



Friends of
Fe y Alegría
in the United States



**PEACE ACTION CONTEST:
CELEBRATING SCHOOL
DAY OF NON-VIOLENCE
AND PEACE**

JANUARY 30TH



© Montesión Fotografía

STUDENT LEARNING OBJECTIVES

- Promote reflection on possible attitudes or core values that can prevent violence in today's societies and the importance of building nonviolent responses to conflict resolution.
- Encourage participants to identify themselves as peacebuilders in their community by identifying daily actions that they can put into practice to promote peace building skills in their environments.
- Invite students to feel part of a larger network of Jesuit-educated youth working for justice in their schools, communities, and around the world.

TASKS

- Students develop an advocacy and/or awareness-raising campaign promoting peacebuilding skills within their school community. Winning project ideas will be shared with the broader Jesuit Schools Network and receive recognition through the Educate Magis platform.
- Students will create a logo/slogan, a written plan, and provide an audio-visual/artistic presentation using any form they choose (drama, song, graphic art, sculpture, design, video, infographic, etc.) to advocate for a specific value in their community that fosters non-violence and peace building related to the topics of care for the environment, social inequality/poverty, and gender equity.
- Students and evaluators will follow the attached rubric for evaluation guidelines.

DURATION

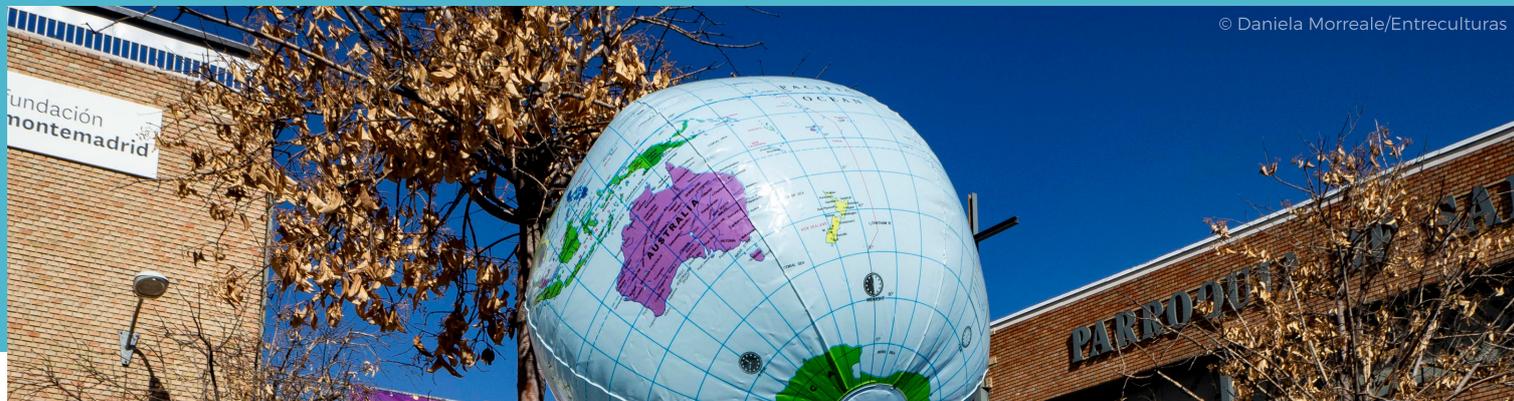


This activity will take place over at least two sessions of one hour each, susceptible to change based on the number of participants and school schedule.

MATERIALS



- Promotional video ([view link](#))
- Chart with list of attitudes
- Advocacy/Awareness-raising Campaign Planning sheet
- Evaluation sheet



ACTIVITY SESSION 1

January 30th is the celebration of the School Day of Non-violence and Peace, a day to reflect on the importance of promoting peace and equality in our community.

This year, we invite you to enter a contest in which students will plan an advocacy campaign promoting peacebuilding skills within their school community that will also take into account their role as global citizens. Winning project ideas will be selected to share with the broader Jesuit school community.

First, watch the [intro video](#) with the group and discuss the following questions together:

- After watching the video, what does being a global citizen mean to you?
- What is peace for you? Why is it important for teenagers to talk about this topic?
- We know that some countries are suffering from violent conflicts right now, but in our community, we also see attitudes that lead to violent conflicts instead of peaceful resolutions when it comes to environmental issues, social inequality/poverty, gender equity, among other issues. What are some examples of conflicts and inequalities that we see in our community?

Discuss these questions as a large group for about 15 minutes, while recording the students' answers on the board to use as reflection tools and ideas throughout the session.

Next, introduce the chart below and ask, "What do you think are some of the values/attitudes that make people resort to violence instead of using peaceful ways to resolve conflicts?"

Have them sort the words they come up with in partners using the chart below, then share as a class, compiling the list onto a large class chart.

Values that may foster nonviolent resolution of conflicts	Values that may foster aggressive resolution of conflicts
1. selflessness	1. selfishness
2.	2.
3.	3.
4.	4.



