


Peace Child Alpha Omega Lesson Pack



Activity ideas for 10-16 year-olds exploring different religions, cultural differences, similarities, and intergenerational perspectives.



Based on Peace Child
Alpha Omega, the musical.

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Education and Culture

introduction

Welcome to the Peace Child Alpha Omega Study Guide!

The Study Guide is part of the *Peace Child Alpha Omega* project sponsored by the European Commission, which involved 3 partners, in the UK, Estonia and Turkey. The music and lyrics by David Gordon were the lynchpin of the productions. Each partner produced their own show reflecting the realities and issues in their own country. In the UK we looked at multi faith issues, the Estonians looked at inter generational differences in their concert performance while the Turks created a musical focusing on cultural prejudices.

The reason we have produced the Study Guide is to encourage schools and groups to create their own versions of the show. In it you will find the 3 different scripts used in UK, Estonia and Turkey, the choral scores and director's score as used in Ely (UK). The Turkish arrangements of the music were more modern and in the genre of *Spring Awakening*. Anyone wishing to put on a production must write to info@peacechild.org outlining your plans and ideas.

You will also see 6 different lesson plans aimed at pupils of 10 years +. These lesson plans can be used in conjunction with those staging the musical or used on their own.

Each lesson plan is based around a song from the production. Feel free to use these activities, as you need them, change them or build on them. But please let us know how you get on so we can pass your ideas on to others and feature them on the website www.peacechildalphaomega.org

We are here to assist you with your plans and would welcome feedback.
Do visit our website www.peacechild.org or write to info@peacechild.org

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1. War and Peace

WAR

We'll fight our way to distant hills,
A bloody battle have
We'll raise our sword and kill them all
We'll raise our countries flag!
We'll kill our brothers, kill our friends,
Kill each other till the end!
We'll kill our women, children too,
Kill them all until we're through
Kill them all until we're through.

God save our land, long live our flag,
On to the war we go - praise to our dead
But who says we're right, who says we're wrong
Honour and pride - to this we belong!

Oh come and save us! Oh come and save us!
Oh come and save us from what we do!
Our world is through!

But who can save us! But who can save us?
But who can save us from what we do?
God - where are you?

Activity 1: Image of the World (Age Range 10+)

Objective: To look at different aspects of war.

Materials: You need a large space to do this in.

Timing: 15 minutes

Introduction:

Ask the class to spread themselves around the room, with lots of space between them. Ask them to close their eyes. Tell them that you are going to shout out a word and you want them to make an image with their body to express the word. They can open their eyes as they make their image.

War, Children, Honour, God, Love, Hate, Heaven, Hell

Split the class into groups of 8. Give them a piece of paper with a line from the song on. Tell them to create a still image of this phrase using everyone in the group. They can interpret the phrase, as they like, building an image, which reflects a story.

These images might be:

- We'll fight our way to distant hills
- We'll raise our country's flag
- God save our land, long live our flag
- Oh come and save us from what we do

(continued)

War and Peace continued

Activity 2: Who Said What? (Age Range 13+)

Objective: To compare what leaders of different faiths have all said about war and peace.

Materials: Photocopy worksheet 1 for each group and cut up the pieces. Put each set in an envelope.

Timing: 15 minutes or 45 minutes

Introduction:

Divide the class into groups of 5 or 6 and hand out a set of the quotes and names to each group. Tell them to match the quotes to the names and discuss their reasons for making the decision

After 15 minutes go through their choices, asking members of the class to tell you anything they know about each person and then increase their knowledge with some of the details listed below.

Once the class has done this, ask each group to choose a quote they particularly like and put it into their own words and present to the class.

Alternative:

Before running this activity, allocate the groups and get each one to research one of the religious figures, finding out:

- When they lived
- What religion they were/are and what significance do they have within the religion
- Something they are particularly remembered for

Get each group to present their findings to the rest of the class. THEN run the activity on Worksheet 1.2

Activity 3: Where do you stand? (Age Range 11+)

Objective: To think about the nature of violence/abusive behaviour. What do we see as abusive actions?

Materials: A large room with space to move around. Two signs that say 'agree' and 'disagree'. Stick these signs at opposite ends of the room.

Timing: 15 minutes

Introduction:

Explain that the aim of this activity is to stimulate a discussion about our behaviour. One end of the room represents AGREE and the other DISAGREE and between the two signs is a scale of agreement, with 'undecided' in the middle. Tell the class that you are going to read out some statements and they need to move themselves to the place on the scale they think represents their opinion, in silence. Reassure the class that there are no right and wrong answers; we are just exploring our views.

When they have moved, ask someone at one end why they are standing there, ask someone at the other end, and then someone in the middle why they find it such a difficult question to answer. Ask if anyone wants to add anything. Then ask the class to move again if they have changed their minds. If anyone moves, ask him or her why.

Some Questions to Ask:

Is it abusive to...?

1. Call someone a swearword?
2. To embarrass someone deliberately or make them feel foolish before others?
3. Buy clothes which have been made by children working long hours in a sweat shop for very little pay
4. Spread gossip or stories about someone
5. Not change our current behaviour, which is causing climate change. i.e. using lots of fossil fuels, taking cheap flights around the world, eating lots of meat.

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War and Peace continued

Activity 4: Diamond Ranking (Age Range 13+)

Objective: To discuss core values relating to peace, conflict, violence & war. Also to co-operate, as a group, on deciding the importance of each.

Materials: Long Version Preparation: (see worksheet 1.4.a) Colour-photocopy the statements and grid for each group. Cut up the statements and put in envelopes to give groups of 6.

Timing: Two variations are given here – the longer version below takes approx 20 mins.

Introduction:

Explain that inside the envelope are 24 individual statements relating to peace, conflict, violence & war. You are required to choose the 9 statements that you feel best represent the feelings of the group. These statements are then ranked in diamond shape according to importance (see Worksheet 1.4).

So, you would have 1 most important at top, 2nd row – 2 important statements, 3rd row – 3 moderately important statements, 4th row – 2 less important statements, 1 least important statement at the bottom.

Go through the diamonds that groups have made, getting them to feed back what they felt were the most important statements. Explain the significance of the different colours:

Green: Pacifist

Blue: Idealist

Pink: Just War

Orange: Realist

SHORTER VERSION

Objective: to discuss core values relating to dealing with conflict and building peace.

Materials: (see worksheet 1.4.b) Cut up the 9 cards and give them to each group.

Here is a suggested list of topics but you may chose to make up your own

Introduction:

Inside the envelope are 9 individual statements relating to war. Each group should arrange the 9 statements by how they feel best represent the feelings of the group. These statements are then ranked in diamond shape according to importance (see diagram below).

There is no right or wrong answer. The findings from the groups can then be discussed as a class.

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2. Stewardship of the Earth

WORLD

World – look at the way we are
Look at the things we do
Look at the words we say
Life! – look at the way we live
Look at the love we had
Look at the things we've made

Gone, gone are all those lovely days
Gone are all the peaceful ways
All that's left is old and grey
And our world is fading
Our world is dying – today!

Can't you see the tide is changing?
Don't you know that truth is fading?
People coming out from under
Slowly rising to the thunder
Listen to the shouting people
Broken churches, broken steeple
There's no one for them to follow
Every one's a God tomorrow

Can't you see the world is dying?
Repentant people all are crying
Law and order has been drowned
Chaos rules and has been crowned!

World – look at the way we are
Look at the things we do
Look at the games we play
Life! – look at the way we live
Look at the things we build
Look at the love we've killed

Gone, gone are all those lovely days
Gone are all the peaceful ways
All that's left is old and grey
And our world is fading
Our world is dying – today!

