


# Peace Day worksheet 1

**Complete the poster with the rights and responsibilities.**

Look at the Peace Day poster done by the children from The New Culture School. Can you complete it with the missing rights and responsibilities?

## PEACE DAY

to learn and help others to learn  
~~to live in a safe world~~  
 to respect everyone's opinions and thoughts  
 to live in a clean environment



**We have the right ...**

1 to live in a safe world

- to have an education.

3 \_\_\_\_\_

\_\_\_\_\_

- to say what we think and share our ideas.

**We have the responsibility ...**

- to be kind to others and not to hurt them.

2 \_\_\_\_\_

\_\_\_\_\_

- to take care of our environment.

4 \_\_\_\_\_

\_\_\_\_\_



# Peace Day worksheet 2



**What would be the responsibilities for these rights? Discuss with a friend.**

I think for number 1, it would be "to show love and respect to others."

**1**

**We have the right to be loved and respected.**

**2**

**We have the right to be heard.**

**3**

**We have the right to food and water.**

**4**

**We have the right to make mistakes.**

**5**

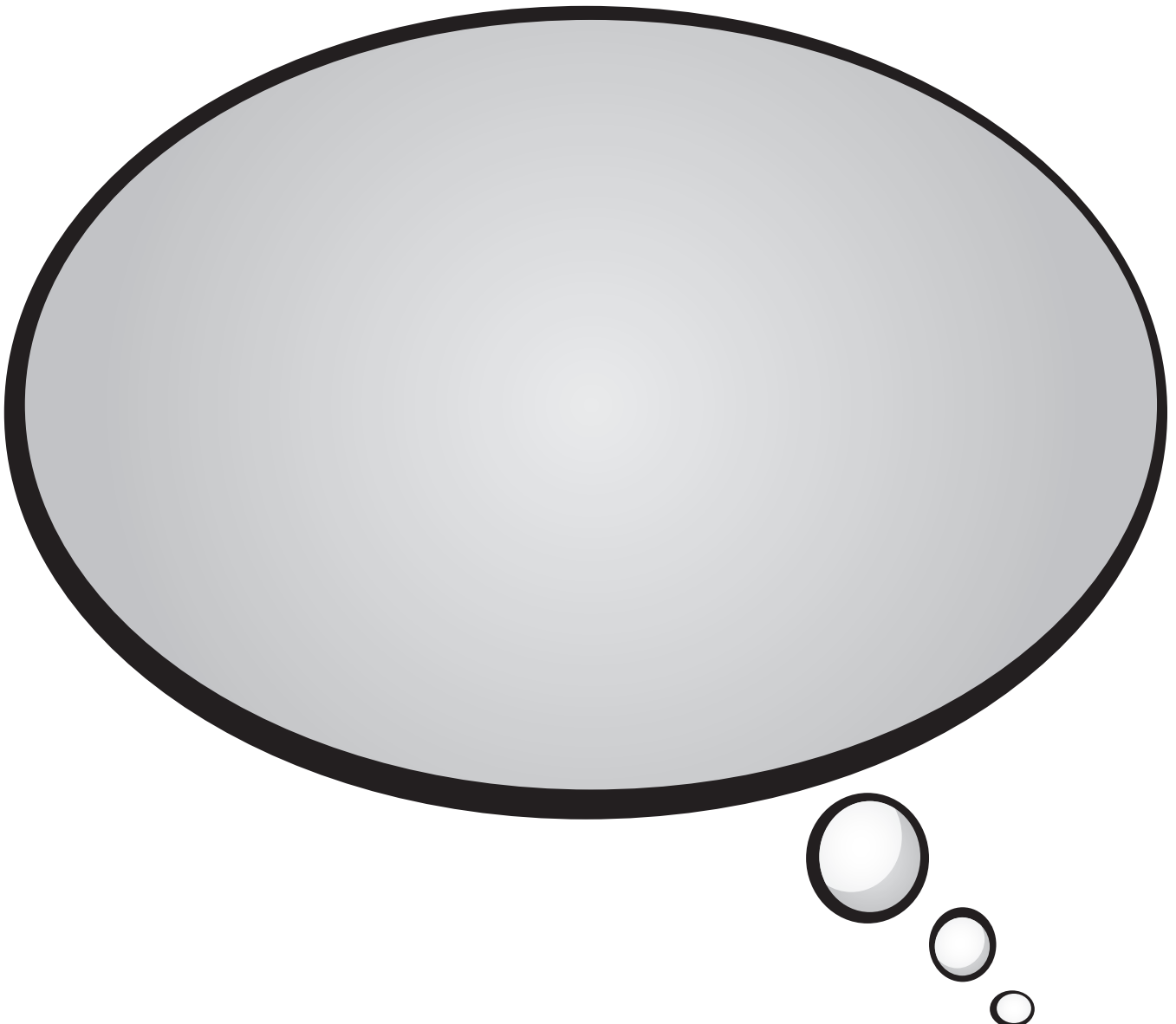
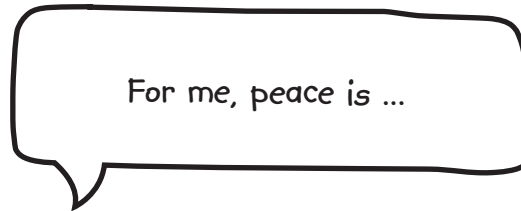
**We have the right to relax, play, and have fun.**