© Montserrat Fotografia

Present the campaign planning page (Appendix 3) in which students will read the requirements for designing their own advocacy campaign in small groups of 2-3 students. Invite them to choose a word from the chart to use as inspiration for their campaign (a specific value/attitude they would like to promote in their community). Encourage them to also choose a specific topic to focus on such as (but not limited to) environmental issues/climate change, social inequality/poverty, or gender inequalities.

Spend a few minutes explaining and discussing examples. Then, students can start thinking of a goal they have and an activity they would like to plan as homework using the planning page.

Give students creative freedom to choose a specific issue, but if they need some guidance, here are a few examples. Ensure students that they are not limited to these options.

Environmental Issues

Respect- Create a poetry/prose contest with people writing their own text about the ways in which one can respect the environment in their own communities as well as people living in remote natural areas like the Amazon.

Greed- Organize an event in which all kinds of art from recycled materials are highlighted, and use the slogan “Useless stuff ends up in our planet’s wasteland.” This will show how unnecessary possessions create extra waste that is harmful to the environment.

Social Inequality/ Poverty

Selflessness- Visit an elderly care facility in an underserved area of our community and interview them about how they think selflessness was helpful to foster peace 50 years ago and how it is helpful today and share their testimonies with an exhibition in our school community.

Gender Equity

Write and perform a play that talks about girls and boys being treated differently as they grow. Their family members and the community may or may not be aware that this marks the future expectations they each have about themselves, how they should behave, and what they are entitled to or what they have to “put up with” given the social norms they have learned. Following the play, invite participants to sign a statement defending gender equality in your community and present it to a local educational authority.

Create a video interviewing various people in our community about the topic of gender identity and violence against the LGBTQ community.

ACTIVITY SESSION 2



Review the goals for the session (same as session 1) with the class. Students share some of the ideas they had to develop a campaign (10 minutes).

Review the requirements to follow for the design of an advocacy and awareness-raising campaign and explain the sections to be completed including a timeline with specific due dates based on the school calendar. Then, break up into small groups (2-3 people).

Students share their ideas with the other group participants and collaborate in developing an idea for a campaign that fosters peacebuilding and develop their thoughts on the provided planning sheets. The teacher walks around the class helping students with their planning.

Depending on timing, groups will present their campaign idea to the rest of the class. The planning sheets will be collected at the end of the session (unless session 3 is permitted) and will be submitted to the evaluators for review using the evaluation criteria.



© Daniela Morreale/Entreculturas

If your students would like to participate in the contest, please send selected planning sheets to info@fevalegria.us or have students complete [this form](#) by FEBRUARY 20TH, 2019 and a group of evaluators will review and based on the criteria, select and announce the winning project idea by MARCH 15TH, 2019.

POSSIBLE ACTIVITY SESSION 3

Students present their campaign ideas both orally and by showing or performing their audio-visual/artistic presentation.

APPENDIX I

DISCUSSION QUESTIONS

1. After watching the video, what does being a global citizen mean to you?
2. What is peace for you? Why is it important for teenagers to talk about this topic?
3. We know that some countries are suffering from violent conflicts right now, but in our community, we too see attitudes that lead to violent conflicts instead of peaceful resolutions. What are some examples of those conflicts that we see in our community?

APPENDIX 2

SORTING ACTIVITY



What do you think are some of the attitudes that make people resort to violence instead of using peaceful ways to resolve conflicts?

Values that may foster **nonviolent** resolution of conflicts

1.

2.

3.

4.

5.

6.

7.

8.

Values that may foster **aggressive** resolution of conflicts

1.

2.

3.

4.

5.

6.

7.

8.

Which attitudes do you think are most important to foster peace in your community and the world today? Why?



APPENDIX 3

CAMPAIGN REQUIREMENTS/GUIDELINES

- The activity must be planned solely by the students, though adults can help put it into action if needed.
- The activity must have a written and an arts-based presentation
- The activity must be based on one of the attitudes promoting non-violence
- The activity must be focused on one of these three main topics: care for the environment, social inequality, gender equality
- The activity must integrate people and institutions from their community (schools, friends, parents, neighbors, social organizations)
- The activity must promote inclusiveness and participation of all groups and members of the community
- The activity will NOT raise funds as a main goal. It will be focused on reflection and the promotion of values and attitudes to foster a culture of peace and non-violence in the participant's community
- Although the activity involves local action, it will also keep in mind a desired global impact
- The participants must comply with deadlines and requirements
- 1 participating group from each school will be chosen to bring their campaign ideas into action in their community and share their project with the broader Jesuit community.

	Not Started	Started	Completed	Exceeded expectations
Follows guidelines				
Completes all the sections on the planning page				
Clear message matches the chosen goal				
Activity follows a thorough planning process				
Written presentation is well elaborated				
Artistic presentation is well elaborated				
Involves members of the school /community				
Makes connections between local and global issues				

CAMPAIGN PLANNING PAGE

Name of campaign
organizers:

Grade:

School:

Goal:

Logo/slogan:

Description of your campaign. Include at least three tasks or steps to plan your final presentation:
