



PEACE EDUCATION WINTER SCHOOL FOR YOUTH WORKERS AND TEACHERS



Pärnu, Estonia 16–18, 2018



COLLECTION OF RESOURCES,
METHODS AND BEST PRACTICES



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INTRODUCTION

This resource collection is a result of the project "Peace Education Winter School" that was financed by Nordic Council of Ministers and took place on March 16–18, 2018 in Pärnu, Estonia. The Winter School gathered together 35 teachers and youth workers from Estonia, Latvia and Finland. During these days participants were introduced to some of the best practices in peace education from Finland and Norway, engaged in mutual learning and exchanged experiences in teaching peace, diversity and acceptance. At the end of the Winter School new ideas and encouragement to put the newly-acquired knowledge and skills into practice lead to creating this resource collection.

Partners from Peace Education Institute (Finland), Narvik Peace and War Centre (Norway), NGO Mondo (Estonia) and Humana People to People in Latvia (Latvia) as well as participants from Peace Education Winter School have all contributed to the making of this publication.

Peace education – understanding the causes and consequences of conflicts and promoting peace – is a key component for a sustainable world. The Nordic countries are a good role model for Baltic countries in taking part in peace-building locally and globally with education on peace, human rights, justice, diversity, equality/equity and inclusion.

The goal of this resource collection is to support peace educators in both formal and non-formal education fields by providing method descriptions of tested and approved peace education activities and motivate them to use these methods in the daily work with school children and youth.



Nordic Council
of Ministers



RAUHANKASVATUS-
INSTITUUTTI



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EXPECTATIONS BEFORE THE WINTER SCHOOL

In their applications for the course the participants had to answer some questions about their previous experience, motivation and expectations for the Winter School. Their answers were then analyzed by wordle.net tool to create word clouds.

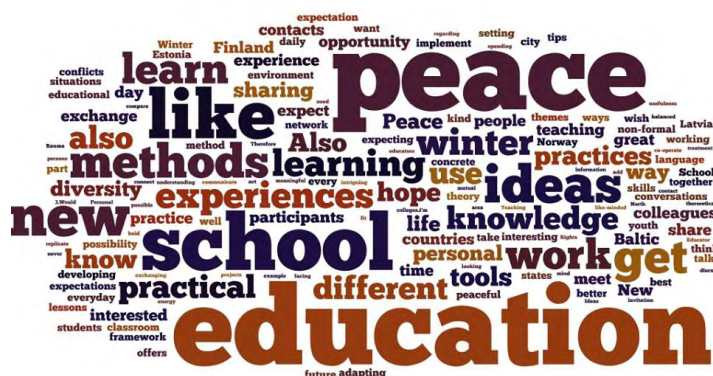
Please describe your **experience** in peace education (3–5 sentences)



Please explain your **motivation** for participating in the winter school (3–5 sentences)



What are your **expectations** regarding the agenda of the winter school?



METHODS USED DURING THE WINTER SCHOOL

Hanna Niittymäki

Hanna is the director of School Cooperation of the Peace Education Institute (Finland). She is a special needs teacher and has been a trainee in equality, diversity and anti-discrimination issues for a quite long time. She is keen on dialogical and active approaches.



Identity analysis

For me the Peace Education starts by looking at the mirror. First step is to try to analyze who am I and what is my position in the world. For that I use the Identity figure and here is the explanation to the exercise. When I have figured out the parts of my identity and their relevance to me it is time to consider my privileges or lack of them. Which parts of my identity I have been able to choose myself and which not? Are there more parts in my identity that are highly valued in society than those that are not valued?



Teflon test

To underline the importance of privilege it is wise to do a "Teflon-test". The test gives you a score according to the amount of discrimination that you personally face in your life. If you do not face a lot of discrimination because of your features it is more difficult for you to take notice of the discrimination around you. But do not get depressed! Observing the discrimination is something that you can learn every day! Remember that it requires high sensitivity and constant self reflection.



Four Corners

The world would be a better place if we would learn to really listen to each other. Therefore the dialogical skills are something that need practising daily. I highly recommend the educators to invent methods that allow the children and youth to safely express their opinions. It is too often that only a few dare to say outloud what they think. It is also important to learn how to listen and respect the opinions of others. Here is one way to practise.





10 Instructions for a Peace Educator

More than specific methods Peace Education is an attitude. It is eyeglasses through which to look at people and the world. The aim is to support the kids to grow to be active global citizens who will fight injustice in peaceful ways. Here are the [10 instructions for a peace educator](#).

FILMS:

[The Danger of a Single Story](#)

[Bar Espana](#)

[We should all be feminists](#)

[This Is Not A Humanising Poem](#)

Joakim Arnøy

He is the coordinator of youth work, democracy, human rights and peacebuilding at the Narvik Peace and War Centre (Norway). Joakim finds a lot of merit in remembrance education, and using history as a warning light of what may happen when people give in to the darkest sides of the human condition. His activities are mostly directed at youth groups and school classes, as well as youth workers and educators, first and foremost through use of non-formal education.



Mission Z: One Last Chance

Mission Z is based on the values and practice of non-formal education, providing opportunities for young people to learn together in an interactive and experiential way. The game, or better, the educational activity, offers young people the chance to experience and explore real-life decisions about conflict management in a safe environment through simulation and group dynamics. During the game, participants can experiment, make mistakes and learn from them. Participants learn both from the experience of being actively involved in the game and by taking part in the debriefing of the activity, and reflecting on their own learning. This reflection could be integrated into a longer learning process, for example, in terms of the non-formal learning sector, a wider life-skills project, or in terms of formal education, history or social studies.

[Full facilitator's guide.](#)

[Introduction video.](#)

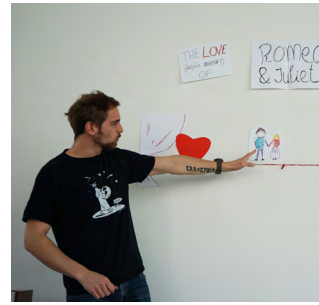




"Verona 1597" – On generating options and possible solutions

This method of conflict visualization was used to develop an increased understanding of ways to solve problems and how to approach situations and also to show how understanding underlying needs and interests can help you find a solution that may work for all parties.

Full [method description](#).



Julia Leva and Juliana Zimina

Julia Leva and Juliana Zimina are young youth workers from Estonia who have participated in an Erasmus+ "Youth for Peace" training course organized by Peace Education Institute (Finland) and Academy for Peace and Development (Georgia) that took place in Misaktsieli, Georgia in February 2018. Youth workers from Georgia, Moldova, Estonia, Finland, Serbia, Belarus, Armenia and Portugal had different backgrounds and experience with peace education and conflict resolution, so this intensive course contained both basic theoretical knowledge and creative practical methods to suit different levels of participants.



General objectives of the training course were:

- To understand the logics of conflicts and the power of conflict transformation at all levels – from personal to intergroup conflicts;
- To foster a dialogue about different types of conflict (inner conflict, interpersonal, inter-community and interstate) among young youth workers;
- To explore, share and learn participatory mechanisms to introduce in the activities and campaigns;
- To share and exchange approaches for youth participation in different contexts;
- To develop projects addressing community conflicts.



Participants share their experience in these videos: "[Peace is Mutual Tolerance](#)" and "[Peace Building Isn't Just Absence of War](#)".

Julia and Juliana made a choice of analytical and practical methods and shared them with the other participants of the Peace Education Winter School.



Models introduced

SWOT Analysis

Maslow's Hierarchy of Needs

The PIN Model of Conflict

Conflict Mapping



The Balloon Game

Participants make 2 lines facing each other. People from one line get toothpicks and other line gets balloons. The facilitator does not explain more than two easy instructions:

1. Do not hurt each other!
2. Keep your balloons safe for 2 minutes

Start timing and observe what happens. After the activity sit back in a circle and reflect on the activity. For example, use these questions:

- What are your feelings?
- People with balloons, what did you feel?
- People with sticks, what did you feel?

Please guide the conversation with questions and discuss the reasons for violent behaviour.