# Peace Day worksheet 3



**What is peace for you? Draw a picture and tell the class.**





## Level 6

# Teaching notes

### Peace Day

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage students to recognize and point to the relevant items on the worksheet.
- The International Day of Peace, also known as Peace Day, is held worldwide each year on September 21st. Created by the United Nations, Peace Day is a global date for people to commit to peace despite all conflicts and differences, and to promote a culture of peace. In 1981, a United Nations resolution established the date for Peace Day to coincide with the opening of their General Assembly. The first Peace Day was celebrated in 1982 and took place annually on the third Tuesday of September until 2002. Then in that year, September 21st was proclaimed the official date for Peace Day. The General Assembly declared that this fixed date should be observed as a day of global nonviolence and ceasefire.
- Around the world, Peace Day is a powerful and inspiring occasion for children and young people to engage in a range of activities related to peace, unity, and making a positive difference in their world. Education is one of the most important ingredients in creating a culture of peace, cooperation, and nonviolence. Meaningful involvement can help promote dialog, tolerance, respect, and unity at the beginning of the school year. Activities suggested by the International Day of Peace Organization encourage children to express themselves through art, writing, or sports. Some of these activities include creating peace poems, messages, songs, and raps; making a collage, painting, mural, or drawing of children around the world; displaying peace posters or flags; writing or drawing a “Peace Pledge” (what children pledge will be their contribution to world peace): considering different levels of peace (personal, family, community, world); or playing a team sport in a spirit of good sportsmanship and solidarity.
- The peace dove in flight with an olive branch in its beak is one of the most well-known symbols for Peace Day. The dove is usually depicted as still flying, to remind everyone of its role as messenger. In Christianity, Islam, and Judaism, a white dove is commonly a sign for peace. This bird can also symbolize “hope for peace” or a peace offering from one person to another, from which the phrase “to extend an olive branch” originates.

### Peace Day worksheet 1

- **Pre-activity:** Use the cultural notes to introduce the topic of Peace Day. Then write the word PEACE on the board. Encourage students to think of a word or phrase that includes each of the letters (not necessarily the first one). Tell them to think of ideas related to themselves as well as the people and environment around them. Write the answers on the board. Some possible answers are: P(EOPLE), E(NVIRONMENT) / H(E)LP, C(A)LM, C(ULTURES), RELAX(E)D. Then say, *We have the right to live in a peaceful world, but we also have the responsibility to create peace. What’s a right? What’s a responsibility?* Encourage students answers and use L1 if necessary. Then sum up by saying that *a right is something we get because it’s fair, and a responsibility is something we have to do or a way in which we must behave.*
  - Students look at the poster for Peace Day. Read the instructions with them and do the example together. Individually or in pairs, students complete the poster with the rights and responsibilities from the box.
- Key:** 1 to live in a safe world, 2 to learn and help others to learn, 3 to live in a clean environment, 4 to respect everyone’s opinions and thoughts
- **Optional follow-up activity:** As you check the answers, encourage students to think of specific situations – at school, at home or elsewhere – for each of the right-responsibility pairs. Alternatively, students can take a few minutes to discuss some ideas in pairs, and then share them with the rest of the class.

**Key (possible answers):** 1 We should never laugh at schoolmates, make fun of them, or hurt them. We should talk to an adult at school (and at home) if we are hurt or see (a) schoolmate(s) hurting someone. 2 We should do our homework and study for tests. When we work in pairs or groups, we should help each other and make sure we all understand the task. 3 We must clean up our classroom and our home / bedroom. We must always throw garbage in the trash can / recycle. 4 If we don’t agree with someone’s opinion, we can say that we don’t agree, but we should also say / show that we respect that opinion.

## Peace Day worksheet 2

- Read the instructions with students and look at the example together. Then in pairs or groups, students discuss possible responsibilities for the four remaining rights. As students work, circulate around the class, helping them with ideas and new vocabulary as necessary. Praise students' discussions and reflections.

**Key (possible answers):** We have the responsibility ...  
1 to show love and respect to others; 2 to listen to others,  
3 to be careful with food and water and not to waste them / to eat healthily / to share food and water with others if they're also hungry or thirsty; 4 to respect others when they make mistakes / to learn from our mistakes; 5 to respect others when they're relaxing or playing / to let others play with us (if they respect us and the rules)

- **Optional follow-up activity:** Students exchange partners or groups. They think of one right and one responsibility they have at home, and share it with their partner(s). They find out which rights / responsibilities they have in common, and report them to the class.

## Peace Day worksheet 3

- **Pre-activity:** Draw a picture of what peace means to you, e.g. you at the beach, or reading your favorite book, exercising, painting, etc. Then say, *For me, peace is when* (e.g., *I run in the park on Sunday morning*). Say, *Now, it's your turn!*

- Students think of something that makes them feel at peace – it could be something they enjoy doing, a place that makes them feel relaxed, a person / animal they like spending time with, etc. Then they draw a picture. As students work, circulate around the class, helping them with new vocabulary as necessary and praising their drawings. Then in pairs, students share their ideas of peace and show each other their drawings.

**Key:** Students' own answers

- **Optional follow-up activity:** Students create a "Peace Contract" for their class and school. Divide the class into four groups and give each group a topic for the contract. Each group thinks of and writes two responsibilities or ideas that will help everyone create a peaceful environment in class and in school. Some ideas for topics can be, e.g.: *Our classmates*, *Our classroom*, *Our playground*, *Our schoolmates from other classes*, *Our teachers*. In their groups, students come up with their ideas and write them down. They can use, e.g., *We must / should / can / must not / have the responsibility to*, etc. Finally, students report their ideas. Help students rephrase their thoughts as necessary. Write the ideas on construction paper (or get students to do this) to create the "Peace Contract" for the school year.