



平和を築く学習キャンペーン

平和

Talk for Peace!

**Let's talk more what we can do
to build up peace**

Let's
talk!



Talk for Peace
Talk for Peace

We have
many friends
to love!



Talk for Peace

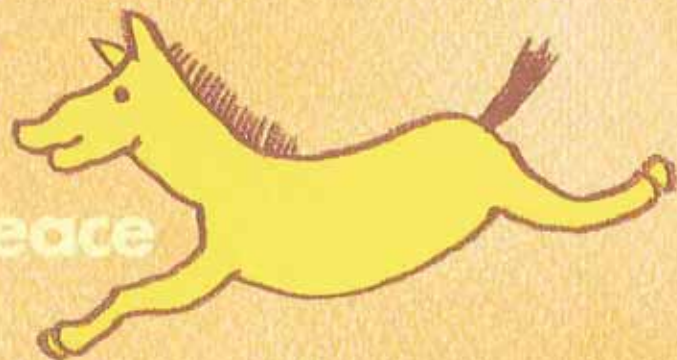


Let's
talk to
our
friends!

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Talk for Peace



開発教育協会

Note: The English translation of the Development Education Teaching Materials produced by Development Education Association and Resource Center (DEAR) was organized by Education for Sustainable Development Research Center (ESDRC), Rikkyo University.
For more information, please contact Naomi Kamijo (kamijo@rikkyo.ac.jp).

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Education for Sustainable Development Research Center, Rikkyo University(ESDRC)

3-34-1 Nishi Ikebukuro, Toshima-ku, Tokyo 171-8501 Japan

TEL/FAX: + 81- 3-3985-2686

E-mail: esdrc@grp.rikkyo.ne.jp

URL: <http://www.rikkyo.ac.jp/research/laboratory/ESD/>



Education for Sustainable Development Research Center
Rikkyo University

The Education for Sustainable Development Research Center (ESDRC) was founded based at Rikkyo University in March 2007, with the aim of helping to consolidate ESD (Education for Sustainable Development) in our society. It was chosen as part of the 'Open Research Center' Project of the Japanese Ministry of Education, Culture, Sports, Science and Technology in 2007, concerning 'Developing Research and Educational Programs on ESD'.

Development Education Association and Resource Center(DEAR)

2-17-41-3F Koishikawa Bunkyo-ku, Tokyo 112-0002 JAPAN

Tel: +81-3-5844-3630 Fax: +81-3-3818-5940

E-mail: main@dear.or.jp

URL: <http://www.dear.or.jp>



The Development Education Association and Resource Center (DEAR) was founded in 1982. with the aim of to network with members at local and national levels to promote Development Education. The role of DEAR is,

- To communicate with the government and give suggestions on its policy
- To develop networks and exchange information with related organizations in the world.
- To research Development Education.
- To gather information on Development Education in both Japan and the world and share the information.
- To help to provide learning opportunities in communities and schools.

Development Education Study Kit

**Talk for Peace
Let's talk more! What we can do
to build up peace**

Edited and Published by
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Preface

Simultaneous terrorist attack to the heart of the US on 9.11, 2001 and the war in Afghanistan brought a large impact on persons related to development education like us. DEAR; Development Education Association & Resource Center published “*Talk for Peace! Let’s talk more---what we can do to build up peace*” to consider war and peace. That book focused on war and peace by combining various workshops that DEAR developed so far. It was used by schools and NPOs in various places.

However, the world situation is still unstable and threatening affairs continued in the Middle East, India and Pakistan, the Korean peninsula and so forth. Especially, the preemptive attack to Iraq was conducted by the Allied Forces of the US and the UK in March, 2003. In response to such a situation, DEAR started spreading out “Campaign of learning to build up peace” throughout the year 2003. This book is published as a part of the campaign and the drastically revised one of the former book: “Talk for Peace! Let’s talk more --- what we can do to build up peace”. Though the former book mainly deals with materials made from the 9.11 incident and Afghan war, this book not only deals with Iraq war chiefly but also collects all-purpose teaching materials corresponding to the serious situation possibly to be occurred in the future. Also, it emphasizes on doubting and interpreting reports of mass media, so called media literacy.

Previous to this book, DEAR published a book: “*If the world were a village of 100 people* workshop edition”. The book collects teaching materials to understand clearly the diversity of the world and the reality of the gap between the rich and the poor. Behind the 9.11 incident, there are expansions of the gap with globalization of economy and intercultural, inter-religious and inter-ethnic conflicts. We hope the book and this book dealing with war and peace will be useful for “learning to build up peace”.

Development Education Association & Resource Center
A representative director
Haruhiko Tanaka

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About "Campaign of learning to build up peace"

Talk for Peace

Development education for the establishment of peace

Hiroyasu Iwasaki
Deputy representative director,
Development Education Association & Resource Center

Structural Violence and Positive Peace

Development education is based on the idea of thinking about various global issues from the perspectives of social justice and of taking action for the solution. At the beginning of 1970's, when the Club of Rome pointed out "The limitation of growth", people realized that there is limited resource of our planet "the spaceship earth". In "Learning without limitation", Club of Rome showed the view that there is limitation in resources but no limitation in learning, and emphasized that both of "foresights" and "participation" are necessary toward innovative learning. Development education has developed new horizon in terms of the fact that it developed content of learning and methodological harmony as well as process of learning. In considering and learning peace, learning for peace gives good and deep message compared to instilment of knowledge and information. This is as important as how we learn but not what we learn. The aim of this book is to give some clues to action through participatory learning that provide chances to think and discuss peace.

Development education deals with fundamental global problems as the main subjects of learning such as poverty, North-South problem, gaps between the rich and poor, violation of human rights. Johan Galtung, a Norwegian peace scholar, named such problems as "structural violence". At that time, it was thought that peace is equivalent to the situation without wars, and that if wars are over, the world would be peaceful. During the Cold war, Galtung called such peace "negative peace", and he proposed that positive peace will never be realized unless both direct violence represented by war and "structural violence" are solved. To solve structural violence through development education is a road to peace at which we aim.

"9.11" and American society

"9.11" incident that occurred in the US in September 2001 was a tragedy which deprived lives of almost 3,000 people instantly. Development education emphasizes on structural violence behind this direct violence. If we could have such ability of observation, we can understand the causes and backgrounds of the incident without being affected by media reports. Furthermore, we will be able to link between the lessons of the incident and "learning" for practical and peaceful solution. Though "9.11" provided an opportunity for people to face the world reality, the reaction by each country was considerably different. Though many countries in the world showed objections or negative attitudes against the usage of force, a series of action of the US government took after "9.11" that reproduce a chain of violence was far from our perception of peace. Some pointed out that the US is becoming an "empire" by holding military and economic hegemonies. "*If the world were a village of 100 people*" (Magazine House, 2001) sharply describes "of all wealth in the world, six persons share 59%, all of whom are American". In addition, the US holds the greatest military power in the world which has the number of mass destruction / biological and chemical weapons. Moreover, the US is one of the countries that seceded from Kyoto Protocol of the United Nations Framework Convention on Climate Change and that declared herself against the establishment of international criminal court but hasn't ratified Convention on the Rights of the Child yet.