Activity 1: Image of the World (Age Range 10+)

Objective: To explore our responsibility for the world we live in. We are stewards, keeping it in trust to pass on to the next generation.

Materials: You need a large space to do this in.

Timing: 15 minutes

Introduction:

This activity is designed to explore human beings' responsibility to the earth, without using words but physical expression, taken from the two contrasting songs.

Ask the class to spread themselves around the room, with lots of space between them. Ask them to close their eyes. Tell them that you are going to shout out a word and you want them to make an image with their body to express the word. They can open their eyes as they make their image.
Eg: "World, Law and Order, Chaos, Old and grey Paradise, love, sun, Heaven, happy"

Split the class into groups of 8. Give them a piece of paper with a line from the song. Tell them to create a still image of this phrase using everyone in the group. They can interpret the phrase, as they like, building an image, which reflects a story.

*"- Can't you see the tide is changing?
Don't you know that truth is fading?
- Listen to the shouting people
Broken churches, broken steeple
There's no one for them to follow
- Law and order has been drowned
Chaos rules and has been crowned!"*

(continued)

Stewardship of the Earth continued

WORLD

Activity 2: Who Said What? (Age Range 12+)

Objective: Understanding what different faiths say about humankind's relationship with the natural world.

Materials: Photocopy worksheet 1 for each group and cut up the pieces. Put each set in an envelope. (**Worksheet 2.2**)

Timing: 15 minutes or 45 minutes

Introduction:

Divide the class into groups of 5 or 6 and hand out a set of the quotes and names to each group. Tell them to match the quotes to the names, talking about why they think this. Ask them to give their interpretation about what was meant. Ask each group to create a short scene of 2-3 minutes where the following advice could be given.

Here is a world so beautiful and green
Where the sun is shining and the waters run
clean
Here in this world where we all have to stay
A paradise, a heaven, where our heads we will lay
I am so smiling – eyes that seeing
I am so happy – ears that hear
I have a mouth for speaking, tasting
I have a nose to smell the air!
We are a people so happy - we say:
"We love this world and here we will stay"
We hear that voice deep inside our soul say
"Listen to the music of life's sweet call!"
I am so smiling – eyes that seeing
I am so happy – ears that hear
I have a hand for touching, feeling
I have a mind to see that's clear!
Here in this world where we all have to stay
A paradise, a heaven, where our heads we will lay

Activity 3: A Philosophical Discussion (from P4C) (Age Range 14+)

Objective: To generate a discussion about religions' relationship with the natural world.

Materials: Copies of articles for each pupil.

Timing: 25 minutes to go through the process below, leading up to the start of the actual group

Introduction:

In introducing this discussion it is important to set ground rules and create a safe and respectful space for discussing these issues. There may well be a mixed or majority/minority groups represented so this should be considered carefully when facilitating the discussion so that people are not offended. Invite the group to look after each other, share the airtime and notice who is trying to get into the conversation. (e.g. suggest a hand signal of open palm on knee for people who are waiting to speak). Decide whether dialogue will go through the chair (i.e. people raise their hands if they want to speak and the chair invites them in) or whether the facilitator takes a back seat and only intervenes if needed.

Give the group the article below to read (perhaps this could have been set as a homework beforehand)

Allow 5 minutes for participants to reflect on what they have read in silence and jot down a few notes or questions – what the stimulus has brought up in them.

In pairs or threes, share individual questions or thoughts and together generate a single question that both people (or all three people) are interested in.

(continued)

Stewardship of the Earth continued

Continued:

Ask the group to think carefully about how they phrase the question. The simpler and more direct the question the better. Explain it should be an open question. ie. “Can you tell me something about where you live?” Not “Where do you live?” Ask the groups to write down their question in marker pen on A3 paper.

Invite each group to present their question and explain where it was coming from. When all the questions have been heard, put the pieces of paper in the centre of the room on the floor and invite the group to gather round. Discuss the relationship between the questions. Ask the group to arrange the pieces of paper to reflect any emerging relationships between the questions. (e.g. identify if some questions are perhaps the same or similar, just expressed in different ways).

Invite the group to vote on which question they like the most. Use blind voting if you think people are attached to their questions and will feel hurt if no one chooses them. If you need to give a particular minority group more voting power (e.g. in a Christian-Muslim dialogue where Christians outnumber Muslims) allow the minority group two votes each.

Enter into group dialogue using the democratically chosen question.

For More info and full training on C4P see www.sapere.org.uk

Religious Environmentalism: Some Good News for a Change

By Roger S. Gottlieb

There are few easier ways to fish—in the (very) short run, of course—than using dynamite. However the long-term results—depletion of fish stocks, destruction of the sheltering coral reef—made the government of Tanzania forbid the practice. But local fisherman continued dynamiting, ignoring government pamphlets, stringent laws and advice from western ecologists. What finally led them to stop and undertake plans for long-term sustainable fishing practices was the Koran. In 2000, local sheiks were brought together by the U.K.-based Alliance for Religions and Conservation, the Islamic Foundation for Ecology and Environmental Science, the World Wildlife Fund and CARE. The sheiks ruled that exploding ecosystems violated Koranic injunctions against wasting God’s creation—and the dynamiting days were over.

Half a world away, following the tenets of Chinese religion rather than Islam, researchers at the world-renowned Beijing School of Traditional Chinese Medicine are trying to protect endangered species by changing traditional prescriptions which call for ingredients like tiger’s teeth, bear’s bile and rhinoceros horn. The high price of these ingredients leads poachers to violate international bans on their trade, but the researchers have argued that the use of endangered species violates Buddhist and Taoist principle of balance in nature, and thus are bad for both the environment and the soul.

In 2004 the sixth annual meeting of Sisters of Earth, a loose network of American nuns, mingled presentations on sustainability, eco-spirituality, earth literacy and bioregionalism with religious celebration. The participants—from Texas and Massachusetts, New Jersey and Colorado—run organic farms, educate their local communities about the virtues of local food movement, and protest destructive World Bank practices.

(continued)

Stewardship of the Earth continued

Continued:

They seek, as one of them puts it, to “live lightly on the earth,” and, as another says, “to bring to awareness the dangerous loss of biodiversity and the usurpation of seed lines” by multinational corporations. The women embrace both Catholicism and all people of goodwill. While they believe in the Trinity, they see the Father, Son and Holy Spirit permeating all life.

These localized movements reflect a much larger, historically unprecedented and enormously hopeful global movement of religious environmentalism. Facing the same environmental crisis that their secular counterparts do, people of faith have been changing their basic attitudes towards nature and seeing the moral connections between our treatment of nature and our treatment of people...

...Religious environmentalism also often tends to be deeply ecumenical. Jews and Buddhists sign common calls to action with Hindus and Baptists; Christian statements honor the wisdom of indigenous people. Starting in the early 1990s, in fact, there has been highly visible, public joint work between religious leaders and scientists. Acknowledging one another's expertise and differences, Nobel Prize winners and Episcopal bishops, rabbis and physicists, have issued calls for critical changes in the way we produce, consume and manage our common affairs.

To the surprise of many, religious environmentalism is a rising force not only among the “usual suspects” of mild-mannered Buddhists, liberal Protestants and Reform Jews, but among some of the more socially, politically and religiously conservative. A split in the Evangelical community resulting from environmental attitudes has been emerging for some time. In January some Evangelical Christian leaders held a joint press conference with Harvard scientists calling for action on global warming. A year before, 87 Evangelical leaders had taken out a full-page ad in the *New York Times* on the issue, publicly disassociating themselves from other Evangelical leaders who distance themselves from environmental concerns. In 2002 the Evangelical Environmental Network sponsored the ‘What Would Jesus Drive?’ Campaign, which challenged Detroit automakers, proceeded in a cavalcade through the south and ended at the nation's largest Christian rock festival. “Making transportation choices that threaten million of human beings,” the leaders proclaimed, “violates Jesus' basic commandments, ‘Love your neighbor as yourself’ and ‘Do unto others as you would have them do to you.’”...