Silvija Pūpola and Viktoria Rudenko

Fruit salad

This is an ice-breaking activity that also partly serves as a name game and an energizer. Imagine you are all some kind of fruit (bananas, oranges, apples, strawberries, grapes). Now the moderator is mixing a big bowl of fruit salad – all participants move around the space in different directions, some might randomly jump, some might dance. When the mixing stops, participants form pairs (with the person nearby, preferably someone they haven't talked to before) and discuss the question/topic given by the moderator, e.g., how did you travel here, what is your favourite flavour of icecream, what was the last dish that you cooked yourself, tell a story of your favourite shirt etc. Give a couple of minutes for pairs to talk. Then mix the fruit salad again, form new pairs and give another question/topic to discuss. Repeat this three or four times. The questions/topics for dialogue can be adjusted according to the specifics and dynamics of the group and the context of the gathering.





Step forward if...

The aim of this exercise is to acknowledge the similarities and differences of us in a safe way. You can make up endless amount of questions but be sensitive about how personal the questions will be. Stand in circle facing the centre and instruct the participants to take a step forward if the argument they hear is true to them. Here is a list of suggested questions:

Who is...

...happy to be here, ...a bit tired, ...a teacher, ... a youth worker, ...a Latvian, ...an Estonian, ...a Finn, ...a big sister or brother,... a little sister or brother, ...an only child, ...left handed, ...grew up in the city, ... grew up in countryside, talkative, more of a quiet type etc.

Who likes...

chocolate, ...pizza, ...sauna, ...cats more than dogs, who thinks... the world is a nice place...?



"Connected" groupwork

This method was introduced by Amiirah Salleh-Hoddin at the "Youth for Peace" training course in Georgia and used in the Winter School for teambuilding during the first day. You will need paper, scissors and a clew of string/rope or thread for this activity. First, the participants are asked to make a list of things that they wanted to do but couldn't do during the break and write this list on a piece of paper.

Then, the participants are invited to cut a piece of string/rope from the amount that was previously placed in the centre of the circle by the facilitator. At this point, the facilitator should not yet explain the purpose of the whole activity.

After every participant has a piece of string, they are asked to attach this piece to themselves or their clothes.

When everyone is ready, find a creative solution to divide people into groups of 3–5 people and then ask them to tie all of the ropes so that the whole group is connected.

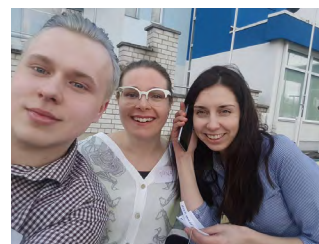
When they are ready, tell them to find their pieces of paper with their and cooperate so that every person in the group gets their wish. Limit the time to 5 minutes to add some stress to this fun teambuilding exercise and do not forget to have a reflection in the circle once everybody are back in the room.



Photo hunting and orientation (a version of a city race)

This is a teambuilding activity with space for creativity and some physical activity.

Gather participants, form small groups, provide every group with a map and/or directions.



Then give the time limit and main rules (clear and short) – all tasks must be done together as a team, proof that task is done is a photo/video, team has to appear in said photos/videos etc. Depending on the resources photos/videos can be either uploaded online, e.g. in a closed FB group, or gathered in one computer for a short slideshow and presentation session for all groups together.

Example of tasks given to groups:

- 1 – take a picture with a ship!
- 2 – visualize connection!
- 3 – say a message of peace in different languages!



FURTHER SUGGESTIONS OF METHODS AND RESOURCES

Before, during and after the course all the participants and trainers were encouraged to actively communicate via closed Facebook group and many good ideas have been shared there. Here are some of the suggestions with the original comments.



Hanna Niittymäki

PEACEBALL

Peaceball is kind of football but it has certain specific rules that aim to focus on positive interaction. Before playing Peaceball you can go through the powerpoint with children or youth. You should have at least an hour to do it because there are some questions to talk about. Before starting the game go through the rules again. Give thought to creating a friendly, inclusive and supportive atmosphere for the whole Peaceball event.

[Peaceball Powerpoint](#) with rules

[Peaceball rules](#) separately



Joakim Arnøy

Some of you asked me about "Mission Z" and where you could find more information about it. The exercise was developed as part of an Erasmus+ Strategic Partnership, and all outputs of the project (which was called "Borderline Boardgames") are published in the [project results platform](#) of the European Commission.

