

2023

Teaching Units

10/11 - WALKING FOR PEACE



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20
23

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WELCOMES

FOR 6 TO 9
YEARS OLD
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Teaching Units 20 23

FOR 6 TO 9 YEARS OLD

Illustrations: ©Maribel Vázquez

A WORLD THAT WELCOMES

FOR 6 TO 9 YEARS OLD

GOALS

- 01 To promote empathy and offer initiatives to create welcoming environments and a culture of peace.
- 02 To understand what migration and shelter truly implies for many people around the world.
- 03 To appreciate the right to have a safe place to live in peace where everyone can to grow and learn.

DEVELOPING THE ACTIVITY

Beginning with everyone gathered together, the following is **SHARED** with the group:

Imagine that, all of a sudden, you have to leave home tomorrow with your family and go somewhere else. You have to walk, so you can't take too

many things with you. Nobody tells you what you'll find in the place where you're going, nor how long you'll be away from home.

ASK THE FOLLOWING QUESTIONS:

- * What would you take with you?
- * What things do you think you'd miss?

Draw two columns on a whiteboard/blackboard or flip chart and get the participants to write something they'd take with them and something they'd miss, along with their name.

Next, explain that many people in the world have experienced this; they had to leave home suddenly, leave their belongings behind and go

to live somewhere else, either within their own country or beyond its borders.

These are refugees, who one day had to leave their homes, their towns or their countries for a range of different reasons. But they all have one thing in common: a fear of being persecuted or repudiated because of their race, religion, nationality, social group or the political causes they support. In addition, there is the fear of living with war and armed conflict in the area where they live or where they experienced a natural disaster, such as an earthquake or flood.

Here is an example of what has happened to many children so far during the war in Ukraine:



In 2022, many children in Ukraine – a country in Eastern Europe – had to suddenly leave their homes. Some children left with just a backpack, and sometimes even unaccompanied by an adult or relative. This has happened at other times in the past in countries like Spain, Germany and

Colombia, and continues to happen every day in many parts of the world such as Syria, Afghanistan, Democratic Republic of Congo, Venezuela, Nicaragua, among others.

If you ask friends and family about this, there are most likely many people who know someone who had to migrate and leave their home suddenly and unwillingly.



© Sergii Camara

After explaining this situation, **ASK THEM:**

- * Do you know other stories of children affected by war or conflict?
- * How do you think they feel?

Many of these children come to our schools, neighbourhoods, cities and towns.

- * What can you do together with them when they come to your classroom, association, team, neighbourhood, etc? How can you welcome them? What things can you do to make them feel welcome?

WE ARE COMMITTED TO A CULTURE OF PEACE



Throughout this session, and together with information that has reached us via the media, we have learned about cases of people affected by wars, natural disasters and conflicts.

In order to build peace as a response to these situations that happen in many parts of the world - and in our environments as well - our aim is to **build a welcoming world**.

To do this, we ask the group to draw - on a large sheet of paper - the Earth as seen from outer space. It is our house, our shared home, and it welcomes us all without any discrimination.

THEN ASK THE GROUP:

- * What things do you believe characterise a world that welcomes everyone?
- * Which of the things you wrote that you would miss would you include in this world that welcomes everyone in peace?

They are then asked to write these words inside the Earth they have drawn in order to build a world that defends everyone's right to be welcomed and to live in peace, and where no one has to flee their home. The mural will be called:

The World is Our Home and Welcomes Everyone Equally. The mural should be located in a visible space somewhere in the school or wherever the group is, and other people are invited to write words that build welcome and peace.