According to "*New Internationalist*" No. 351, Nov. 2002, such US attitude produces inequality, poverty within the US or social insurance. It analyzes that the income gap between the richest 10% and the poorest 10% are 40.8, which ranks the 71st in 112 countries which is the same rank

as Turkmenistan. Slovakia comes to the top in the ranking at 18.2, Japan on the 5th at 24.9, UK on the 48th at 36.1, India on the 55th at 37.8 and Sierra Leone comes to the last at 62.9. In the US, 31 million people are below poverty line, and the number has been increasing since 2000. Real wages reduced 12% compared in 1973. In 2000, 38.7 million people live without insurance. In March 2002, 1.36 million people don't take on medical insurance, including medical staffs, which saw 98% increase compared to 1998.

To solve US related problems, construction of rules based upon consultation is the only way to solutions. Peace doesn't exist far away to be aimed for but exists in process itself. Therefore there is no war for peace. Participation to consultation is far from self-righteousness, but it is to practice multicultural co-existence and democracy. Alice Walker, an American writer who received a Pulitzer prize for a novel "Color · Purple" which was later filmed, said that human beings can talk to each other upon intelligence to achieve peace, not by dropping bombs (May 19, 2003, Asahi Shimbun) It is the very point we should stand. If peace stands for the situation without direct violence, to drop a bomb to create peace is obviously contradictory.

Another tragedy

We looked the US domestic situation and reaction of the government after "9.11" from the perspectives of peace and structural violence so far. To look at the issue from another perspective, let me extract the following article in a newsletter

September 11, another tragedy

Victims: 36,615 (by FAO)

Place: poor countries in the world

Special TV program related to this tragedy: none

Coverage by newspapers: none

Messages from heads of every state: none

Statements by organizations to this crisis: none

Joint messages: none

Silent prayers: none

Mourning for the victims: none

Appeals from special forum: none

Message from the Pope: none

Fluctuations of share prices: none

Warning of a state of emergency: none

Mobilization of military: none

Speculations about the criminal by the press: none

A supposed person in charge: the capitalist class in the world

(from "A-info News Service", *Kibou-no Shushi (seed of hope)* No.22, Plutonium · Action · Hiroshima, Oct. 2002)

Do you know what the number of victims at 36,615 stands for? This is the number of the children died of hunger in a day. According to UNICEF, several millions of children are suffering from poverty, economic crisis, starvation, diseases, poor environment, poor housing condition and poor education every day. Especially the children in the least developed countries are suffering from serious problems brought by debts or development projects ignoring sustainability. Almost 4,000 children die from malnutrition, diseases like AIDS, dirty water, poor sanitation, drugs and so on. After "9.11", we didn't notice the importance of such "silent state of emergency" and didn't pay attention to it behind military attacks on Afghanistan and Iraq. As stated above, Johan Galtung connected development with peace, and explained it as the word "structural violence." It seems

North-South problem lies in nation-state system. However, even within a country, North-South Problem exists including the US. "Another tragedy" stated above is the reality of "South" in each country. Seeing the flow of resources and energy, we can easily know "North" needs "South", and "South" nurtures "North". The world is never interdependent, and dependency is unilateral. Development education has proposed the learning method that provides how we notice such realities. That is, as this global society is not necessarily fair, it intends to foster attitude and values to think and act for fair society.

Sue Sumii, who wrote a masterpiece: "*Hashi no Nai Kawa*" which stated equality of human beings said in her lecture in 1989, "Is it right to make our own country rich? ...Dissolution of nations would be a main theme in the 21st century. ...The earth exist before a nation." "No one wants to give birth for his/her country. But it is a nature." "Culture is something that protects the lives of human beings. ...There are two types of life; cultural way of life and military way of life." Development education is not neutral in a way it stands on cultural way of life. But development education never instills slogans but holds a stance that the learners themselves choose the ways of life. Rokusuke Ei, cited from Akihiro Miwa, mentioned; "human beings should have cool head and warm heart." I'd like to emphasize this in that this is applicable to development education.

To seek the ways of reconciliation

"Simultaneous anti-war demonstrations" after January this year couldn't stop the US attack on Iraq, but they let us know a meaning of the principle of international cooperation. The demonstrations were not isolated movement but connected with the movements of liberation of colonies and antinuclear · anti-pollution movements, which facilitate discussion on economic globalism, food security and social welfare issues.

According to the report "*Sekai special issue 'No War! The record of world citizen taking action'* (Iwanami Shoten, 2003)", by Taichiro Kajimura, most people in Germany admitted that students directly participate in demonstrations from school. He also stated that "aside from a principle, most teachers were surely satisfied with and proud of the student's action as a result of their education. Why? The answer is clear. In Germany, school lessons are practiced through 'dialogue and discussion' on a basis of democratic education from elementary school. They regard students' action based on self-decision. We can't utterly admit the attack on Iraq by Bush administration trampling down the United Nations Charter. We understood it as violent challenge to our peace and future. ...From the next day, the attack was a theme of classes in schools and most students submitted reports on Iraq War as a homework. Generally speaking, ideological and liberal 'the Gulf War generation' is emerging."

You might say that Japan and Germany are contrastive, what is the cause of it? We should learn why "great-grandchildren of Hitler criticize genocide of the US." Japanese society should seek the way of "reconciliation". We should never leave it alone because it is too late. To learn a method of "reconciliation" through education is never a roundabout way, especially for development education that has searched for contents of learning and methodological harmony.

Activities

In the title of this book “*Let’s talk more! What we can do to build up peace*”, the following messages are put into: “We should not keep silent even if we don’t know the answer” “Let’s talk more about the things we don’t know” “Keep peace through discussion”.

To keep peace, “dialogue” is indispensable. It is not only among governments but citizen and government, and among citizens. When we abandon the effort for dialogue, misunderstandings are arisen and conflicts start.

“Activity collection” provides some hints to start “dialogue” on war and peace in school classrooms, various meetings of citizens’ groups or even among family members. Especially in a school education, it can be helpful to practice new-style peace study in social studies or “comprehensive learning”.

Peace culture will never be a determined one without accumulation of “dialogue” by individuals. That’s why let’s talk and consider together more and more.