You will find all descriptions and texts, as well as examples pictures. If you have any further questions about the exercise, feel free to contact me at ja@narviksenteret.no anytime



Maria Uuetoa

Slava told about happiness lessons! I thought I'd share some inspiration by good people. Learn more and download the happiness lessons program here: [Happiness lessons](#)



Hello, I thought I'd share a useful tool from SALTO-Youth toolbox that you can download FOR FREE: [Building resilience against violent extremism](#)



A very powerful message of peace and activism!
Erricka Bridgeford: [How Baltimore called a ceasefire](#)



Agnija Kazuša

Just wanted to share with you this 42 days [self-development program](#) (challenge!) in case any of you feel like continuing with your inner peace journey. The program is free of charge and each participant gets a Peace Coach who supports with the feedback. Moreover, you can get an opportunity to apply for a Fellowship in Thailand to deepen your meditation and mindfulness practice



Silvija Pūpola

["Designing Learning for Peace"](#) (peace education competence framework – ebook) created by a group of experts from different countries, aims to support educators in developing peace education activities. At the beginning there is theory of peace education and you might find the resource and suggested literature lists further in the publication helpful



Merle Vaht

I recommend you to watch lots of awards winning Norwegian youngsters [series SKAM](#), what is true peace education! It has 4 seasons. It deals with youth problems in totally different way. It is repeating same and important messages throughout the episodes and seasons. All seasons are found [HERE](#)

WINTER SCHOOL FEEDBACK



"Mind-shaking in a good way and warming methods"

"Lots of useful ideas, methods, experience for experiments, concrete things to do and inspiration!"



"Taking away hope for better future and knowledge that 'I'm not the only one' dreamer, feeling that I am on the right way"

"Strategical games develop our strategical thinking. It is always good. Thank you!"



"I wasn't expecting so many rules and dominance. I guess this method (Mission Z) could be a useful tool to teach communication and negotiation skills"

"Cool brainstorming about questions and actions that can help 'map' and solve conflict. Practical ideas from colleagues and trainer"



"I discovered more in myself than I first anticipated"

"A good way to feel as a student and experience all the emotions and excitement connected with games"



"Good contacts, refreshed body and mind, inner peace"

"Interesting thought that I am going to take with me: 'To understand peace we need to understand conflict'"

"Brigthest moment was Hanna telling us to LISTEN to each other"

"There is value in being the observer of the conflict instead of submitting to the role as a participant"

"Genius is in the simplicity, that is what A. Einstein has said. It's true with Hanna – you stated your point of view clearly, from the heart and with great humour. Thank you!"



"It was nice to be reminded of the different wonderful methods that we learned about – from my team members' point of view!"

PARTICIPANT'S STORIES AND METHODS



Agnija Kazuša, Latvia

Kids trying to guess where to hide happiness

"Zīlūks" is a home for 18 kids who are taken away from their parents due to facing psychologically or socially difficult situation back home. Now living in the family support centre in Ērgļi (Latvia), they occasionally receive visitors who bring them clothes, sweets, food, and other gifts. What we (Peace Revolution Latvia team) decided to bring them was meditation and a story about 3 demons who were trying to hide happiness from a human.

Though the centre is located far from the city, we were warmly welcomed by "Zīlūks" family, inviting everyone – kids from 5 to 18 years old – to join us for a meditation session. The session started with the story about 3 demons who were trying to hide happiness from a human. The first demon thought to hide it in the sky. But in the sky, people could still find it – thanks to the air planes. The second human wanted to hide happiness deep in the ocean. But would it work? There are submarines to help find it. So, the kids guessed that the safest place to hide happiness is in the human itself.

Having learnt about it, we started meditation session, travelling inwards with deep breaths and accessing that safe place inside where true happiness lies in every human. After 17 minutes of meditation, kids shared different experiences that they had:

"I felt as if seeing all of us meditating from the top."

"I saw my future, and I could feel the sun coming down from the sky into my stomach."

"I couldn't feel my hands."

"This was not the first time I had this feeling, as if falling down, I have had it before going to bed."



Though the group was very diverse, the session was a new experience, and the kids gladly shared it on their drawings.