10/
- WALKING
11 FOR PEACE

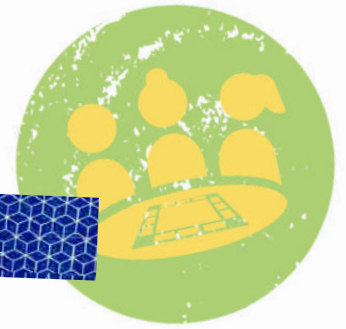
Teaching Units 20 23

FOR 10 TO 13 YEARS OLD

Illustrations: ©Maribel Vázquez

PEACE IS IN OUR HANDS

FOR 10 TO 13 YEARS OLD



GOALS

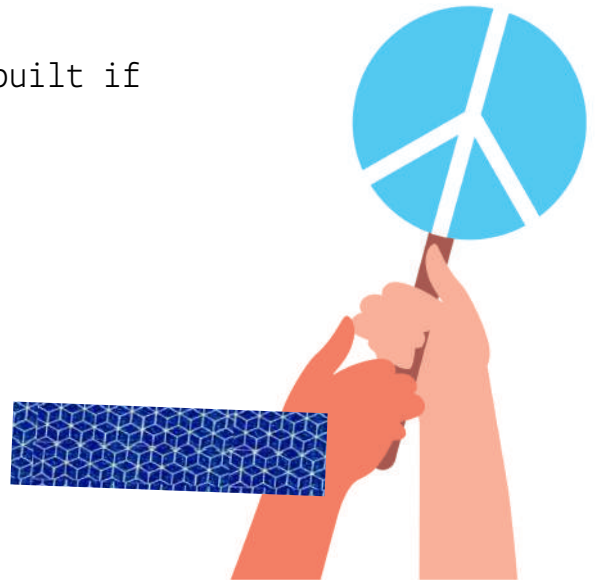
- 01 To identify situations and the necessary actions to keep countries at peace.
- 02 To discover that peace can be built if everyone takes part.

DEVELOPING THE ACTIVITY

Begin by **EXPLAINING** how traditional games of conquest and war can be turned on their head by playing a game whose goal is to achieve peace in the world.

Start from a situation of war, where the "**tools of conflict**" are swapped for "**tools of peace**". To do this, declare peace instead of war; the former will be achieved when everyone has got the tools of peace.

Get the group to split into groups. Each one will represent a continent: Antarctic, North America, South America, Europe, Africa, Asia and Oceania.



Each continent has to swap the tools of war for tools of peace.

Bear in mind that the end goal of the game - and the only way of achieving it - is for every continent to conquer peace. So, as each continent achieves it, it will put itself at the disposal of the other continents and cooperate with all of them.



At the start of the game, they will have to following
TOOLS OF CONFLICT:

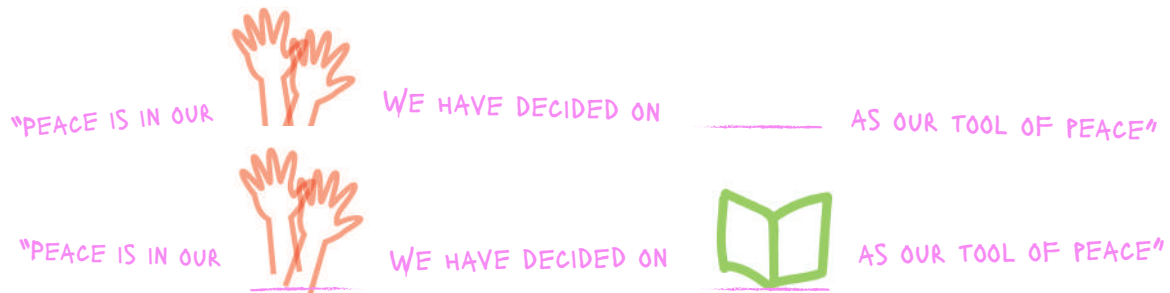
- 01 Not thinking about what's best for the many, but about the interests of the few.
- 02 There are a few people with many resources and the rest don't even have enough food.
- 03 There aren't enough schools.
- 04 Girls and boys have different opportunities and rights, and they are treated differently.
- 05 There aren't enough medicines and hospitals.
- 06 People discriminate against others because of their nationality, culture, physical features, religion, nature, etc.

These must be replaced one by one until the **TOOLS OF PEACE** are obtained:

- 01 **Happiness for everyone is very important as we seek the common good.**
(Example of symbol: hearts)
- 02 **Everyone has a decent house and has enough good food to eat.**
(Example of symbol: houses and plates of food)
- 03 **All children can go to school.**
(Example of symbol: schools and happy faces)
- 04 **Girls and boys have the same rights and opportunities.**
(Example of symbol: children with happy faces)
- 05 **There are hospitals and medicines for the whole population.**
(Example of symbol: hospital and medicines)
- 06 **The differences among people are valued because we learn from each other and coexist in peace.**



To **SWAP TOOLS OF WAR FOR TOOLS OF PEACE**, the groups must formulate decisions and write a sentence on a long piece of paper, **DRAWING** a symbol that **REPRESENTS** the tool they have chosen:



They should then do the same with the other tools of peace. At the end, each group should have five messages with their decisions. At the end of the game, all the groups' decisions are shared. **THEY ARE THEN ASKED:**

- * What did you most like about the game?
What message has stayed with you?
- * Do you think that the tools of peace in this game are also tools of peace in the real world?