...All this action has been accompanied by serious rethinking of some of religion's guiding principles. Jews and Christians wrestle with biblical passages, which say that only human beings are “made in the image of God” and are given “dominion over the earth.” A whole new generation of “eco-theologians”—thinkers who, in Protestant Larry Rasmussen's phrase, do theology from the “standpoint of earth community”—have taken a new look at some very old scriptures. “Made in the image of God” is now read as “be God's representatives on Earth”; and “dominion” is read as “responsible care” rather than reckless greed...

(continued)

Stewardship of the Earth continued

Continued:

...As new as it is, no one can know what the future of religious environmentalism will be. All attempts to deal with the environmental crisis are hampered by economic globalization, addictive consumerism and widespread political passivity. Yet as a crucial institution of civil society, poised between government and the family, religion can play a potent role in any social struggle. For many people in the U.S. and throughout the world, religion is source of inspiration and a beacon of moral authority.

Of course most religious people are not environmentalists. But, many could argue, not that many secular people are either—at least in the sense of working hard to save the planet. And religious environmentalism has already made a real difference. If nothing else, says Hadar Suskind, Washington representative of the Coalition on the Environment and Jewish Life, “People don’t wonder what the environment has to do with being Jewish any more.” In similar terms Walt Grazer, director of the U.S. Council of Catholic Bishops eco-justice task force, says: “We’ve helped people realize that caring for the environment is part of your religious faith as a believer...a way to say ‘yes,’ to say ‘thank you,’ to God.”

3. Religion and Science

INVENTIONS

Make a wheel, then spinning it round
It may carry the world
Make a fire – yes building it high till
It burns to the ground
Make a blade and call it a spade
To dig through the earth

Creatures of Invention – yes we are Man!
Heading for destruction with our own hands
Nothing can stop us
We'll make our own stardust
Nothing can stop us...

So spin that wheel, faster and faster
It will carry us far
Stoke up that fire, yes higher and higher
Till it burns to the sky
Make a bow, put in an arrow
Let it fly through the world

Heading for destruction with our own hands
Plenty of money, more milk and more honey
Who needs to work?
But what of the spade, digging so hard?
What's left but soil and the earth?

We are Creatures of Invention – yes we are Man!
Heading for destruction with our own hands
The wheels are all turning
The fires are all burning
We're living for learning
Learning, learning, learning....

Activity 1: Inventions (Age Range 10+)

Objective: To Look at the impact of inventions on our lives as a force for good or evil.

Materials: Print **Worksheet 3.1**

Introduction:

When starting this activity we were inspired by this website: www.krysstal.com/inventions.html

First discuss the difference between **Inventions and Discoveries**. **Inventions** are things that need to be created or utilised by humans.

Discoveries are things that already exist. So we **discover Radio Waves** but **invent the Radio**. The telescope was **invented** and used to **discover** the moons of Jupiter. The Theorem of Pythagoras was **discovered** but algebra (a method of solving problems) was **invented**.

All development depends on what has gone before. As the English scientist, **Isaac Newton**, said: *"If I have seen further than others it is because I have stood on the shoulders of giants."*

Instructions: Print out the worksheet and give them to each group or pairs. Have them make a graph as to the patterns of inventions and where they came from.

Ask them to talk to their families ahead of time. From talking to their families or any other older people, preferably from different parts of the world they should come up with 4 things that have been invented in living memory. They need to research on the uses and the difference it has made to people's lives. It would be good if they chose inventions with variety of uses, e.g. Useful, luxury, leisure, expensive, simple, destructive etc.

They can either do work in groups or in pairs.

(continued)

Religion and Science continued

Continued:

Each group/pair comes up 4 inventions, which they list in the tables below. They should then fill in the forms. They can then share what they have found. It could be made into more of a game if they had to describe the item to another group or pair without actually saying what it was – e.g. A Felt tip pen – good for drawing, used by children etc.

Using Table 2 of the worksheet, discuss the progression of inventions, looking at the different parts of the world and civilizations.

What surprised them? How do they think the pattern will change in the future?

Make a list of inventions that have had a beneficial or negative effect on our lives. Do most inventions improve our lives? What do they think it has had a negative effect?

Activity 2: Stories of Creation (Age Range 11+)

Objective: Looking at the creation story through different religions.

Materials: Print **Worksheets 3.2** Print each set of stories on the corresponding card colour, ie. Muslim all on one colour, Humanist all on another colour. You will need a set for each group. Mix up the order of the cards.

Timing: 45 minutes

Introduction:

- Split the class into 5 groups and hand each an envelope with the 6 cards in. Do not tell them which religion they have.
- Tell them that they each have a summary of a creation story, split into six parts in their envelope. Tell them to read the cards and put them in the order they think the story should go in, as a group. Give them 5-10 minutes to do this.
- When they have all their cards in order, ask each group which religion they think they might have and why they think that. Tell them which one they actually have, if they haven't guessed right.
- EITHER get each group to practice a small play where someone reads the story and the others mime out the actions. Get each group to perform theirs. Check that they have it in the right order first.

OR get each group to read out their story, those who want to, taking it in turns to read it. (Again, check that they have it in the right order first)

- Discuss as a class:
 - Did you see any similarities between each of the stories?
 - What were the major differences?
 - What surprised you about the stories?
 - What do you believe really happened?

(continued)

Religion and Science continued

Continued:

Christian - Pink

Hindu - Orange

Jewish – Green

It should be noted that this story is mainly based on the traditional Jewish material in Genesis 1 but also includes some from the Midrash (i.e. Jewish legends).

Muslim - Red

Humanist - Blue

4. Rights and Responsibilities

THE LAWS

Activity 1: Creative Writing (Age Range 11+)

Objective: To look at governance and rules and discuss their importance.

Materials: Everyone needs to be able to see the words to the song, so either photocopy it (perhaps one between two), or bring it up on the whiteboard.

Timing: 15 – 25 minutes

Introduction:

Ask the class to individually write a poem or small writing piece outlining the 'laws', which they think people should keep as a global community.

Give them these questions to help them:

- Do you agree with these rules as written in the song?
- Does the way they are written make you want to obey them?
- What would you change?
- What would you add?
- Do you think there are any religions that would not agree with these rules?
 - Discuss findings.

Where are the laws we must obey
Where are the rules to guide us through our day
Where are the words that will teach us how to live
Where are the signs to show us how to give
Where are the visions to help our failing souls
Where are the tools for rebuilding our new world

Thou shalt not kill, thou shalt not steal
Thou shalt not hurt or force your will
Thou shalt beware of foolish pride
Thou shalt be fair and take no sides

Thou shalt despise all that is vain
Thou shalt not lie, or cheat for gain

Thou shalt keep holy your day for God
Thou shalt forgive and thou shalt love

Here are the laws we must obey
Here are the rules to guide us through our day

These are the words that will teach us how to live
These are the signs to show us how to give
Thou shalt not have a jealous heart
Shalt not desire your neighbour's part
Thou shalt be kind in every way
And though shalt keep a time to pray
Thou shalt not cause your parents shame
Thou shalt not curse, or take God's name in vain
And thou shalt worship the one true God
Thou shalt forgive and thou shalt love

Extension Activity

Objective: To find out the similarities of what religions believe

Materials: copies of (Worksheet 4.1)

Timing: 25 minutes

Introduction: Use the worksheet to compare what they have written with the rules of different religions.

If you look up

www.scarboromissions.ca/Golden_rule/sacred_texts.php

this explains about the Golden Rule. There is also a poster referring to the different religions.

(continued)

Rights and Responsibilities continued

Activity 2: Desert Island Game (Age Range 11+)

Objective: To think about our values, where they come from and why different religions have rules to help guide their followers through life.

Materials: An A1 sheet of paper and marker pens for each group.

Timing: 25 minutes

Introduction:

Split the class into groups of 8.

Tell the class that they have been stranded on a desert island with no adults to tell them what to do. On their A1 sheet of paper, tell them to write a list of rules they would make for the island community. Tell them that they all need to agree on these rules and will ALL need to abide by them, so think very carefully.

After 20 minutes ask each group to share their rules with the rest of the class. Ask the class which rules seemed to come up the most. Were there any that surprised them?

Activity 3: Needs and Wants Game (Age Range 11+)

Objective: To learn what our Human Rights are, through differentiating what is a want and what is a need.

Materials: (Worksheet 4.2) You will need to cut out enough sets of cards to give each pair in the class a set.

Timing: 25 minutes

Introduction:

Human Rights are seen by some as a values framework for those with no religion to guide them. But Human Rights are based on basic principles found in most religions.

Put the class into pairs and give them all a set of cards. Ask them to divide the cards in to the following categories:

MOST IMPORTANT

IMPORTANT

LEAST IMPORTANT

- Now join pairs into fours and ask them to decide in these groups, which are the 6 most important cards
- As a class get all the groups to share their finding and then decide on the 6 most important rights for the whole class.
- Discuss:
 - Do all children in our society have these rights met?
 - What can be done to ensure children everywhere have their rights met?

5. Culture and Stereotypes

PLEASE LISTEN TO ME

Activity 1: Title (Age Range 10+)

Please listen to me
Heed the words that I say
We live in one world so our
home is the same
The same sun is our fire
The same clouds give us rain
So whatever you desire
Our future's the same
Say not that you're righteous
Nor that you are true
Say not that I'm red
Nor that you are blue
Say only we are friends
And we want to live in peace
In this here our world
Let all wars cease.

Objective: To look at cultural stereotypes and how we pre-judge others by dismissing attitudes that are different to our own.

Materials: Different cards with pictures to be cut up.
(see Worksheet 5.1)

Timing: 20 minutes

Introduction:

Each group/pair will be given a different set of cards. Tell them to look at the picture and write down what they notice about the character.

Do they know who it is? If so, ask them to tell what they know about the person. If they do not know, ask them to guess what job they think the person does or whatever comes to mind through looking at the picture. Write a snap profile.

After 1 min hand then another card - they make similar observations - give each group 3 people/cards.

Facilitator tells each group that they have 5 mins to prepare how to present that person to the group and tell about them. After each group has presented, the facilitator or pupil then reads out the short bio of the person.

Brainstorm afterwards – what surprised them? What did they feel the person was doing with their lives? Do we jump to conclusions about people who are different to us?

Activity 2 (Age Range 12+)

Objective: To look at how we react to people we perceive as “other” and how it feels to be treated differently.

Materials: Different cards with case studies to be cut up. Paper and pens

Timing: 20 minutes

(continued)

Culture and Stereotypes continued

Activity 2 Continued

Introduction

First read out the following background about London and then read the instructions.

Background: London is arguably the most culturally diverse city in the world. In January 2005, a survey of London's ethnic and religious diversity claimed that there were more than 300 languages spoken. Figures from the 2001 census showed that 27.1% of Greater London's population was born outside the UK. Yet talk to a lot of people and they know very little about other cultural groups in their community and how they experience life. Many of them questioned find it "difficult mixing with people who they perceive as different to them."

Here are series of case studies from different people who are the victim of stereotypes. Give each group a different case study and invite them to improvise a short dialogue between the person in the story with a bystander or the other person in the story. How would they feel and what questions would you ask them?

Ask each group to present their situation. Then ask each group to see if they can think of any situations at school where they have a choice on how they react to racist jokes or those about people with disabilities. Can they think of situations where people are dismissed by stereotypes? Or have they suffered from being stereotyped themselves? How do they mix with people outside their usual circle? Have they ever stood up for someone who is perceived as different?

6. Intergenerational Dialogue

CHILD FOR A DAY

I was a child who ran full of laughter
 I was a child who lived for a day
 My eyes full of sunshine
 My heart full of smiles
 I was a child for a day.

We were the children who ran in the morning
 We were the children who laughed at the sun
 Who listened to those who spoke with their
 wisdom

We were the ones we would say.
 We're getting older as time goes by
 A little older every day

We are the children of yesterday.
 We are the men who worry of nothing
 We are the men who speak without aim
 Who listen to no one yet speak of their wisdom
 We were the ones we would say.
 We're getting older as time goes by
 A little older every day
 We are the children of yesterday.

Activity 1: Generations

Objective: To explore what it means to be a child or an adult and look at the cyclical nature of life and the experiences we go through.

Materials: A large room with enough space to divide groups. Posters for each group and small pieces of paper for each participant.

Timing: 30 minutes

Introduction:

Divide the participants into groups of 5-6. Give each of the participants a piece of paper and a pen. Tell them to fold the paper into two. Explain that one side of the paper represents the CHILD and the other the ADULT. Tell the class to think, individually, of terms and features that come into their minds when they hear those words and to write them down. Give them five minutes. Then distribute one poster and a marker per group. Tell the class to discuss what they wrote down individually with the group and amongst the group to come up with a joint list and write it down on the poster. Give them 10 minutes. In the end one person from each group presents the poster of their group and their reasoning behind their choices. Reassure the class that there are no right and wrong answers; we are just exploring our views.

Finish with a group discussion on the results, observing and discussing the positive or negative connotations that have emerged and why that is the case.

Worksheet 1.2

Table 1. Cut out the following, one set per group:

Peace is not merely a distant goal that we may seek, but a means by which to arrive at that goal.	Martin Luther King, Christian
There is no way to peace, peace is the way.	Gandhi, Hindu
If anyone slew a person—unless it be (in punishment) for murder or spreading mischief in the land—it would be as if he slew the whole people. And if anyone saved a life, it would be as if he saved the life of the whole people.	Qur'an Chapter 5, Verse 32 Islamic
We should not seek revenge on those who have committed crimes against us, or reply to their crimes with other crimes. We should reflect that by the law of karma, they are in danger of lowly and miserable lives to come, and that our duty to them, as to every being, is to help them to rise towards Nirvana, rather than let them sink to lower levels of rebirth.	Dalai Lama – Buddhist
And by God he is no believer... whose neighbour does not live in peace because of his mischief making.	Prophet Mohammed (pbuh) Islamic
Give up your selfishness and you will find peace; like water mingling with water, you shall merge in absorption. The Lord Himself, the Life of the World, is the Giver of Peace. He himself forgives, and unites with Himself.	Guru Granth Sahib - Sikh
When a thought of war comes up, oppose it by a stronger thought of peace. A thought of hatred must be destroyed by a more powerful thought of love.	Abdu'l-Baha – Bahai
Blessed are the peacemakers: for they shall be called the children of God.	Jesus - Christian

Worksheet 1.2 (Continued)

Table 2. Background information

Martin Luther King

Martin Luther King Jr, born in 1929, was an American clergyman who led the civil rights movement in the USA in the 1950s and 60s. You may have heard of his 'I have a Dream speech'. He won the Nobel Peace Prize in 1964 for his work to end racial segregation and discrimination through civil disobedience and non-violence.

Gandhi

Mohandas Karamchand Gandhi, born in 1869, was the major political and spiritual leader of the Indian independence movement. He promoted the concept of satyagraha – the resistance to tyranny through mass civil disobedience, based on his belief in total non-violence and Hindu faith. This campaign, which led India to independence from the British has inspired non-violent movements ever since.