Thank you to Jevgenijs Cernuha and Ilga Gribute for coming up with the idea and making this happen.



Breathing exercise

Did you know that something as simple as breathing can refresh your body and mind? Just as you feel you need a break, stand with your feet flat on the floor, put your arms up and interlace your fingers stretching out, head looking up. Then take a deep breath and hold it as you count 1, 2, 3 silently. Keep holding it, and from there take another deep breath. Hold it, and count 1, 2, 3. From there, take another deep breath, hold it and count 1, 2, 3. Finally – release and breath out, allowing your arms fall down and your body relax. Then repeat this exercise for 2 more times, and afterwards, you shall feel refilled with new energy.



Agnija's stories in [Latvian](#).

Aleksandra Munts-Avajõe, Estonia

I have organized an Archimedes Foundation funded project called "It is cool in the city! It is cool in the countryside!" from April 20 to 24, 2018. The aim of the project was to create a space for Estonian youth of different mother tongue and cultural backgrounds to communicate and collaborate. Here is the [video](#) of our school project and here are the activity descriptions in [Estonian](#) with some pictures.



Quick icebreaker

All participants are sitting in a circle. Everyone has a paper and a pen. Group leader asks everyone to write his or her name on the paper and to give it to the right sitting person. Then group leader asks everyone to draw one circle and to give the paper to the right sitting person. After that everyone is asked to draw the eyes, nose, ears, hair, anything of his/her choosing. It is necessary to give the paper to the right sitting person anytime until the picture can be done once. When the images are ready, every child looks for a person from the picture (the name is also written there) and gives to him/her this picture. At the end of the task children put all the pictures (portraits) onto the wall.



Personal feedback

At the end of the project, to get personal feedback children and teachers put each other a piece of paper to their backs. Everyone has a pen. When everything is ready, children start to write something good to the back of another person. Children can write good character lines of the person, a kind of good experience related to this person, some good emotion connected with this person. During the task there is playing beautiful classical music and nobody speaks, everybody only writes feedback. At the end of the task both children as well as teachers have a personal feedback page, where almost all the participants have written something good.

Evgeniya Epifanova and Olga Luchka, Estonia

Our school project – how it was planned during the Winter School and how it happened in reality.



Gaida Kabral, Estonia

I used four corners method with the topic – bullying at school. I substituted a lesson in Form 7. Corners were: telling about bullying at home, teacher(s) at school, a friend and something else was combined moves and the most popular was to step up and stand for the rights to gain stable dignity and mental peace. The most valuable moments were sharing afterwards and changes in the corners. Thank you very much!

Kaisu Österinen, Finland

I tried Romeo and Juliet 2 times, but was not very pleased with the outcome. The little exercise that has functioned well with my groups is described below. I named it "Counting the moment". It helps the group to calm down and if there is a tension in the group it can help to start building the trust. I guess you could call this also some kind of peace education. The exercise might not function with bigger groups. In mine there has only been max 12 students. Here are the instructions in Finnish and English:



Counting the moment

- The aim of the exercise is to give the group time to practice how to be present, how to concentrate and how to feel the pulse of the group without words.
- The participants stand in close circle. The eyes are closed.
- The objective is to count together as a group from 1 to 10, so that the participants say the numbers in order out loud one number at a time.
- If two participants try to say the number at the same time, the counting must start again from one.
- Anyone in the circle can start to count by saying one.

Kreetta Koistinen, Finland

We went to the kindergarden with my students reading books to children about peace and we organized a swapping table.

On March 19 we have celebrated Minna Canth and Equality Day in Finland. During the whole week from 19th to 23rd of March, we have a week against discrimination in Finland. In addition, 21.03 is a day against racism. On Saturday, of course, we had a world-wide Earth Hour event. I was going to link everything to this week's themes with my students. Every day we had a morning wake-up through the central radio in our school. Each day had its own morning opening. On Monday I told everything about Minna Canth, on Friday the student forum told about the Earth Hour. On Wednesday I thought that the classes would show the video linked by Hanna (Chimamanda Ngozi Adichie) and then it was discussed it. In my lesson, we thought with the students about what peace is and what it means to each one of us. We made different posters of peace with my students.