Development Education Association & Resource Center
Director
Michihito Kinoshita



1. Let's find out such a person! [Bingo]

Many people have been to Hiroshima or Nagasaki on school trips. Or there are people who have heard the stories of the Pacific War from the aged. At that time, what did they feel about? Let's start dialogue on peace with sharing experiences.

We don't start from abstract and difficult stories but from each experience, so that participants can feel close to the issue. In addition, by starting with an easy game, participants can feel at home and relaxed and easy to talk each other though they meet each other for the first time.

The time required:

20 ~ 30 minutes.

Place:

Put tables and chairs aside and make enough space.

Target:

5th graders and over

Number of participants:

15 ~ 40

Objectives

- To make atmosphere where the participants can talk freely.
- To share individual's rich experience.

Directions

- 1) Distribute a copy of the next page and pens or pencils to all the participants, and then explain rules of the game.
 - Ask them to find a person, and to introduce each other by asking 1 ~ 8 questionnaires. For example, "1. Have you ever heard the stories of war from the elderly?"
 - If the answer is "Yes", write down her/his name in the appropriate space on the sheet, and make some comments about it. For example, ask some questions like "What kind of stories were you impressed?" or "What did he/she do during the war?" and write down the answers.
 - If the answer is "No", find another person and ask the questions again.
 - Don't ask same person continuously and don't write down same name more than twice.
 - If you finish filling up all the 8 spaces, you can sit down on a chair.
- 2) Start the game after all of the participants understand rules.
- 3) Stop the game in an appropriate timing, and let all the participants sit down.
- 4) Check how many spaces were filled up and announce the record. (clap for the first rank)
- 5) Ask participants for their impressions of the game.
 - Is there any interesting (surprising) comments?
 - Which question is difficult to find a person who can give an answer? Why is it difficult to find?
 - How do you think about after listening to others' stories?

Hints

In compliance with the age and experience of participants, you can change the contents of questionnaires and rules.

Let's find out such a person!

1. I have heard war stories from the elderly.
2. I have been to Hiroshima or Nagasaki.
3. I know some songs whose lyrics is about anti-war or peace.
4. I have been to a country appointed as the "axis of evil" by the President Bush.
5. I have some experiences in contributing to UN or NGO.
6. I have talked to Muslims.
7. I have read "If the world were a village of 100 people."
8. I have participated in a demonstration or a meeting about "anti-war" or "peace".

No.	Name	Comments
1	.	.
2	.	.
3	.	.
4	.	.
5	.	.
6	.	.
7	.	.
8	.	.

2. “Yes” or “No”? [Four corners]

Is your idea the “majority” or the “minority”?

You might think like that “everybody must feel as same as me”, but when you ask your friends, their ideas might be different from yours.

“Four corners of a room” is very easy but very deep activity. You move to place to place accordingly to your answers. That’s all, but you can reaffirm your ideas or notice differences of ideas.

Objectives

- To know that there are various perspectives and ideas.
- To order your ideas.
- To relativize your ideas and to reconsider them.

Hints

Facilitator should not decide the “right answer”. Respect any opinion.

Directions

- 1) Write “Yes”, “No”, “if anything, Yes” and “if anything, No” on each paper and put up at the four corners of a room. (Or you can make a sketch of a room on a blackboard.)
- 2) Explain the points to the participants.
 - After a facilitator gives a question, let participants move to accordingly to own answers.
 - If your answer is “if anything, Yes” or “if anything No”, remain on the center of a room.
- 3) Ask a question to the participants and wait for a while when they are moving.
- 4) Let several participants tell their reasons to the answers.
- 5) Repeat 3) and 4) several times and let them consider problems from various angles.

Examples of questions

- Do you feel that the world has changed after “9. 11”?
- Do you think that Iraqi people come to be happier than before?
- Do you find some threats of North Korea?
- Have you ever talked about war and peace seriously with family members or colleagues?
- Do you think that using force is necessary in some cases as means of solution to international issues?

The time required:

10 ~ 30 minutes.

Place:

spacious enough

Target:

5th graders and over

Number of participants:

more than 10 persons
(20 ~ 40 are suitable)

3. If I were there [Photo language]

In every country, a person has his/her own daily life. However, how much do we know the lives of ordinary people living in conflict areas?

Let's imagine their daily lives with some pictures. If I were there, what kind of sounds do I hear, what do I smell and what do I think?

To feel the realities of the people living in such places is the first step to international understanding.

The time required:

20 ~ 40minutes.

Target:

3rd graders and over

Number of participants:

any number

(20 ~ 30 are suitable)

Objectives

- To have an image of a daily life in conflict areas
- To know diversity within "Islamic countries" in which we tend to look stereotypically and to notify our own prejudice.
- To be able to concern about people living in conflict areas.

Directions

- 1) Group the participants into 4 ~ 5 persons and distribute a photocopy of a same picture to each group.
- 2) Ask some questions about the picture and let them have some discussions.

Examples of questions

- Which country is it?
- What are they doing in a picture?
- What kind of sounds can we hear? What can we smell? Is it hot, or cold?
- What is the difference between Japan? Is there any common feature?
- If I were there, how do I feel?
- Is it happy to be born and live there?

Hints

Use a picture with streets, daily necessities, food and so on. Better not use a close-up picture. It would be better to use more happy pictures than tragic ones.



4. My feeling

When you hear or see a sad news concerning wars, let's stop a while and look at your feeling. Turn your head around about the news. Then, ask others how they feel and let them compare to your ideas. This is to look at one matter from a different point of view and to deepen understanding of a problem

The time required:

20 ~30minutes.

Target:

2nd graders and over

Number of participants:

any number

Objectives

- To read the news carefully to understand it.
- To identify your own feeling concerning "war".
- To know different viewpoints of others.

Directions

- 1) Show the news of tragic incidents related to wars by using a news script or record of TV news program.
- 2) Distribute a copy of the next page to them and let them choose and check three items close to own feeling. If there are some words describing own feeling besides the listed ones, they can add one word in a blank on the lower right.
- 3) Group them into 2 ~ 4 persons and discuss the reasons why I choose them each other.
- 4) Let some participants (if few participants, all of them) present the things they found, things they were surprised at, things they felt and the like through discussion.

Applications

Let's use various kind of news.

- The fatal incident that an American women activated as a "human shield" at Gaza, Palestine.
 - The fatal incident that a junior high girl student was hit by an armored vehicle of US troops in South Korea.
 - Iraqi citizens who dig air-raid shelters against wars.
- ...etc.

Hints

It is easier to imagine and discuss deeply by taking the specific news like "Mr. A is digging an air-raid shelter in his garden" than the broad news like "US military started an air raid to Iraq".

I feel ...