The Dalai Lama

The exiled leader of the Tibet, the Dalai Lama is the leader of Tibetan Buddhists. Originally named Tenzin Gyatso, he is believed to be the 14th Dalai Lama, reincarnated from the 13 before him, to be the leader of the Tibetan people. The Dalai Lama is an advocate of peaceful resistance and inter-religious dialogue.

Prophet Mohamed

Born 570AD. Founder of the religion of Islam, Mohammed is regarded by Muslims as a messenger and the last prophet of God. He first received the revelation from God when he was 40 years old, on the mount of Hira, through Angel Jibril (Gabriel). He believed in the same God as the Jesus (in Islam Jesus is considered a prophet, not a God), Moses, Abraham... and all the other prophets of God.

Jesus

Jesus is considered by Christians to be the Son of God who came to live on earth and died at the hands of the Romans. Jesus was a Jew and instructed his followers to love the Lord their God and love their neighbours as themselves. He is estimated to have died when he was approximately 33 years old.

Guru Granth Sahib

This is the sacred text of the Seikh religion. It is a selection of hymns, which describe the nature of God and the right way to live.

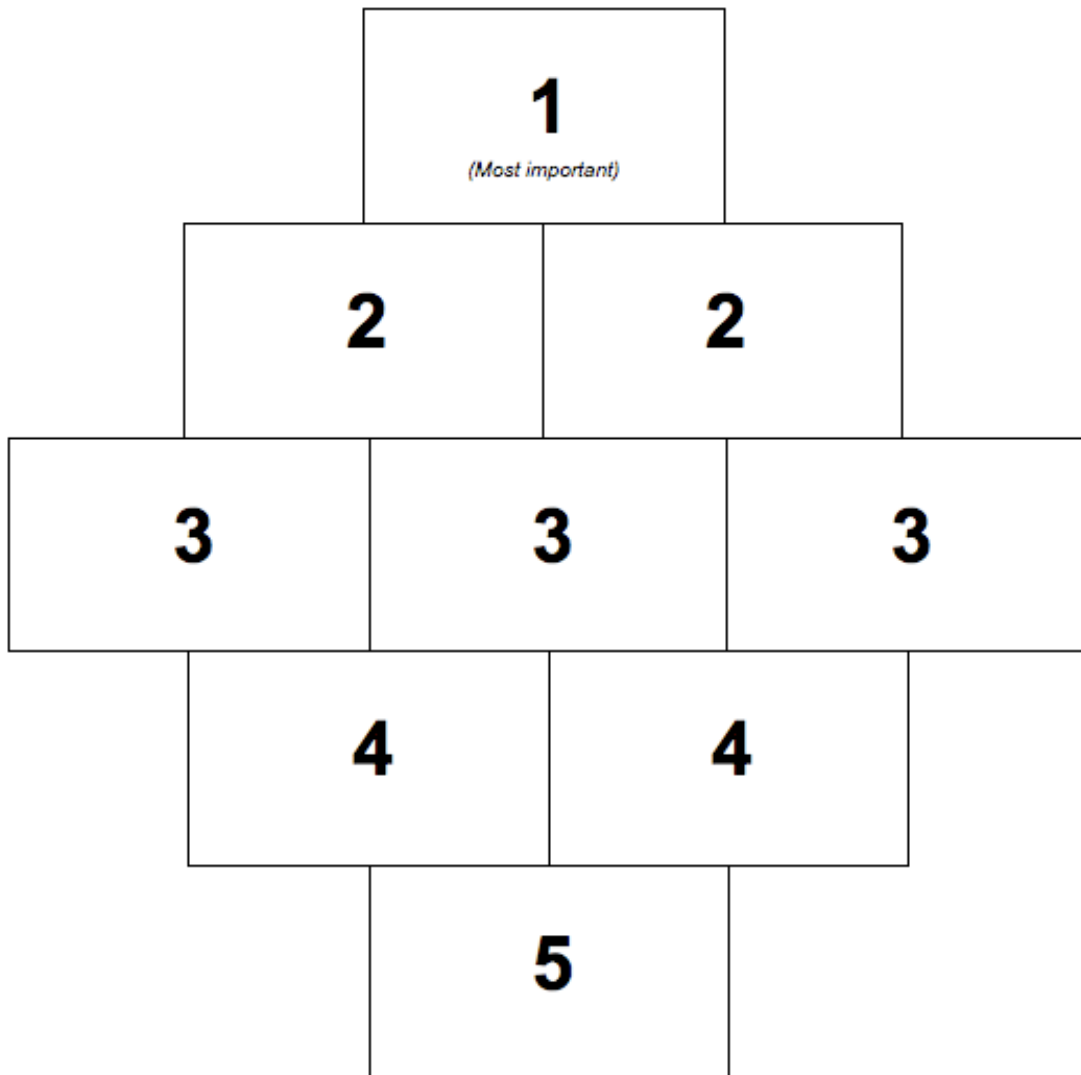
`Abdu'l-Bahá

Born in 1844, `Abdu'l-Bahá was the eldest son of [Bahá'u'lláh](#), the founder of the Bahá'í faith. After the death of his father, he took on the leadership of the religion and received much international respect after he donated his personal storage of grain to relieve famine in Palestine following World War 1.

Worksheet 1.4.a

Religion is a force for good. The main religions of the world do not allow us to kill	Only weak people need to use violence. Non-violence takes inner strength	Sometimes you need to use violence to get peace	War is inevitable. We only get what we need by fighting for it
It's the leaders that want war. Let them get onto the battlefield and fight it out! Most ordinary people want peace with each other	Life is sacred & precious. I do not believe in taking another person's life even if they threaten me	If people don't obey laws then they can't expect to be safe from other people	There are not enough resources for everyone, so we have to fight over them
There is enough in the world for everyone's need, just not everyone's greed	War does not solve anything. It causes massive amounts of suffering and leaves people defeated and angry	Religion is the cause of most conflicts in the world	If we don't stand up for yourself, other people take advantage of you
All those involved in international disputes are victims of past mistakes	We cannot build a peaceful world through violence nor develop goodwill by judging or bullying others	War is ok if you've tried everything else first	
Disagreement doesn't cause war. Fear & pride do	You can't have peace without justice and equality		
Everyone is generally good, but some people do bad things	I'm not concerned about what is legal or not, it is more important that it is right or wrong according to your own personal ethics	War is ok as long as it is a 'just war'	Sometimes in war, innocent people get hurt. If it's accidental then it can't be helped

Worksheet 1.4.a



Worksheet 1.4.b

Religion is one of the major causes of conflict in the world.	Peace begins with me – how I act as an individual	If we abolished armies we wouldn't have war
Sometimes you have to use force to get across your message	War seems quite exciting on the TV screen and in computer games	More civilians are casualties than ever before
You have to develop better weapons to be ahead of the game	We seem to find the money to fight wars but not to make the peace	We always need someone else to blame or demonise

Worksheet 2.2

If you stand with a sapling in your hand and hear the bugle heralding the end of the world and you have just enough time to plant the sapling, then do so at once.	Prophet Mohammed, Muslim
Supreme Lord, Let there be peace in the sky and in the atmosphere...	Atharva Veda, Hindu text
Continue to soil your bed and one night you will suffocate in your own waste	Chief Seattle, Native American
The Earth is the Lord's and all that is in it	Psalms, Christian text
When God created Adam, he showed him all the trees of the Garden of Eden and said to him: "See my works, how lovely they are, how fine they are. All I have created, I created for you. Take care not to corrupt and destroy my universe, for if you destroy it, no one will come after you to put it right."	Ecclesiastes Rabbah 7 – Jewish text
"For environment ... read Creation. The mastery of man over Creation must not be despotic or senseless. Man must cultivate and safeguard God's Creation."	Cardinal Renato Raffaele Martino, head of the Pontifical Council of Justice and Peace – Roman Catholic
The three poisons greed, hatred and delusion have effects going beyond the now. The arising of unwholesome unpleasant states is the result of ignorance of the consequences of wrong action and perpetuation of bad habits. One who practices Sila—moral living, Samadhi — concentration leading to mindfulness, and Panna, wisdom, heeds the universe, and the preservation of all forms of life.	Buddha
Creating the world, God has made it a place to practice spirituality	Guru Granth Sahib, 1035 – Seikh text

Name of Invention:

When was it invented?

