

# we work together



## can you?

**A resource for those who are working with children and young people,  
and who are trying to contribute towards peace and understanding,  
both locally and globally**

The poster and activities have been put together by the Interfaith Education Group.

The group comprises educationalists from the following nine non-governmental agencies, who are working together to promote peace in the context of development education in the UK.

CAFOD – Catholic Agency for Overseas Development • Christian Aid  
Citizenship Foundation • Islamic Relief • JCORE – Jewish Council for Racial Equality • Muslim Aid • Oxfam  
Save the Children • UKJAID – UK Jewish Aid and International Development

**Aim:** To promote co-operation and conflict resolution, locally and globally

**Range:** Key stages 1 to 4 and sixth form (ages 5 to 18)

**Relevant subject areas:** Citizenship, Religious Education, PSHE, History, Collective worship

These activities are to be used alongside the attached poster 'we work together ... can you?'. The activities are graded in order of complexity, and are designed to be used in a classroom or youth work session, to explore the theme of conflict resolution and the role working together has to play in this. Each activity shows a suggested age range, but they can be adapted to suit different abilities.

### Activity 1. Working together – a look at the poster

*Suggested age range – 5 to 11 (key stages one and two)*

Ask the class / youth group to answer a series of questions about the poster, such as:

Who is in the poster? What do you know about them? What are they looking at? What might they be thinking? What is the message of the poster? Who designed the poster? Why do you think they made the poster? Who is the poster aimed at?

Children could each write down their own questions about the poster and ask a friend to try to answer them.

Further activities could include group discussion, or reflection on what else they would want to find out about the poster.

### Activity 2. We're working together

*Suggested age range – 5 to 11 (key stages one and two)*

Create your own poster of pictures, photos and other interesting ideas on the theme of Working Together to display in your class / youth group. Or why not make your own big book?

Start by collecting individual or group photos of all the children in the class / youth group. Think of a class / youth group mission statement giving your view about how important it is to work and live together in harmony. Ask each child in the class / youth group to sign the statement. Then, write short headlines or sentences describing projects that you have already worked on together in your school, group or community, or collect information about those you plan to work on in the future.

Alternatively use a digital camera to create images of co-operation – look for scenes of people co-operating or working together to plan and create an image which shows co-operation – how best can you do this? Think particularly about projects that help to resolve conflict, such as:

- coming up with a fair allocation of space in the playground / recreation area between those who want to play boisterous games and those who want to sit quietly
- taking care that younger children are protected
- devising a zero-tolerance approach to bullying including name-calling and teasing
- taking the famous phrase 'Peace in our time' and applying it to your school, group or community today and every day.

# 3

## Activity 3. Same but different

*Suggested age range – 5 to 11 (key stages one and two)*

Draw large circles on the playground / recreation area floor and ask everyone to jump into them when something is called out that applies to them. Use statements such as these first of all:

<i>I have long hair</i>	<i>I live in — Street</i>	<i>I don't support Manchester United</i>
<i>I have brown eyes</i>	<i>I don't like cheese</i>	<i>Add additional questions to suit the group</i>
<i>I like Harry Potter books</i>	<i>I belong to the maths club</i>	

Then use statements such as these, again asking everyone to jump into the circles when something is called out that applies to them:

<i>I need a home</i>	<i>I need clothes</i>	<i>I need to be cared for</i>
<i>I need my family</i>	<i>I need to go to school</i>	<i>I need to be unafraid</i>
<i>I need clean water</i>	<i>I need to stay healthy</i>	<i>I need to be safe</i>

From the first set of statements the children will begin to realise that people are different in many ways. These differences are what make us individuals in our own right and allow us the right to make our own choices and have our own views and opinions that should be respected.

The second set of statements show that although we may be different, all human beings have some needs that are the same and which must also be respected by everyone. When conflict happens those basic needs may be withdrawn or destroyed.

This activity could be adopted for an assembly presentation or be acted out for other young people, parents and friends from the community.

# 4

## Activity 4. People matter – a web search activity

*Suggested age range – 9 to 13 (key stages two and three)*

“We must create a society where people matter more than things.” Desmond Tutu

Ask the class / youth group to research the life of Archbishop Desmond Tutu of South Africa, or other eminent figures, such as Abraham Joshua Heschel from the USA, Eglantyne Jebb and Hugo Gryn from the UK, Alija Ali Izetbegovic, former president of Bosnia, Archbishop Oscar Romero from El Salvador, the Dalai Lama from Tibet or Nobel Peace Prize winner Shireen Ebadi from Iran. Who are they and what kind of an example have they set?