Surprised	Interested	Sorry	Trafling
Angry	Confused	That's the way it goes	Worried
Not my business	Excited	Have no interest	Sad
Terrified	Regrettable	glad	

5. A map puzzle

Do you know the location of Palestine and Israel?
Do you know the two famous rivers flowing through Iraq?
Do you know that Afghanistan is next to China?
Where is Ace?

We tend to know little about geography of the country or area in detail although they often become topics of news.

Using “map puzzle”, we can enjoy learning the geography. Getting to know the location of conflict area and surroundings, we might be able to see another aspect of international conflicts such as interests among each country.

Objectives

- To know geography of the conflict areas and the surroundings,
- To realize the images or cognitive maps are vague though “Middle East” or the “Central Asia” are familiar.

Directions

- 1) Distribute same numbers of pieces of puzzle to all the participants.
- 2) Let them check which country the pieces show, where the capital is, what kind of specialties are and so on.
- 3) Complete the puzzle while presenting the country name, capital, specialties and so on.
- 4) Discuss the impressions or some related points during the game.

Hints

A facilitator should catch the points related to “conflicts” in the news, such as the location among neighboring countries.

Applications

When there are many participants who know well about the situation of the countries or areas, we can draw the map of the places based on our images directly on a white paper (“image map” or “mental map”). First draw by oneself and then have a discussion on some related points or impressions, and consider preconceptions or prejudiced information.

The time required:

15 ~ 20minutes.

Target:

3rd graders and over

Number of participants:

5 ~ 15 persons

Materials:

photocopy the map of conflict areas and surroundings, and make jigsaw puzzles. You can make a map puzzle by pasting a country map on a piece of jigsaw. (In this case, each piece and a country map will never be the same shape.) It is fun to use a map with pictures of specialties.

6. What we worry about, what we want to know [Brain storming]

Through a simple work to write down keywords come to mind and arrange them, the core of a subject might gradually appears.

“Brain storming” is the basic participatory learning, to give information and advices each other. Sometimes it leads to the goal in which one person never imagines by him/herself.

Objectives

- To know that there are various aspects in things.
- To arrange many kind of problems and then to grasp the overview and core of the problems.

Directions

- 1) Group the participants into 4 ~ 5 persons.
- 2) Distribute tags and pencils or pens for all, and let them write down “what I worry about” or “what I want to know” about a theme. (one topic for one tag)
- 3) Distribute Manila paper and Magic Markers to each group and let them put on the tags on the paper classifying the tags into similar topics.
- 4) Tell them to headline the tags and connect the related groups of tags with a Marker.
- 5) Let the groups make presentation how they arranged the problems.

Examples of themes

“Iraq and America”
“Abduction of Japanese by North Korea”
“Palestine issue”
“Afghanistan”
“Ace independent problem”
“The Chechen conflict”
etc

The time required:
40 ~ 60 minutes.

Target:
5th graders and over

Number of participants:
more than 4 persons

Materials:

- 20 ~ 30 tags for each participant
- a pencil or a pen for each participant
- a sheet of Manila paper for 4 ~ 5 persons
- 1 ~ 2 Magic Markers for each group



7. “Human Shields” [Role-playing game]

Role-playing game is an effective means to look at things from other person’s standpoint. It would be a little bit difficult for the participants who don’t get used to it.

It might be pretty difficult to discuss war and peace when we take a role of “the UN Secretary General” or “Prime Minister in Japan”.

The time required:

20 ~ 40 minutes.

Target:

5th graders and over

Number of participants:

any number

Objectives

- To imagine the fear that close people are put in danger of war.
- To look at things from the standpoints of others.
- To think what we can do to stop wars.

Directions

- 1) Let all the participants imagine one “dearest person for me”.
(sweetheart, brothers and sisters, close friend, children, and so on.)
- 2) Let them consider what I will do if the dearest person starts talking to go to conflict area as a “human shield”. Do they let him/her go? Or do they go with him/her? Ask them to raise hands to know what they choose.
- 3) Make a pair and play roles of a person who go to conflict area as “human shield” and play roles of a person who stops him/her. A setting of a role-play can be “couples at a café”, “parent and child after dinner over cups of tea” and so on. We can use a copy of the next page.
- 4) After several minutes talking, let some participants make presentations.
- 5) Try the game again in another role.
- 6) Let some participants make presentations on development of stories and impressions.

At a café on Sunday afternoon

Takeo said that he would go to a conflict area as a “human shield”. Arisa was surprised and tried to stop him. Fill in the following conversation.

Next, try again with another person in different.

Arisa: The movie was good, wasn't it?

Takeo: (staring at Arisa pondering something) Yes.

Arisa: . . . ? What happened?

Takeo: Well, there is a tour to a conflict area.
I'm going to join it.....

Arisa: What? Why? What do you mean by that?

Takeo: I'd like to be a “human shield” there after the tour.

Arisa: Are you kidding?

Takeo: No. I'd like to do something for the people in the area.

Arisa: Why are you talking about such a thing suddenly?

Takeo: ()

Arisa: But, ()

Takeo: ()

Arisa: ()

Takeo: ()

Arisa: ()

Takeo: ()

Arisa: ()

8. Let's compare with newspapers.

When an incident happened, the ways of taking up the incident are sometimes considerably different from newspaper to newspaper.

Some newspaper report an incident with a large color photo on the front page, but sometimes others don't report at all. The readers of the latter paper might not know about the incident.

For instance, on the morning edition of some papers on March 9, 2003, many of them reported the anti-war gathering with 40,000 participants at Hibiya Park in Tokyo on March 8 with color photos, others didn't take the issue at all. Instead, there was a photo of a nuclear reactor in North Korea on the front page. Also, some morning editions on March 27, 2003 reported a bombing the wrong target to a private house in Baghdad with color photo as the front-page story, others reported a large photo of an US army giving sweets to children.

The time required:

60 ~ 90 minutes.

Target:

2nd graders of junior high school students and over

Number of participants:

any number

Materials:

Breaking news of morning edition

More than 4 different newspapers for each group

To know that information reported by the media is not necessarily the same is the first step to "media literacy".

Objectives

- To know that the information reported by the media is not necessarily the same.
- To know the importance of obtaining information from various sources.
- To know the bias of respective media and to interpret news critically.

Directions

- 1) Ask participants to check what kind of incidents happened and to sketch outlines.
- 2) Group the participants into 4 ~ 5 persons and distribute newspapers (more than four newspapers) and a copy of the next page.
- 3) Tell them to circle the articles on the "incident" happened on the previous day with a red pen.
- 4) Fill in the blanks on the answer sheet about the size of the articles, numbers of photos, the tones of the press and so on.
- 5) Consider the characteristics or the news attitude of respective papers and make presentations by each group.

Applications

Compare the size of articles on an incident with each paper by cutting and pasting on a Manila paper. Classifying them by the tone or viewpoint, the differences among the papers come to the front. It is interesting to make a table checking several days of newspapers after a big incident.