Who invented it?

Which country?

What is the purpose?

Was there a need for it?

Who benefits from it directly?

Does it have wider social implications? Did it mean that people in the community did something different as a result?

Eg. Building a well in a rural area can make an enormous difference. In some countries the reason that girls don't go to school is that they have to fetch water several times a day. If you build a well then this might remove another barrier against educating girl children.

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When was it invented?

Who invented it?

Which country?

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Who benefits from it directly?

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Before 10,000 BC

Examples: Stone Tools, Fire, Fishing, Boats ...

Regions: Africa, Europe, Pacific ...

Type:

10,000 BC to 4000 BC

Examples: Pottery, Yoke, Coffee, Weaving ...

Regions: Mesopotamia, New Guinea, Indus Valley, Ethiopia ...

- Leisure
- Daily needs
- Health related
- Luxury destructive

4000 BC to 3000 BC

Examples: Wheel, Silk, Sundial, Glass ...

Regions: Sumeria, The Americas, Egypt, Crete ...

3000 BC to 2000 BC

Examples: Pyramids, Soap, Ink, Beer ...

Regions: Egypt, Babylonia, Central Asia, China, Sumeria ...

2000 BC to 1000 BC

Examples: Alphabet, Shoes, Oar, Metal Swords ...

Regions: Phoenicia, Egypt, Babylonia, Hittite ...

1000 BC to 1 BC

Examples: Calendar, Coins, Mirror, Ice Cream ...

Regions: Etruria, Greece, Persia, China, Rome ...

1 AD to 1000 AD

Examples: Paper, Algebra, Chess, Gunpowder ...

Regions: Rome, India, Byzantium, Syria, Arabia, China, Moorish Spain ...

1000 to 1500

Examples: Spectacles, Cheque, Cannon, Pizza ...

Regions: Arabia, Italy, France, Netherlands, Germany, England ...

1500 to 1700

Examples: Telescope, Newspapers, Barometer, Calculus ...

Regions: England, Germany, Netherlands, France ...

1700 to 1800

Examples: Steam Engine, Sandwich, Vaccination, Lightning Conductor ...

Regions: England, Scotland, Portugal, Brazil, USA ...

1800 to 1850

Examples: Electric Battery, Photography, Microphone, Propeller ...

Regions: England, Scotland, Hungary, USA, Germany ...

1850 to 1900

Examples: Bicycle, Underground Train, Telephone, Light Bulb ...

Regions: Germany, USA, France, Russia ...

1900 to 1950

Examples: Atomic Power, Television, Jet Engine, Ballpoint Pen ...

Regions: USA, Germany, England, France, Scotland, Switzerland ...

Since 1950

Examples: Satellite, Microchip, Laser, Internet ...

Regions: USA, England, Russia, Switzerland

Worksheet 3.2

<p>(1) In the beginning, God created the universe. At first the earth was shapeless and covered in darkness, and God's spirit hovered over the waters. God said, "Let there be light". And there was light. God divided the day from the night, naming them 'day' and 'night'. This was the first day and God saw that it was good.</p>	<p>(2) The next day God made the heavens to separate the water from the earth and on the third day he raised the dry land up from the waters below the heavens and commanded the earth to bring forth all plants. God saw that it was good.</p>	<p>(3) God then made the greater light for the day and the lesser light for the night, and he saw that it was good. This was the fourth day. On the fifth day God commanded the waters to fill with living creatures and the air to fill with birds. And he was pleased with what he saw.</p>
<p>(4) The day after, God commanded the earth to bring forth all kinds of living creatures and he saw that it was good. God then said "Let us make man in our own image". So God created man and woman in his own likeness and gave them authority over all living things. God looked at everything he had made and was very pleased. The day after, God rested.</p>	<p>(5) The first man, Adam, was created by God out of soil and given life by God's breath. Adam named all the animals and birds that God had made, but Adam had no companion of his own so God caused him to fall into a deep sleep and created woman - Eve- from one of Adam's ribs. God told them that together they could live in the Garden of Eden eating whatever they wished except the fruit of the tree of knowledge.</p>	<p>(6) The most cunning animal, which God had made -the serpent -, tempted Eve to eat the forbidden fruit. So Adam and Eve both ate and suddenly saw what they had done and that they were naked. Covering themselves with fig leaves they tried to hide from God. But God knew of their sin and called out to them. Then he cursed the serpent and Adam and Eve, and in shame they were driven from the beautiful Garden. God told Adam he would now have to toil and sweat to work the very soil from which he had been created.</p>

Worksheet 3.2

<p>(1) Before this time began, there was no heaven, no earth and no space between. A vast, dark ocean washed upon the shores of nothingness and licked the edges of the night.</p>	<p>(2) A giant cobra floated on the waters. Asleep within its endless coils lay the Lord Vishnu. He was watched over by the mighty serpent. Everything was so peaceful that Vishnu slept undisturbed by dreams or motion.</p>	<p>(3) From the depths a humming sound began to tremble. It grew and spread, filling the emptiness and throbbing with energy. The night had ended and Vishnu awoke. As the dawn began to break, from Vishnu's navel grew a magnificent lotus flower.</p>
<p>(4) In the middle of the blossom sat Vishnu's servant Brahma. He awaited the Lord's command. Vishnu spoke to his servant: "It is time to begin". Brahma bowed and Vishnu commanded "Create the World".</p>	<p>(5) The wind swept up the waters. Vishnu and the serpent disappeared. Brahma remained in the lotus flower, floating and tossing on the sea. He lifted up his arms and calmed the wind and the ocean. Then Brahma split the lotus flower into three. He stretched one part into the heavens. He made another part into the earth. With the third part of the flower he created the skies.</p>	<p>(6) The earth was bare, so Brahama created grass, flowers, trees and plants of all kinds. To these he gave feeling. Next he created the animals and insects to live on the land. He made birds to fly in the air and many fish. To these creatures he gave the sense of touch and smell. He gave them the power to see, hear and move. The world was soon bristling with life and the air was filled with the sounds of Brahma's creation.</p>

Worksheet 3.2

<p>(1) God said, "Let the waters be divided". And God made the arch of the sky to hold back the waters from the earth. He placed some above the arch and some below. Some tell of the waters arguing about this division, and thus disagreement entered the universe. Of this day God did not say, "It is good". Evening and morning came.</p>	<p>(2) God said, "Let the waters under heaven come together, and dry land appear". Thus the earth arose, and plants and trees grew, and God saw that it was good. Evening came and morning came - the third day. God said, "Let the great light and the small light appear in heaven to govern day and night. God saw that it was good. Evening came and morning came - the fourth day. God said, "Let the waters fill with creatures and the sky with birds". God saw that it was good, and blessed them. Evening came and morning came - the fifth day. God said "Let the earth bring forth every kind of living creature". God saw that it was good.</p>	
<p>(3) Finally, putting Adam in a deep sleep, God took one of Adam's ribs and made Eve, and placed the couple in Paradise. On the seventh day, God finished his work and rested.</p>	<p>(4) Paradise was blissful, until Adam and Eve ate fruit from the tree of knowledge of good and evil, which God had forbidden them to do. God punished them, and cast our parents out of Paradise to struggle in this earthly life.</p>	<p>(5) Then, last of all when the earth was ready God said. "Let us take dust and create man, Adam, to be master over all creatures". So Adam was created in God's own image. God saw that Adam needed a friend - woman. Some say that the earth was worried and asked. "How shall I feed all her children?" God replied, "Fear not, together we shall find food". So Lilith was made from the dust, also in God's image. But Lilith would not live with Adam and went her own way. So God made a woman before Adam's eyes, but Adam turned from her.</p>

