peace throughout the country and the world!

Supplies

- Supplies
- paper, cut into a square.
- scissors
- straight pins with large heads
- bead (optional)
- pencil/dowel
- markers or pencil crayons



Printable template can be found at:

https://www-tc.pbs.org/parents/curiousgeorge/activities/pdf/cc_pinwheel_bw.pdf

Symbols of peace and other web sites with information can be found at:

<http://www.planetpals.com/peacesymbols.html>

Postcards for Peace

Sign up on the Postcards for Peace Project through the website [Peace One Day](#). You will be partnered with a class somewhere else in the world with children of a similar age as your unit. Lots of activities and resources are on this website.

1. Sign up for the postcards for peace project at <https://www.postcardsforpeace.org/schools/>
2. Girls can create designs of postcards and submit them to the contest, but templates are available for printing
3. Send your postcards off to your partner class.

Supplies

- Postcard template printed
- Crayons or Markers
- Pens/pencils

Peace Kites

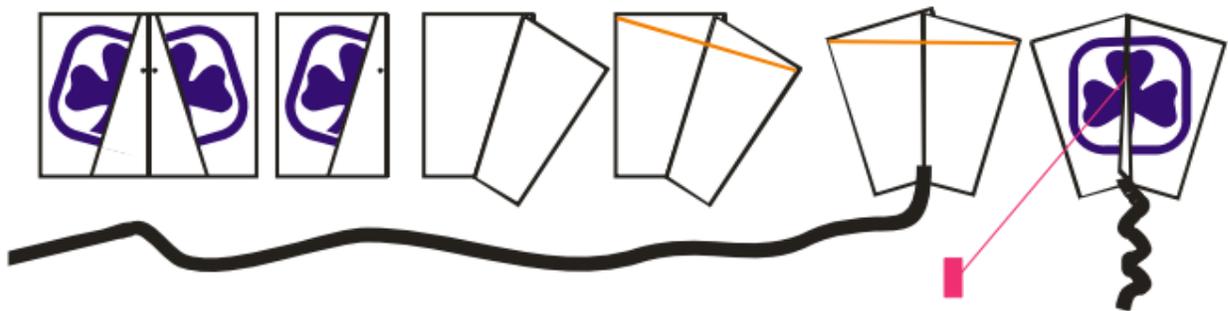
Let's go fly a Kite for Peace! Decorate your kite with peace symbols then head out to a wide open space to fly your kites!

Go Fly A Kite Instructions:

1. Lay the paper on the table in landscape format (long side down). Decorate with peace slogans and symbols. Fold paper in half, side to side.
2. Fold the paper diagonally, along the diagonal lines.
3. Flip over and tape the spine.
4. Tape the cross stick perpendicular to the spine.
5. Tape the tail to the bottom of the kite.
6. Flip kite over and fold the spine back and forth.
7. Punch a hole in the spine opposite the cross bar.
8. Tie string through the hole and fly.
9. Bring scissors to flying field.
10. Cut knots and tangles quickly, retie and keep them flying.
11. If one side of a kite gets crunched, crunch other side. On windy days a longer tail helps balance the kite. If you would like to make a more difficult kite (i.e. when you have a lot of time), you can find some instructions and ideas for different kinds of kites online:

Supplies

- 8 1/2" x 11" copy paper (not construction paper)
Crayons or Markers
- 8" bamboo BBQ shish-kabob sticks
- surveyor's flagging plastic tape. Available at hardware or dollar stores
- tape
- string. (about 6 to 10 feet per kite)
- cork or 1"x3" cardstock to wrap string around
- Scissors
- Hole punch



Take Action for Human Rights

Ask girls if they know any of their rights. The UN has declared a set of basic rights for all humans and also has created rights for children. A few of them include:

Children's Rights :

- The right to go to school
- The right to practice a religion
- The right to a decent home
- The right to eat
- The right to medical care
- The right to play
- The right to express your ideas
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents
- The right to privacy

Supplies

- Large Piece of Paper
- Crayons or Markers
- List of the 12 Children's Human Rights
- Rights cut onto slips of paper: complete set for each team

Sites with more information:

- <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>
- https://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/D_OCS/GC/CRCPPosterEN_FA.pdf

Drawing Your Rights

1. Divide the group into 3 or 4 teams of 4 to 6 students per team. Ask each team to sit around a piece of paper that you have placed on the wall at one end of the classroom.
2. Explain to girls that this is a competition. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins.
3. Ask 1 member of each team to come and select a slip of paper with a right written on it.
4. The team members return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team comes to select the next right. Girls who chose not to draw, can act out the right instead
5. The activity ends when one of the teams has identified all the rights.