Let's compare with newspapers.

Incident: _____ (date of a newspaper: _____)

Name of a newspaper				
Number of the photos				
Size of the photos				
Color photos or black and white?				
Number of the articles				
Size of the articles				
Tones (positive or negative?)				
Others Noticed points				

9. A debate using newspapers [debate]

Let's "debate" using two editorial articles with strong contrast. Avoid an abstract topic like "wars are necessary or not". Using some grounded and debatable article is better.

For example, on March 18, 2003, the next day when President Bush delivered an ultimatum to demand President Hussein to exile within 48 hours and when Prime Minister Koizumi expressed his support. The editorial articles were clearly divided into two standpoints. One is delivery of mass destruction weapons to terrorists in Iraq should never be admitted and that the decision of PM Koizumi was right. The other is that there is no legitimacy on using forces without UN resolution and that PM Koizumi supported US without basis on national interest.

The time required:

60 ~ 90 minutes.

Target:

2nd graders of junior high school students and over

Number of participants:

8 ~ 12 persons (if more than 12, group them into 2 groups or let the rest participate as "audiences".)

Materials:

two editorials with different standpoints

Objectives

- To know there are differences in attitudes among respective media.
- To deepen understanding about the background of a problem or about basis for political decisions.
- To learn how to bring peace with logical explanation.

Directions

- 1) Explain the rules of debate.
 - Controvert the other team within the limited time.
 - Persuade the other team from the standpoint of the given article. Even in case of that the standpoint is different from one's own, carry on the debate supposing that one stand on the position.
- 2) Group the participants into two and hand the copy of respective editorial to both groups.
- 3) Read the given editorial thoroughly and put the points given as evidences of opinions in order.
- 4) Prepare for the presentation to persuade the other team on the basis of the points.
- 5) Carry on the debate in a following process.
 - Argument (Team A) (3 min.) • Questioning (Team B) (3 min.)
 - ↓
 - Argument (Team B) (3 min.) • Questioning (Team A) (3 min.)
 - ↓
 - Time for working out strategies (5 min.)
 - ↓
 - Debate (10 min.)
 - ↓
 - Conclusion (Team A) (3 min.) • Conclusion (Team B) (3 min.)
 - ↓
 - Judgments by the audience (3 min.)

Attention

Respect the process and contents of the debate than victory or defeat. Facilitator helps to put both points in order as the need arises.

10. Opinions of each country

Over an issue on peace or security, opinions among countries are opposed to each other sometimes. For instance, like the discussion in the United Nations Security Council over the attack on Iraq this time, let's discuss opposite situation among countries.

The time required:

30 ~ 40 minutes.

Target:

high school students and over

Number of participants:

any number

Objectives

- To know the differences in opinions of each government.
- To consider the backgrounds of each country's opinion.
- To consider the standpoint of the Japanese Government.

Hints

Preliminary knowledge of the issue is needed for the participants. Facilitator should gather information about the background of the issue as much as he/she can.

Directions

- 1) Distribute a copy of the next page and a pen or pencil to all the participants and explain that A ~ H on the next page are the summaries of the statements given by representatives of each country at an open forum of the UN Security Council on Iraq issue on February 18, 2003.
- 2) Let them seek and underline "positive" words or expressions in terms of using forces against Iraq. Discuss where and why one underlined there.
- 3) Let them seek and underline "negative" words or expressions in terms of using forces against Iraq. Discuss where and why one underlined there.
- 4) Choose the most sympathetic opinion and check it. Also, choose and check the least sympathetic one. Discuss the reasons within a group of 3 ~ 4 persons.
- 5) Ask them what are the statements of Kuwait and Iran located next to Iraq. Tell them answers and discuss the intentions of the statements.
- 6) Which is the representative statement of the Japanese Government? Discuss the reason why.

Answers

A: Ukraine

B: Kuwait

C: Argentina

D: Iran

E: India

F: Japan

G: UAE

H: Viet Nam

February 18, 2003

Summaries of the statements given by representatives of each country at an open forum of the UN Security Council on Iraq issue

- A. UN should continue an inspection for abolishment of weapons of mass destruction.
- B. It is disappointing that Iraq is not in cooperative attitude to the inspection. Using force is the last way. Only Iraq can avoid war.
- C. UN should try all sorts of peaceful measures to make Iraq abolish weapons of mass destruction. If Iraq remains negative, "serious result" (using forces) would be inevitable. Even if it's so, UN should avoid bombing on a town in a defenseless state.
- D. Our country is much interested in protecting our country from danger of weapons of mass destruction than any other country. However, it is a nightmare that a war will break out near our country.
- E. We should seek all sorts of choices to solve a problem peacefully. Using force is the last choice in case of inevitable situation.
- F. It is doubtful that continuation of the inspection is effective or not unless Iraq cooperate with it. It is desirable to carry a new resolution to show firm attitude of international society.
- G. There is no reason to attack Iraq. Why is it a threat? The most threatening country is Israel who has nuclear weapons.
- H. In wars, the most vulnerable ones are the citizens. We must solve a problem by peaceful measures.

11. 9 ways to stop “wars” [Ranking]

Let’s rank several ways to solve a problem. Let each participant think which way is the most effective and what we should do first, and let them compare with others’ ideas. By talking each other about respective measures to decide the order of priority, they will notice a variety of perspectives.

“Ranking” is one of the measures of participatory learning, often used in workshops of development education. Even for the persons who tend to hesitate to speak out, it helps to explain their ideas to others.

The time required:

25 ~ 50 minutes.

Target:

5th graders and over

Number of participants:

any number

Objectives

- To think what is the most important and put problems in order.
- To think what we can do and what we should start first.
- To know various perspectives by comparing with others’.

Directions

- 1) Distribute a copy of the next page and a pen to all the participants.
- 2) Check the procedures on the worksheet by reading out.
- 3) Let them fill in the blanks with A ~ I.
- 4) Let them show respective answers with 2 ~ 3 persons and explain the reasons. Then, let them draw one conclusion in the small groups.
- 5) Ask some participants their answers and to write on a blackboard.
- 6) Check the characteristics of each answer and ask them the reasons.
- 7) Let all the participants consider that there are other solutions except those 9 ways.

Applications

We can use the following choices as “9 ways to stop terrorism”.

We can try various ranking game by making choices.