At the beginning of May, our school was facilitating the Erasmus+ project together with pupils from four different countries. I was the one in charge of getting students acquainted with Finnish host students. I used the methods I learned in the peace education winter school. Particularly I liked the task where Hanna wrote some questions about her that we had to think about. Then the students talked about themselves in small groups.

Kreetta's description in Finnish.

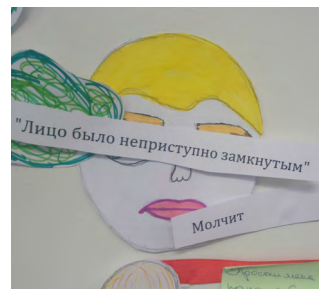


Marina Ditina, Estonia

I had a twin lesson with 6th grade children about conflict analysis and solution based on Estonian writer's Heino Väli story "Riid" ("Conflict") on the 4th of April. I have made a lot of photos and wrote a thorough description of this lesson in [Russian](#). The description includes a lesson plan, worksheets, diplomas, photos and personal comments about the success of the lesson. Here is a short description of what we did in English.

I got inspiration for this lesson from Joakim's method "Verona 1597" (using visualization for conflict resolution) and the students had to work in groups during the first lesson. The students had to analyze what phrases, questions and actions of the two sides of the conflict have lead to it and what phrases, questions or actions could solve it.

During the second lesson the students reflected in a circle about conflicts and their solution in general and summed up the useful skills needed to deal with conflict. Also, they filled in the feedback form and summed up the whole twin lesson, which all of the students found interesting and useful. And I enjoyed the fact that ALL of the students were engaged into activities. The only thing that bothered me was the fact that post-its fell off the poster on the wall.



Merle Vaht, Estonia

I taught peace games in three different places: two times in mobile youth work and one time in the youth center. We played the "Orange Game: How to divide orange and kinder surprise?", the "Fruit salad" and made a wordcloud with words about peace.

Here is the "**Troll Game**" tutorial with my feedback in [English](#) and [Estonian](#). This game was also introduced by Joakim Arnøy at the Peace Education Winter School.

My youngsters liked this game because they could run and because the troll had to catch them. They also liked questions and one girl said that she stopped feeling alone when she played the game.



Riku Kokkala, Finland

Here is my version of the exercise "Human Library", which I used to discuss identity: past, present and future with 11–12 year-old pupils. This exercise was prepared in a primary school, where all students know each other and are familiar with each other's interests, hobbies and such. Despite that, the week was to be a process that combines elements from various school subjects: language and grammar, social studies and science, not to mention music, art and sports.

The main aim was to awaken and open the concept of identity.

6 lesson plans in [Finnish](#) and [English](#).

Rita Liepiņa, Latvia

Hello, I am sharing the Powerpoint [presentation](#) which was prepared by me for presenting Peace education in one seminar. As to the method, it was also used at the same seminar, but at the Evaluation phase, to see how much participants have learned about Peace education. The method is called "Boats on the Sea". Read about in in [Latvian](#).



Boats on the Sea – The boat of my learning

We used this method to evaluate our own learning of the topics – how much have you learned about Living Peace and Building Peace theme. Participants share their learning and explain why they put the boat on that place. (15 min)

This exercise can be done in small groups as well as individually. Prepare a large drawing of a sea with two harbours (one on the top and one on the bottom) in advance. The sea between the two harbours stands for the period of time between two moments of the programme. For example, this could be the beginning and the end of the project, but any other programme part could also be chosen. Ask participants to design their own boats and to put these boats somewhere in between the two harbours. Within the sea, islands or rocks or other symbols can be drawn. Participants are free to add anything they feel helps them to clarify the position of their boat in this metaphor. This method can be used in many different ways. You can give participants different kinds of boats representing different elements you want to evaluate (for example, the boat of "my learning" or of "the group process" or of "my participation in the programme", etc.)



Sintija Bernava, Latvia

I am pleased to share with you my implemented practical activity with children and youngsters promoting peace education on 20th March 2018 in Latvia. Here is the [Facebook post](#) about the activity and a description in [Latvian](#).