# 5

## Activity 5. Words matter

*Suggested age range – 9 to 13 (key stages two and three)*

Take the words below (or choose some of your own) and individually, or in small groups, choose one word and create your own quote around it. Then compile a talk to back up your quote, with an example from your own experience as to why it is important to respect others. As a class / youth group, put your quotes together into a presentation for other young people, parents and friends from the community.

*justice / diversity / rights / responsibility / interdependence / understanding / reconciliation / respect / peace / community*

# 6

## Activity 6. Solving conflict

Suggested age range – 9 to 13 (key stages two and three)

Look at the word conflict and its counterpart peace. Investigate possible causes of conflict, at a family, local and global level, and research ways in which life can change when conflict occurs. Create role-play situations where half the class / youth group present the problems caused by conflict, and the other half present possible solutions. At the end of the session, pupils should vote on the solution they think is most just and has the most chance of succeeding. For extension, young people can reflect on their solution through a piece of written work, poetry or drawings.

# 7

## Activity 7. Caught up in conflict

Suggested age range – 9 to 13 (key stages two and three)

This is Jovana's story. Jovana lives in a refugee camp in Rtanj, in south-eastern Serbia, but she is originally from Slunj, in western Croatia. She and her family were forced to flee after her father was killed during the 1991–1995 war. They initially moved to Kosovo, but were again forced to flee during the war there in 2000, and fled to south-east Serbia. In her short life so far, Jovana has lived in three countries.

*"I was only a year-and-a-half when I left home. The Croats killed my father. I don't know why. We moved to Pec in Kosovo, and we lived in a collective centre. There were ten families and six children... Pec is a big town, and our room was bigger and nicer than the one we live in now. We stayed in Pec for a year, but we left because of the NATO bombing, and we came here. I'd like to go back to Slunj because it's a big town, and I like to walk around. Here there are mountains, and it's not so flat."*

If you could interview Jovana, what would you ask her? Compile a list of questions and possible answers.

Develop a presentation to include a role-play of a refugee being interviewed about his / her experiences. The questions you ask should try to help you understand how and why children get caught up in conflict and have to leave home in this way.

# 8

## Activity 8. In the news

Suggested age range – 11 to 15 (key stage three)

Create your own newspaper about Working Together. Devise a name for your newspaper, as well as a logo and slogan to complete the phrase 'We're working together'. Your publication should bring together all the activities that your school / youth group or community is doing to promote peace and tolerance and better community relations locally, and how this may even contribute to better international relations.

Appoint a news editor and small editorial team to gather all the material together, but encourage contributions from as many reporters as possible. Contact your local newspaper to let them know about your activities. This will help to spread your message of peace and dialogue even further into your community.

# 9

## Activity 9. Stop and talk

*Suggested age range 14 to 18 (key stage four / sixth form)*

Research a topical issue, such as the plight of refugees or asylum seekers in Britain today, using as many different sources as possible – newspapers, ICT-based sources, television, radio or first-hand interviews if possible. Analyse the range of information, views, opinions and statistics available to demonstrate the complexity of many of the problems we face today – and the way that facts and data can be used or abused to influence, persuade or prove a point. Choose the sources you consider to be most reliable and trustworthy as the basis for a balanced report on the issue, drawing well-argued conclusions and making responsible recommendations. Debate the following quotation from Abraham Joshua Heschel:

*“We must continue to remind ourselves that, in a free society, all are involved in what some are doing. Some are guilty, all are responsible.”*

# 10

## Activity 10. Born equal?

*Suggested age range 14 to 18 (key stage four / sixth form)*

A key issue for all societies is how to deal with difference. The subject raises two particular questions, what kind of equalities should we strive for, or insist on, and what kind of differences or inequalities are beneficial or acceptable? What kind of personal and social problems arise because of the differences between people?

The differences that people experience between each other can be as either individuals or groups. Encourage students to think of advantages and disadvantages at both individual and group levels. For example, differences in wealth are experienced at individual, national, and international levels. Encourage students to share and discuss real examples from their experience or knowledge.

In groups take one or more of the words below and think of the benefits that can come from these differences. What drawbacks can you think of which can arise from these differences? When are the differences between people unacceptable?

Education / Wealth / Power and influence / Beliefs / Race / Character and personal interests / Culture / Nationality / Age

# 11

## Activity 11. Taking Action

*Suggested age range 14 to 18 (key stage four / sixth form)*

Use the internet to inform yourself of ways that you or your group could make a positive difference to the lives of people living in difficult conditions. Use the information to set up a campaign on your school / group website which communicates the need for a sustained and co-ordinated strategy to redress the balance between rich and poor. Spread your message by inviting other schools or groups to work with you on the campaign.