- A. Strengthen regulation against the people or organizations those have extreme ideas.
- B. Guard strictly the important persons, facilities, public transportations and so on those have possibilities to be exposed to terrorism.
- C. Listen to the assertion of a terrorist and carry on a dialogue for the peaceful solution of a problem.
- D. Arrest and execute the leader of a terrorist organization.
- E. Make effort for solution of problems like economic gap and violation of human rights (considered to be) behind terrorism.
- F. Restrict buying and selling and manufacturing of weapons strictly.
- G. Promote education and exchange activities for international understanding and cooperative multicultural relations positively.
- H. Make an attack on the countries or related facilities (considered to be) supporting activities of terrorists.
- I. Appeal the foolishness of recourse to violence and importance of peace.

Hints

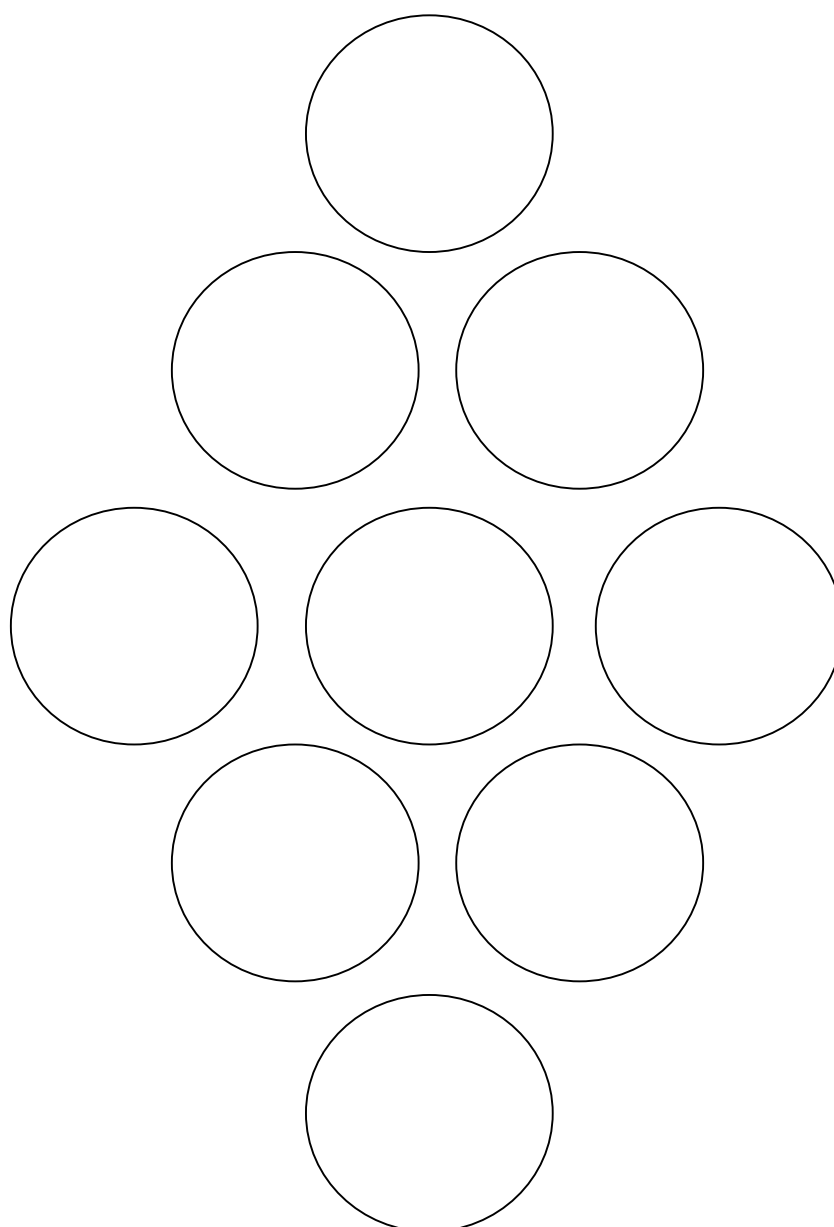
Tell them there is no “right answer”. It is important to confirm there are various viewpoints and measures to judge, not comparing with the point which is right or not.

9 ways to stop “wars”

9 ways of activities to prevent wars are listed below. These are based on different ways of understanding the issue, different points of view, and have different methods, but most of them are activities that anyone can somehow get involved in.

Let’s rank these actions. Put the most urgent action in the top circle, then the second most urgent in the second row and so on. Put the least urgent (or the action that you think shouldn’t be done) in the lowest circle. After placing these actions by yourself, exchange ideas with your partner or in your group and draw conclusions.

A: hold events or demonstrations against wars or for peace
B: persuade politicians to make efforts toward peaceful resolution of international disputes
C: appeal to many people about the importance of peace through the mass media
D: reinforce the army of your own country
E: support poor countries with medical or food supplies and educational help
F: talk with people close to you
G: promote international exchange activities to make friends with foreigners
H: appeal to the head of the country involved in the conflict or the potential conflict to make effort towards a peaceful resolution
I: promote “peace education” targeted at children



12. Let's make an opinion advertisement.

Against attack on Iraq, we could see many kinds of opinion advertisements in newspapers or internets. Some were by celebrities like Yoko Ono, and others were by many citizens who managed to raise the rates of advertisements.

If you put an opinion advertisement, what kind of advertisement do you want to put on?

Let's think about the advertisement with strong impact and messages to a lot of people.

Objectives

- To consider what he/she wants to tell first about war and peace.
- To learn how to create an effective message to transmit a message to lots of people.

Directions

- 1) Group the participants into 3 ~ 5 persons and distribute copies of opinion advertisements, a Manila paper and Magic Markers.
- 2) Let them discuss "good points" and "bad points" of respective advertisements and make a list of those points on a Manila paper.
- 3) Let all the participants think which advertisement they like the most and exchange the reasons in a group.
- 4) Let them give presentations.
- 5) Distribute a drawing paper and a pen to all the participants.
- 6) Let them draw an "opinion advertisement" they want to make on a drawing paper
- 7) Put all the "opinion advertisements" they made and let them express their impressions. "Popular poll" is available also.

Applications

It is interesting to make opinion advertisements in foreign languages gathering the ones in foreign newspapers.

The time required:

45 ~ 90 minutes.

Target:

5th graders and over

Number of participants:

any number

Materials:

- Copies of opinion advertisements appealing peace (more than three kinds) (one for a group of 3 ~ 5 persons)
- a Manila paper for a group of 3 ~ 5 persons
- 1 ~ 2 Magic Markers for a group
- a drawing paper for each person
- a pen or a pencil for each person

13. Street performances

Let's plan a performance appealing the importance of peace.

There are various ways in performances such as a song, speech, drama, costume parade, poster, street fund-raising campaign and so on. You can send a message to the entire world using internet.

Let's put the wonderful plans into practice!

Objectives

- To put the things we have learned about war and peace so far in order.
- To think about the ways to transmit messages from various angles.
- To share the awareness of the issues on war and peace through the process of creating performances in a group.