Successful way engaging youth in peace building – exploring different cultures by using creativity

Place of implementation: Children's Central University Hospital of Latvia in Riga

Target group: patients of Children's Central University Hospital of Latvia and their parents, caretakers and staff of the Hospital. Age group of participants 4–64 years

Why? – Most young people create positive impact with minimal resources, it's important to provide them with the tools they need to become more effective change-makers.

Giving them access to educational programs can make a positive impact on their self esteem, self expression, attitudes, conflict resolution and leadership skills.

Youth voices in peace building are present everywhere, but sometimes not recognized. The creation of space for children and youth to express their talents ensures that they have the opportunity to be heard and meet. In practice, this can be done by encouraging both youth and adults – parents, teachers, and community leaders – to support the formation of youth groups that offer young people a chance to formulate their opinions and meet people from different cultures.

Young people alone by no means have the answers to the challenges the world and communities around the world are facing. Neither do older generations. By bringing together the vision of young people today, and the experience of older generations, new answers to challenges are created.

Youth mobilization in peace-building efforts is more likely to be successful if young people are given the capabilities and opportunities to work with officials and people from different cultures.

Used Methods:

- Enhance the peace-building knowledge and skills
- Building trust between youth and officials by using art and creativity
- Intergenerational exchange and collaboration
- Implementation:
- Creative workshop exploring Chinese paper cutting design technique and calligraphy was implemented in collaboration with Taipei Mission in Latvia



Veronika Uussaar, Estonia



Here is my 'World education game' I played with adults. Description in [Estonian](#).

World education game

This game consists of 3 parts.

PART 1

All players get 6 empty cards. They have to write on three cards statements about positive features from world politics, -development and -environment. One positive statement on each card. For example Fairtrade products, that insure fair income for producers. They have to write on three other cards statements about problems, for example environment contamination connected with the transportation of products. One negative statement on each card. They also have to give rating for these positive and negative statements, accordingly +3 +6 and +9 to positive ones and -3 -6 and -9 to negative ones (on each card one number).

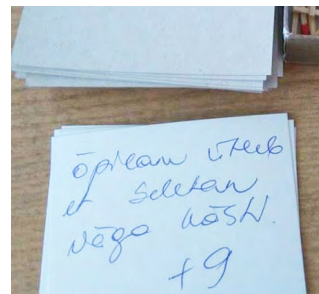
PART 2

Players are divided into groups so that maximum is 5 players in each group. Each member of a group gets 10 matches. Cards are mixed up and divided between groups. Players are in turn picking up one card at a time. They read to others what is written on the card and then will put it back on the table in a new stack. If there is number -3 on the card then player will give away 3 matches. If there is number +3 on the card then player will get 3 additional matches. When player will be out of matches then he/she misses one circle (doesn't pick the card one time). The game goes on until the cards run out.



PART 3

Each group makes a conclusion of positive and negative statements from the cards they played with. Then they will make a summary of these positive and negative things in the world and will report this to other groups. Full class summary could be done on the class board to initiate discussion between groups about what is well and what are the problems in our world. This summary gives also an overview about topics that should be discussed hereafter.



Vjatšeslav Konovalov, Estonia

My Conversational English class got an unusual twist on April 4, when after discussing the issues of immigration and racism, doing the 4 corners activity (Hanna Nittymäki, wink-wink), and listing the prejudices and stereotypes of black people students had, a guest speaker, a Fulbright scholar currently working in the city library, walked in and let the students have first-hand experience with a person of color.

For everyone in the classroom it was the first time ever in their lives when they had a chat with a black person and could ask her all kinds of questions, including personal and politically incorrect ones (with Dezmone's permission).

Just one personal meeting may open some minds forever. Peace!



PUBLICATIONS

[Project poster in English](#)

[Rahvusvaheline rahukoolitus õpetajatele ja noorsootöötajatele
\(project page in Estonian\)](#)

[Call for participants in Finnish](#)

[Ziemas miers Pērnavā/ Winter peace in Pärnu \(article in Latvian
by Rita Liepiņa\)](#)

[Could meditation be used as a tool in Peace education \(article by
Agnija Kazuša\)](#)

[Peace Education Winter School \(photo album\)](#)

[Mailmankoulu thank you post in Facebook](#)

[Project registration form](#)

[Project evaluation form](#)

[Project group in Facebook](#)