Worksheet 3.2

<p>(1) In the time before time, God was. And when God wants to create something, all he needs to say is "Be", and it becomes. So it was that God created the world and the heavens. He made all the creatures, which walk, swim, crawl and fly on the face of the earth. He made the angels, and the sun, moon and the stars to dwell in the universe.</p>	<p>(2) God poured down the rain in torrents, and broke up the soil to bring forth the corn, the grapes and other vegetation; the olive and the palm, the fruit trees and the grass.</p>	<p>(3) Then it was that God ordered the angels to go to the earth, and to bring seven handfuls of soil, all of different colours, from which he could model man. God took the seven kinds of earth and molded them into a model of a man. He breathed life and power into it, and it immediately sprang to life. And this first man was called Adam.</p>
<p>(4) God took Adam to live in Paradise. In Paradise, God created Eve, the first woman, from out of Adam's side. God taught Adam the names of all the creatures, and then commanded the angel to bow down before Adam. But Iblis, one amongst the angels, refused to do this, and thus began to disobey God's will.</p>	<p>(5) God place the couple in a beautiful garden in Paradise, telling them that they could eat whatever they wanted except the fruit of on forbidden tree, but the evil one tempted them to disobey God, and eat the fruit. When God knew that Adam and Eve had disobeyed him, he cast them out of Paradise and sent them to earth.</p>	<p>(6) But God is merciful. The earth was created to give food, drink and shelter to the human race. The sun, moon and stars give light. It is a good world, where everything has been created to serve people. And people should serve God and obey his will. For those who submit to the will of God will be saved and taken to live forever in Paradise.</p>

Worksheet 3.2

<p>(1) At a certain time in the past, which can be calculated as roughly 15000 million years ago, all the matter and energy in the Universe was concentrated in a mathematical point with zero volume from which it burst out in one 'Big Bang' to create the Universe.</p>	<p>(2) The Universe began to cool and clouds of gas collapsed under the pull of their own gravity to form stars.</p>	<p>(3) About 4500 million years ago the Earth condensed out of the gas and dust swirling around our star, the sun. Fossil records show that the first signs of life appeared soon after - about 4000 million years ago.</p>
<p>(4) Lightning and ultra-violet light from the sun began to break apart the simple molecules of the primitive atmosphere and these fragments recombined to produce complex molecules, which could eventually reproduce themselves.</p>	<p>(5) Over millions of years, different forms of life evolved; some species existed briefly then died out, others became extinct after millions of years. If life on Earth evolved, then all living things must be descended from a common ancestor.</p>	<p>(6) Now, for the first time, one species, Homo sapiens have the power to destroy the world; the future of life on Earth is in our hands</p>

Worksheet 4.1

The Golden Rule Across the World's

Bahá'í Faith

Lay not on any soul a load that you would not wish to be laid upon you, and desire not for anyone the things you would not desire for yourself.

Bahá'u'lláh, Gleanings

Buddhism

Treat not others in ways that you yourself would find hurtful.

The Buddha, Udana-Varga 5.18

Christianity

In everything, do to others as you would have them do to you; for this is the law and the prophets.

Jesus, Matthew 7:12

Confucianism

One word which sums up the basis of all good conduct....loving-kindness. Do not do to others what you do not want done to yourself.

Confucius, Analects 15.23

Native Spirituality

We are as much alive as we keep the earth alive.

Chief Dan George

Hinduism

This is the sum of duty: do not do to others what would cause pain if done to you.

Mahabharata 5:1517

Islam

Not one of you truly believes until you wish for others what you wish for yourself.

*The Prophet Muhammad, **Hadith***

Jainism

One should treat all creatures in the world as one would like to be treated.

*Mahavira, **Sutrakritanga 1.11.33***

Sikhism

I am a stranger to no one; and no one is a stranger to me. Indeed, I am a friend to all.

Guru Granth Sahib, p.1299

Taoism

Regard your neighbour's gain as your own gain and your neighbour's loss as your own loss.

*Lao Tzu, **T'ai Shang Kan Ying P'ien, 213-218***

Unitarianism

We affirm and promote respect for the interdependent web of all existence of which we are a part.

Unitarian principle

Zoroastrianism

Do not do unto others whatever is injurious to yourself.

Shayast-na-Shayast 13.29

Worksheet 4.2

Cards:

Clean air	Express your opinion	Protection from discrimination	Fashionable clothes
Clean water	Medical care	Personal computer	Fast food
Decent shelter	Nutritious food	Personal stereo	Holiday trips
Practice religion culture and language	Protection from abuse and neglect	TV set	Own bedroom
Education	Playgrounds and recreation centres	A Bicycle	Money to spend

These are the right and their corresponding UN Convention on the Rights of the Child article number:

Clean Air (24 – Health)

Clean Water (24 Health)

Decent Shelter (27 Standard of Living)

Education (28 &29)

Express your opinion (12)

Medical care (24)

Nutritious food (24)

Playgrounds and recreation centres (31)

Practice religion, culture and language (30)
















Protection from abuse and neglect (19)

Protection from discrimination (2)

Worksheet 5.1

1. Wangai Muthai
2. Iqbal Masih
3. Jamaica Osorio
4. Gerson Perez
5. Eminem
6. Bob Dylan
7. Jay Sean
8. Ben Harper
9. Dmitri Salita
10. Deng Luol
11. Dalma Rushdi Malhas
12. Karen Armstrong
13. Arundhati Roy
14. Aung San Suu Kyi
15. Yusuf Islam

Worksheet 5.1

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 
13. 	14. 	15. 	

Worksheet 5.1

Wangari Muta Maathai DOB 01/04/49 Kenya

She was born in the village of Ihithe and is a Kenyan environmental and political activist. She was educated in the United States at Mount St. Scholastica and the University of Pittsburgh, as well as the University of Nairobi in Kenya. In the 1970s, Maathai founded the Green Belt Movement, an environmental non-governmental organization focused on the planting of trees, environmental conservation, and women's rights. In 2004 she became the first African woman to receive the Nobel Peace Prize for "her contribution to sustainable development, democracy and peace." Maathai was an elected member of Parliament and served as Assistant Minister for Environment and Natural Resources in the government of President Mwai Kibaki between January 2003 and November 2005.

Yusuf Islam DOB 21/07/41 UK

Yusuf Islam (born **Steven Demetri Georgiou**) ; originally and commonly known by his former stage name **Cat Stevens**, is a well known British musician and a singer-songwriter. He converted to Islam at the height of his fame, in December 1977, and adopted his Muslim name, Yusuf Islam, the following year. In 1979, he auctioned all his guitars away for charity and left his music career to devote himself to educational and philanthropic causes in the Muslim community. He has been given several awards for his work in promoting peace in the world. In 2006, he returned to pop music with his first album of new pop songs in 28 years, entitled *An Other Cup*. He has now gone back to giving concerts worldwide but is now known professionally by the single name of Yusuf.