Directions

- 1) Group the participants into 4 ~ 8 persons and let them think what they want to send a message first.
- 2) Let them consider the ways to transmit messages and think about their own ideas.
- 3) Let them give a presentation about 5 minutes per each group.
- 4) Let them plan one performance and put it into practice on the street if possible.

The time required:

60 ~ 180 minutes.

Target:

5th graders and over

Number of participants:

any number

Materials:

- 1 ~ 4 pieces of Manila paper for each group
- 1 set of Magic Markers for each group
- several scotch tape
- several scissors
- anything which can be used for a performance



14. My wish

Let's reflect what we learned about war and peace.
Let the participants write down their own feelings.

How do they feel? Share the feelings for peace with all the participants.

Objectives

- To put own feelings in order by writing down.
- To listen to others' feelings.
- To know there are people with similar ideas and to think what we can do together.

Directions

- 1) Distribute a pen and a piece of memo paper to each participant.
- 2) Let them check the most impressive thing among what they learned about war and peace so far (take about a minute).
- 3) Let them write down two sentences with the following phrases on a paper.
"The most sad thing I felt is....."
"The most fearful thing I felt is"
- 4) Collect all the memo papers and let them take one each.
- 5) Let them read out the memo. They can't add any comment to it.
- 6) Distribute a new paper and let them write down a sentence with the following phrases. Let them think the sentence with humor, for example, "If I were a magician, I will change the content of a cluster bomb to a bouquet."
"If I were"
"If I was interested in"
- 7) Collect all the memo papers and let them read out with cheerful voice.
- 8) Distribute the last paper and let them write a sentence with the following phrase.
"My wish is"
- 9) Let them read out the papers like the previous ones.

Hints

Quiet place with atmosphere is suitable for this game.

The time required:

30 ~ 40 minutes.

Target:

5th graders and over

Number of participants:

10 ~ 20 persons

Materials:

- Three pieces of memo paper (postcard size) for each participant
- a pen or pencil for each

15. A letter for me

Let's write a letter for me.

How do "I" feel after receiving a letter?

Do I feel the same when I wrote the letter, or not?

A letter for me is the letter for the "future". Imagining the future, let's write a message.

Objectives

- To put own feelings for war and peace in order.
- To consider what will be needed in the world of several months later.

Directions

- 1) Distribute a letter paper and a pen to each participant.
- 2) Let them write a letter for future "themselves". Facilitator can designate the date the letter arrives. (ex: "3 months later", "the next 9.11", "the next new years day" and so on)
- 3) Distribute a stamp and an envelope, and let them prepare for posting.
- 4) Collect all the letters and post them for respective participants.

The time required:

20 ~ 30 minutes.

Target:

5th graders and over

Number of participants:

any number

Materials:

- 1 ~ 2 letter paper for each
- an envelope for each
- an 80 yen stamp for each
- a pen or pencil for each



About “Campaign of learning to build up peace”

Haruhiko Tanaka
A representative director
Development Education Association & Resource Center

1. The impact of 9.11 incident

“9.11” incident (simultaneous terrorist attack to the heart of the US) and the following war in Afghanistan by the US and the Allied Forces brought a large impact on persons related to development education like us. This is because development education is the educational activity aiming for “building up fair global society where people can live together”. As the incident that negates such a society occurred, DEAR; Development Education Association & Resource Center has found the urgent needs for the issue.

DEAR by the names of interested board of directors issued “Statement on ‘simultaneous terrorist attack in the US’ and ‘retaliatory military attacks by the US and the Allied Forces’” on the 5th of November 2001, and started “Study campaign to build up peace”. Former edition of this book “*Let’s talk more --- what we can do to build up peace*” was prepared as a handbook for the campaign. The feature of this handbook is to try to approach the problems of war and peace by combining various workshop activities developed by DEAR so far. The contents were as follows:

Contents of workshop in “Talk for Peace!”

1. The four corners of a room (to sort out different opinions)
2. Photo language (a quiz to guess countries)
3. A puzzle of map (to complete a map of Middle East and Central Asia)
4. Brain storming (to connect keywords related to terrorism or war)
5. Comparison with newspapers (to compare several newspapers)
6. Making newspapers (to edit newspapers by collecting information from various media)
7. Ranking (To rank measures how to solve problems)
8. Debate (to discuss pros and cons of the given topic)
9. My wish (to express our opinions)

From one to three are the introductory parts. This is to raise interests in problems and to make sure our knowledge or images. 4 ~ 8 are the core workshops to identify and to solve problems. The last one is to motivate for further activities by expressing our own wishes. The handbook was distributed to about 1,000 members of DEAR to be used in seminars and lectures in Japan.

What the DEAR did was to issue special coverage in the newsletter such as “terrorism and war” in Feb. 2002 (No. 45). The editorial board set 5 perspectives in editing: “peace studies”, “peace education”, “media”, “non-violence” and “conflict conciliation”. However, the situation rapidly changed in “media”, we couldn’t cover enough in the newsletter. (But later on, we published special features on media in No. 48 issued in August 2003. We stood on a point how mass media reported the war in Iraq or North Korea and “media literacy” as we have already covered the following topics in the DEAR newsletter.

No. 45 (special coverage on “terrorism” and “war”)

Simultaneous terrorist attack to the heart of the US and development and education ~ The era of “non-regularity” and peace studies by Masaki Yokoyama

PEACE IS POSSIBLE – from awareness to building up by Hiroyasu Iwasaki

To protect human rights from “terrorism” and “retaliation” – possibility of International criminal court by Mitsuru Yamaguchi

How we deal with the 9.11 incident at school from the viewpoint of media literacy by Takehiko

Takano

No. 46

“Report 1 From simultaneous terrorist attack in the US” by Yasuyo Taniguchi

No. 47

“Bring ‘current issues’ into classroom – From the experience of ‘Global Express’” by Cathy Midwinter

“Session 3 “Talk for Peace! Now, reconsider “peace” by Michihito Kinoshita

2. “If the world were a village of 100 people” and Relay Caravan

A book published at the end of 2001 just after the 9.11 incident became a best seller. The title of the book is “*If the world were a village of 100 people*”. It was originally on the Internet, edited as a story by Ms. Kayoko Ikeda, a translator. The story of “*A village*” came to spread on the Internet right after the 9.11 incident. The reason why the book became a best seller is deeply related to the 9.11 incident.

The workshops on development education have been held in classrooms since 1970's. Workshops used to be held by dividing students into some groups by population ratio of each continent or GNP ratio. Some members of DEAR used “*A village*” in a classroom, and others developed their original workshops. DEAR started to make a trial edition of workshop handbook by its task team. It was in 2002, the 20th anniversary of DEAR, when the relay caravan unit was formed. The relay caravan started from Kyoto where national conference was held in August and moved to other parts of Japan. The caravan was goaled in Tokyo where the anniversary ceremony was held in December. Through the caravan, workshop of “*A village*” was the most popular.

