

WORLD AT PEACE

OVERVIEW

Invite students to brainstorm the basic rights of people everywhere. Explore basic terms the United Nation’s Declaration of Human Rights and UNICEF’s Committee on the Rights of the Child, and then use international photography galleries as part of a multimedia creative writing assignment imagining a world at peace.

MATERIALS:

* Internet
* Powerpoint, HyperStudio, or other multimedia software program (optional)
* Art supplies

PROCEDURE:

1. Ask the students:
What rights should be “universal” and apply to people in all nations?
2. Ask the students what are the basic rights of children.
“Kids everywhere deserve … might be a good way to start the conversation.

(To prompt discussion, you may want to look at a recent news report from California about a [KID’S BILL OF RIGHTS](http://fox40.com/2017/03/13/parents-kids-gather-at-capitol-to-rally-for-childrens-bill-of-rights/).)

How important are these ideas? Do they apply to kids everywhere?

1. Explore what international organizations like the United Nations and UNICEF have to say about Human Rights.

What the UN says about Human Rights - <http://www.un.org/en/sections/priorities/human-rights/>

UN Youth Forum: <https://www.un.org/development/desa/youth/news/2017/02/at-youth-forum-un-calls-on-young-people-to-help-realize-a-better-future-for-all/>

A campaign launched by United Nations, UNICEF, and the United Nations Foundation. “Small Smurfs Big Goals” – encouraging young people to work towards a happier, more peaceful, more equitable and healthier world.

<http://www.un.org/sustainabledevelopment/blog/2017/02/smurfs-team-up-with-united-nations-in-2017-for-a-happier-more-peaceful-and-equitable-world/>

International Day of Happiness – March 20, 2017

<https://www.youtube.com/watch?v=4oB89nvdrdA>

1. Call to the class’s attention those statements related to safety, security, and world peace. How important do these ideas seem in the UN and UNICEF declarations? How often were they mentioned in class discussion? What do students think … is life in a peaceful neighborhood a “right” that we should try to ensure for every person?
2. Ask students to imagine what a world at peace might be like. Invite them to use their favorite art supplies or technology tools to create a piece to showcase world peace: poem, short essay, drawing, power point, etc.

See a few examples here:

WORLD PEACE SOCIETY children’s artwork collection: <http://worldpeace.org.au/art.asp>

**Send us your work now!**

[**Contact Us**](http://worldpeace.org.au/ContactUs.asp)

<http://worldpeace.org.au/ContactUs.asp>

**Snail-mail:**World Peace Society

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1. On the backside of a piece of origami paper, write a wish for peace in the world today. Then make a paper crane and bring it with you to the LONG CENTER on April 27 when you attend the dress rehearsal of Madame Butterfly. You can bring them individually, or string them together for Austin Opera’s PEACE CRANES display. Our goal is to gather 1000 paper cranes to demonstrate the collective wish for peace from the children of Central Texas.

An interesting game from the Nobelprize organization – PEACE DOVES. Read the clues about the history of nuclear arms in our world and assign the peace doves to dismantle the nuclear arms of the correct “state” (i.e. country).
<https://www.nobelprize.org/educational/peace/nuclear_weapons/game.html>