Reflecting on the Rights:

- Did you know all the rights in this activity?
- Do we all have the same rights?
- Can you think of some rights that are not always respected? Examples: Can all children go to school? Do all children get to see a doctor when they are sick?
- We all want to enjoy our rights, but what do we need to do to make sure that this is possible?

- All of us have the right to express ourselves. In addition we all have a responsibility to make sure that everyone else in our group also has the freedom to express him

Options:

- Read Horton Hears a Who by Dr. Suess, The Giving Tree by Shel Silverstein or Every Child, a Better World by Kermit the Frog (Louise Gikow)

Take Action:

- Brainstorm in small groups types of action that you can do as individuals or as small groups to create a better world; opne that respects human rights and promotes peace
- Share these ideas with the rest of your unit and take action!
- Examples include writing and illustrating a story to share with Sparks about one of the children's rights; attending Brownies and inspiring them to do random acts of kindness, volunteering at your local refugee centre by playing games or singing songs with the children while parents take English classes.

Taking Peace on the Road

Plan a service project to promote peace in your community. By welcoming strangers to Canada or helping people meet their basic needs, you can help build stronger, safer and peaceful communities

Samples of Community Service include:

- Writing letters of Welcome to Refugees and New Immigrants
- Volunteering to do activities with children at a local Women's Shelter
- Providing books and hygiene kits for Women's Shelter or Homeless Shelter
- Volunteering to cook and meals at Homeless Shelter; make pies and donate to a homeless shelter
- Preform a talent show at a Veteran's Hospital
- Send postcards or valentines to Canadian Servicemen Overseas

ALTERNATE ACTIVITY RESOURCES

The important part of any Girl Guide program is to be flexible while fulfilling the objectives of the program. You are welcome to use the activities listed within this resource, or find alternate activities:

1. http://www.pinwheelsforpeace.com/Pinwheels_for_Peace/home.html
2. <http://www.planetpals.com/peacesymbols.html>
3. <http://www.peaceday.org/education/peace-projects>
4. <https://www.activityvillage.co.uk/peace-day>
5. <https://www.olympic.org/museum/visit/schools/teaching-resources>
6. <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>
7. <http://worldchangingkids.ca/kids-love-peace-festival>
8. <https://humanrights.ca/human-rights-activities-classroom>

PROGRAM CONNECTIONS

Wondering how the activities in the Guiding Remembers Challenge fit into the rest of your unit's program? The tables on the following pages outline program connections for each branch. Note that you will need to refer to the program book to determine how many activities you have covered in the program. Some of the activities in the challenge are not exactly the same as the activities in the program book, but they meet the program objective, just the same. If you find other connections to your program, please feel free to give your girls credit for them (and email the Program Committee so we can update these tables!) This is not a comprehensive list, feel free to apply your activities to other parts of the program as you see fit. Remember that each activity you complete can accomplish multiple parts of the program.

SPARK PROGRAM CONNECTIONS

Brownies and Beyond- Additional Activity
The World Around Me – Additional Activity
In My Community – Additional Activity

BROWNIE PROGRAM CONNECTIONS

Key to My Community – Proud to be Canadian
Key to My Community – My Neighbourhood (service project)
Key to My Community – Special Interest Badge
Key to Girl Guides – Girl Guides through time

GUIDE PROGRAM CONNECTIONS

Beyond You – Discover Your Community
Community Service- Supporting your Community
You in Guiding – Be Involved in your Community
Adventures in Guiding interest badge – Peace

PATHFINDER PROGRAM CONNECTIONS

Creating Your Future – Lending a Hand
A World to Discover – What's Up Around the World
Choosing your own Direction- Community Service Project
A World to Discover-What's up Around the World
A World to Discover- Around the World at Home
Exploring a Theme- From Dinosaurs to Vintage Cars

RANGER PROGRAM CONNECTIONS

Global Awareness – Learning About the World
Global Awareness – Advocacy
Global Awareness – Civil War
Celebrate Guiding – Making a Difference
Community Connections – Community Challenges
Commonwealth Challenge-Community Service