WE ARE COMMITTED TO A CULTURE OF PEACE



To end, suggest that each participant thinks of their own commitment. Each person writes the word "**PEACE**" on someone else's hand and explains the specific action that represents their commitment to peace.

Lastly, take a **PHOTO** of everyone in the group holding their hands in the air.

Then, and all together, shout: **PEACE IS IN OUR HANDS! WE DECIDE ON PEACE!**

Put a printed copy of the photo somewhere in the shared place so that the members of the group remember that "**PEACE IS IN OUR HANDS!**"

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- WALKING
11 FOR PEACE

Teaching Units

20 23

FOR 14 TO 18 YEARS OLD

Illustrations: ©Maribel Vázquez

BUILDING A WELCOMING CULTURE

FOR 14 TO 18 YEARS OLD

GOALS

- 01 To promote empathy and offer initiatives to create welcoming environments and a culture of peace.
- 02 To understand what migration and shelter truly implies for many people around the world.
- 03 To appreciate the right to have a safe place to live in peace where everyone can to grow and learn.

DEVELOPING THE ACTIVITY

Beginning with everyone gathered together, **THE FOLLOWING IS SHARED** with the group:

Imagine that, all of a sudden, you have to leave home tomorrow with your family and go somewhere else. You have to walk, so you can't take too many

things with you.

Nobody tells you what you'll find in the place where you're going, nor how long you'll be away from home.

ASK THE FOLLOWING QUESTIONS:

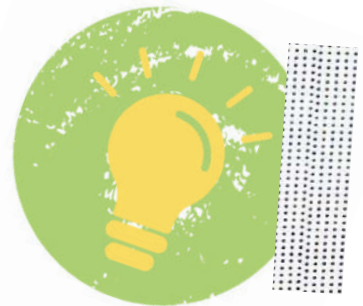
- * What would you take with you?
- * What things do you think you'd miss?

Draw two columns on a whiteboard/blackboard or flip chart and get the participants to write something they'd take with them and something they'd miss, along with their name.

Next, explain that many people in the world have experienced this; they had to leave home suddenly, leave their belongings behind and go to live somewhere else, either

within their own country or beyond its borders.

These are refugees, who one day had to leave their homes, their towns or their countries for a range of different reasons. But they all have one thing in common: a fear of being persecuted or repudiated because of their race, religion, nationality, social group or the political causes they support. In addition, there is the fear of living with war and armed conflict in the area where they live or where they experienced a natural disaster, such as an earthquake or flood.



Reading the following information gives an insight into the situation of many refugees around the world who are forced to leave their country - as happened in 2022 with the start of the war in Ukraine.

* UNHCR stated that at the end of 2021 over 89.3 million people around the world had been forced to migrate because of persecution, conflicts, violence, human rights violations or environmental problems.

This figure has increased year on year over the last decade, and is at the highest level since records began. By June, 2022, the war in Ukraine and other emergencies had led that number to rise to 100 million.

Most of the refugees were taken in by neighbouring countries, which have a lack of resources.



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After explaining this situation, **ASK THEM:**

- * **Do you know other stories of children affected by war or conflict?**
- * **How do you think they feel?**

Many of these children come to our schools, neighbourhoods, cities and towns.

- * **What can you do together with them when they come to your classroom, association, team, neighbourhood, etc?**
- * **How can you welcome them?**
- * **What things can you do to make them feel welcome?**



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THEN ASK THE GROUP:

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- * Which of the things you wrote that you would miss would you include in this world that welcomes everyone in peace?

They are then asked to write these words inside the Earth they have drawn in order to build a world that defends everyone's right to be welcomed and to live in peace, and where no one has to flee their home.

The mural will be called: **THE WORLD IS OUR HOME AND WELCOMES EVERYONE EQUALLY.** The mural should be located in a visible space somewhere in the school or wherever the group is, and other people are invited to write words that build welcome and peace



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