After 30 workshops “*If the world were a village of 100 people Workshop edition*” was published in March 2003. The theme of the workshop is “to understand the diversity of world culture, ethnic groups, languages” and “to understand the world reality such as the gap between the rich and the poor”. That is, this is useful material to understand two causes of the 9.11 incident.

“Workshop of *A Village*” is composed of about 10 learning activities. As this is originally the teaching material with wide coverage of topics to know the world reality, this is suitable for introduction in development education. It can be used for “learning to build up peace”. For instance, the following study program can be thought.

1. Ice-breaking
2. Simulations
 - 1) The population of the world
 - 2) Are there more women or more men in the world?
 - 3) Is the world aging? Or is it getting younger?
 - 4) Let's go continent by continent!
 - 5) Say “Hello” in different languages
3. Who has the wealth of the world?
4. Reading *A Village* and Discussion
5. What are the causes? “Compass Analysis”
6. Creating a Future
 - 1) Imagining global society in 30 years from now
 - 2) What we ourselves can do

Above are based on the contents of “*If the world were a village of 100 people Workshop edition*”, but four to six are related to “learning to build up peace” by focusing clearly on the cause of “to destroy peace” or “to build up peace”.

3. Refugees problem and development education

Persons related to development education have been paid attention to “refugees” as direct victims of wars or conflicts. “The starting point” of international cooperation NGO and development education in Japan dates back to Indochina refugee problem in 1980’s. “Development Education study meeting” in Kansai area published “New Approach to Development Education II Refugees --- Comprehensive Learning Sensing Future” in 2000 after 3 years of research.

Workshops are carefully structured in a way participants can sense refugee problem such as simulation of a refugee escaping from the fires of war, in a refugee camp. This is the teaching material composed to make students understood refugee problem that is not familiar to them through participatory learning.

Despite the development of development education, on the one hand learning activities of refugee problem using such materials, misunderstandings or prejudices against refugee problem or its learning activities existed. One example is a newspaper article (“‘Bribe guidance’ at demonstration of refugee experience in elementary school” Yomiuri Shimbun, evening edition of August 14, 2002). In fact, ‘bribe guidance’ was not conducted. The same workshop was also held by Yomiuri Shimbun, which ended up with a big success. Though it was disclosed that it was a “false report”, the incident made it clear that there was elementary misunderstandings and shallow understandings on refugee problem and participatory learning among mass media in Japan.

DEAR took the incident seriously and issued a statement in a press release. In addition, DEAR held a seminar on learning about refugee problem in cooperation with UNHCR. The seminar was held in March 2003, sponsored by UNHCR Tokyo office and cosponsored by DEAR as “Workshop on refugee problem --- how should we think about refugee problem” in Tokyo. In national conference on development education held in August at Rikkyo University in Tokyo, we invited Ms. Sadako Ogata, the former United Nations High Commissioner for Refugees as a keynote speaker where we deepened our understanding on refugee problem as well as participatory learning. At the occasion, we learn on refugee problem and discuss how we develop the learning to build up peace.

4. War in Iraq and campaign of learning to build up peace (the second period)

After the war in Afghanistan, the US continued to warn further attacks. In February 2003, discussion about resolution of military attack against Iraq over the inspection of mass destruction weapons came to the climax in the United Nations Security Council. Attack on Iraq was close at hand, international public opinion was split, and anti-war activities by citizens livened up around world. In such situation, DEAR issued “statement to promote the campaign of learning to build up peace and against any kind of wars and violence” on the 12th of March.

The point of the statement and the campaign was almost same as the 9.11 incident, but some points were developed based on the results of activities. First DEAR decided to promote learning activities to build up peace at school, community, social education, NGO activities and so on. This book is edited as the special handbook. Furthermore to promote learning activities, refugee problem or human security in cooperation with UNHCR or NGOs were newly included. The relation between North and South Korea and Japan came to be emphasized in this edition. This is because there were some prejudiced reports on the news over North Korea after 2002. Other reports are not based on history. Furthermore this edition emphasized “media literacy”. It is requested to read information reported by mass media critically so that participants can create own opinions after analysis. That’s why there are many workshops on media in this book.

5. World networks of learning to build up peace

It was not only persons related to development education in Japan who received impact by the 9.11 incident. New movement to seek for new learning method occurred in the US, Canada, Australia and New Zealand after reaffirming the significance of development education. In Europe, the conferences to promote global education in 44 EU countries were held in North-South Center of EU Council in March and November 2003. As DEAR received invitation to the conference in November from DEA in UK; cooperation organization of DEAR, Mr. Hiroyasu Iwasaki and I participated in it.

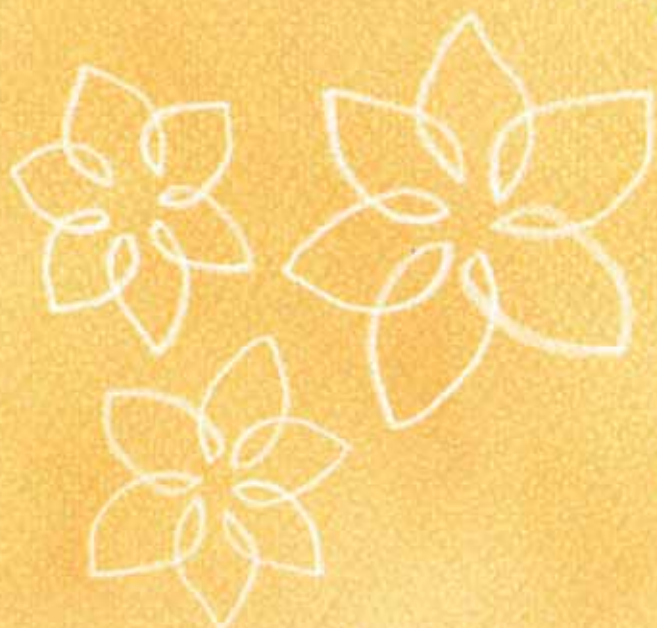
In September 2003, the conference to form world networks of development education and global education was held in London. DEAR aims to form networks of development education in Asia-Pacific regions actively in this time. With “United Nations• 10 years for education on sustainable development” (starts from 2005) after the World Summit on Sustainable Development, development education and global education will be promoted under international cooperation.

The learning to build up peace is promoted and practiced not only in Japan but also various teaching organizations and peace, human rights, environment, and international cooperation NGOs. The learning and practice of a person is small but it can contribute to the formation of global society where we can live together without war or poverty in cooperation with partners in the world.

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Talk for Peace



Talk for Peace



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