Explore the following websites for ideas on action for change:

[www.amnesty.org.uk](http://www.amnesty.org.uk)

[www.antislavery.org](http://www.antislavery.org)

[www.cafod.org.uk](http://www.cafod.org.uk)

[www.christianaid.org.uk](http://www.christianaid.org.uk)

[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

[www.fairtrade.org.uk](http://www.fairtrade.org.uk)

[www.healthunlimited.org](http://www.healthunlimited.org)

[www.islamic-relief.com](http://www.islamic-relief.com)

[www.jcore.org.uk](http://www.jcore.org.uk)

[www.muslimaid.org](http://www.muslimaid.org)

[www.oxfam.org.uk](http://www.oxfam.org.uk)

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

[www.ukjaid.org](http://www.ukjaid.org)

[www.unicef.org](http://www.unicef.org)

[www.wateraid.org.uk](http://www.wateraid.org.uk)

## The Interfaith Education Group is made up of the following nine agencies:

### CAFOD – Catholic Agency for Overseas Development

CAFOD is a major British charity that has been fighting third world poverty since 1962. We believe that all human beings have a right to dignity and respect and that the world's resources are a gift to be shared by all men and women, whatever their race, nationality or religion.

[www.cafod.org.uk](http://www.cafod.org.uk)

### Christian Aid

An agency of the churches in the UK and Ireland, Christian Aid works wherever the need is greatest, irrespective of religion. It supports local organisations, which are best placed to understand local needs, and believes in strengthening people to find their own solutions to the problems they face. It strives for a new world transformed by an end to poverty and campaigns to change the rules that keep people poor.

[www.christianaid.org.uk](http://www.christianaid.org.uk)

### Islamic Relief

Islamic Relief is a UK based aid agency that seeks to alleviate the poverty and suffering of the world's poorest people. Motivated by the charitable ideals of Islam, Islamic Relief has for the last 18 years, been assisting peoples of all religions and backgrounds through its emergency relief and development programmes.

[www.islamic-relief.com](http://www.islamic-relief.com)

### Muslim Aid

Muslim Aid is an international relief and development agency working to alleviate the suffering among the world's poorest and most needy communities regardless of race, gender, religion, nationality or political opinion. Set up in 1985 by leading British Muslim organisations, Muslim Aid supports projects in over 50 countries spanning Africa, Asia, Central America and Europe.

[www.muslimaid.org](http://www.muslimaid.org)

### Oxfam

Oxfam is an international development and relief agency that works with others to overcome poverty and suffering. We want to encourage people in the UK to speak up on behalf of those in poverty, and to fight to challenge unfairness and inequality. Our Development Education programme in England, Scotland and Wales works to do this by helping young people develop the knowledge, skills, values and attitudes to be effective in the fight against poverty.

[www.oxfam.org.uk](http://www.oxfam.org.uk)

### Save the Children

Save the Children is the leading UK charity working to create a better world for children. We currently work in over 65 countries (including the UK), helping children in some of the world's most impoverished communities. Save the Children is part of the International Save the Children Alliance which aims to be a truly international movement for children. There are 29 independent Save the Children organisations which form the International Alliance.

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)

### UKJAIID – UK Jewish Aid and International Development

UKJAIID was set up to provide humanitarian aid and assistance to people in other countries, regardless of ethnicity, gender and religion. Since 1989 UKJAIID has managed a number of projects and has launched several appeals in response to both natural and man-made disasters. In October 2003 UKJAIID merged with World Jewish Relief in order to activate a stronger response from the UK Jewish community.

[www.ukjaid.org](http://www.ukjaid.org)

### Citizenship Foundation

The Citizenship Foundation is an independent charity, which aims to empower individuals to engage in the wider community through education about the law, democracy and society. We focus particularly on developing young people's citizenship skills, knowledge and understanding.

Our work includes:

- Citizenship resources for a wide audience;
- Nation-wide and international training programmes;
- National active learning competitions for secondary schools.

[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

### JCORE – Jewish Council for Racial Equality

JCORE works to promote awareness and active involvement in the Jewish community to combat racism and build a just, harmonious multi-cultural society. We collaborate closely with other minority ethnic communities and refugee organisations and we provide an independent Jewish voice in matters of public policy relating to racial equality and social justice. JCORE's educational resources provide the materials which aim to contribute towards this ethos of tolerance and understanding in all schools.

[www.jcore.org.uk](http://www.jcore.org.uk)



# working for peace and development

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