Iqbal Masih DOB 1982 Pakistan

Iqbal was a Pakistani boy. At the age of four, his father sold him to a carpet store for twelve dollars. He was a slave, and worked on looms until the age of ten being both verbally and physically abused, and not well fed. He escaped with the support of Pakistan's Bonded Labour Liberation Front. He started making speeches against the cruel practice of forcing children into "bonded labour". He was awarded the *Reebok Human Rights Youth Award*. When he was twelve he was shot dead while cycling with two relatives. His killer was never found. But the publicity his story received has made sure that many kids like him in the world, who are kept behind locked doors, are never going to be forgotten.

Gerson Andrés Flóres Pérez Colombia

By the age of 16, Gerson Andrés Flóres Pérez had already dedicated his life to achieving peace in his home country of Colombia, South America. He has been nominated for the Nobel Peace Prize, and honoured for his years of work for peace in Colombia and in the world. He started the group Children of Peace to try and put an end to the violence in his country and fight against antipersonal landmines, which are a continuing threat to the residents of Colombia. He wrote a song entitled, "Constructores de Paz," the proceeds of which assist the rehabilitation of children hurt by the Colombian landmines

Worksheet 5.1

Dalma Rushdi Malhas, DOB 02/02/92 (Saudi Arabia)

A Saudi Arabian, she has literally ridden her way to fame with a medal-winning performance in the recent Singapore Youth Olympics.

Though the equestrian sport means a lot to Saudi Arabian culture and religion, it is not easy for anyone to practice in the Kingdom, especially because sports is not encouraged for women, due to traditional and cultural restrictions. Malhas, however, was fortunate to be brought up in an open-minded family where horse riding was normal. Though Malhas has managed to fulfill the dream of many Saudi sportswomen to be able to participate in sports officially and make their country proud, she said, "I'm really thankful for all the support I got from my family, friends and even Saudi riders whom I really admire and have been watching for a long time now."

"I never thought I'd get this much support. I'm really grateful, thank God. I hope this medal would open the door for many Saudi Arabian women in my country and in the Arab world too. They just need to work hard; if I did it, they could do it too," she added.

Aung San Suu Kyi: DOB 19/06/45 (Burma)

She is a Burmese opposition politician and a former General Secretary of the National League for Democracy who led her party to victory in the 1990 general election. The results were ignored by the military government, who had earlier gunned down students campaigning for democracy in the capital, Rangoon. She was placed under house arrest where she has remained for 15 out of the past 21 years. She refused offers to leave the country and has become the figurehead of opposition in Burma – the biggest threat to Burma's military junta. In Burma she is known as "the Lady" and her supporters have faced heavy punishment if they were caught supporting her. She was finally released on 18th November 2010. Although absent from state media, she is revered by ordinary Burmese as a symbol of hope and it is not yet known what the future of this 1991 Nobel Peace Prize winner will be.

Arundhati Roy DOB 24/11/1961 (India)

Her mother was a Christian from Kerala; her father, Hindu from Bengal. She herself is a confirmed atheist. The influence of her childhood in Kerala has featured strongly in her writing. She says that "it was the only place in the world where religions coincide, there's Christianity, Hinduism, Marxism and Islam and they all live together and rub each other down...I was aware of the different cultures when I was growing up and I'm still aware of them now. When you see all the competing beliefs against the same background you realise how they all wear each other down." Her most famous book which won the Booker Prize in 1997 was *The God of Small Things*. She is the first Indian woman ever to achieve this honor. The acclaim that this brought made her an instant celebrity, but also brought her hostility. In addition to being a writer she is an activist, known especially for her protests against the Narmada Dam Project.

Worksheet 5.1

Karen Armstrong DOB 14/11/44 (UK)

She was born into a family of Irish extraction. She became a nun when she was 19 and went on to study at Oxford. She suffered from epilepsy and has often been dogged by ill health. She left the convent 17 years later to study different religions. Karen has written many books about Islam. "All the great traditions are saying the same thing in much the same way, despite their surface differences." They each have in common, she says, an emphasis on compassion, as epitomized in the so-called Golden Rule: Do unto others, as you would have others do unto you.

In February 2008, she called for the drawing up a Charter for Compassion in the spirit of the Golden Rule, to identify shared moral priorities across religious traditions, in order to foster global understanding.

She lectures and writes and has made a series of statements about Islam "Until the 20th century, Islam was a far more tolerant and peaceful faith than Christianity. The Qur'an strictly forbids any coercion in religion and regards all rightly guided religion as coming from God; and despite the western belief to the contrary, Muslims did not impose their faith by the sword."

Deng Luol DOB 16/04/85 (Sudan)

Deng is a member of the Dinka ethnic group. When he was young, his father Aldo, a member of the Sudanese parliament, moved the family to Egypt to escape the Second Sudanese Civil War. When they were granted political asylum, his family emigrated to Brixton, South London. He represented England at the Under-16 and Under-19 level, and is an ambassador for the London 2012 Olympic games. In October 2006, Deng became a naturalized British citizen.

Deng is involved in numerous charities. He has been noted for his work on behalf of the Lost Boys of Sudan and other refugees. During the summers of 2006 and 2007, Luol went to Africa, Asia and Europe with the NBA for their Basketball Without Borders Tour. He is also a spokesperson for the World Food Programme

Following the 2009-2010 season, Deng made a highly publicized first return to his native Sudan.

Dmitri Salita DOB 04/04/82 (USA)

A boxer who is also a role model and contributes a cut of each purse to his own charity, Shield of David. This supports the Jewish community of Flatbush in Brooklyn, where the 'Kosher Kid' worships, and the nearby Starrett City Boxing Club, where he has trained since the age of 13. According to his trainer:

"Kid looks Russian, prays Jewish, and fights black."

Salita's faith was born out of a chance meeting in 1999 with a member of a Jewish sect at the hospital where his mother was dying of breast cancer.

He now observes strict Jewish law, which, if it means fighting on a Saturday at the end of the Sabbath, the opening bell cannot sound before sundown. "People are surprised at how good the white, Jewish kid is - they're surprised that I can fight."

Worksheet 5.1

Kamaljit Singh Jhooti DOB 25/03/81 (UK)

Better known by his stage name Jay Sean, he is a British singer-songwriter, rapper, beatboxer and record producer. He debuted in the Asian underground scene as a member of the Rishi Rich Project with "Dance with You", which reached #12 on the UK Singles Chart in 2003. This led to him being signed to Virgin Records and having two UK top 10 hits as a solo artist in 2004: "Eyes On You" at #6 and "Stolen" at #4. They were included in his critically-acclaimed debut album *Me Against Myself* which, though only moderately successful in the UK, sold more than two million copies across Asia and remains his most successful album to date. Alongside the Rishi Rich Project, Sean was a pioneer of Bhangra-R&B fusion, which his debut album helped popularize among the worldwide South Asian Diaspora.

Benjamin Chase "Ben" Harper DOB 28/10/69 (USA)

He is an American singer-songwriter and musician. Harper plays an eclectic mix of blues, folk, reggae and rock music and is known for his guitar-playing skills, vocals, live performances and activism. Harper's fan base spans several continents. His albums have been commercially successful in North America, Europe and Australia. Harper is a two-time Grammy Award winner as well, winning awards for Best Pop Instrumental Performance and Best Traditional Soul Gospel Album, in 2005.

Bob Dylan DOB 24/05/41 (USA)

Birth name Robert Allen Zimmerman

Singer-songwriter who has been a major figure in music for five decades. He was included in the Time 100: The Most Important People of the Century where he was called "master poet, caustic social critic and intrepid, guiding spirit of the counterculture generation" He is also an artist. Much of his most celebrated work dates from the 1960s when he was the inspiration for social reformers. A number of his songs such as "Blowin' in the Wind" and "The Times They Are a-Changin'" became anthems for the US civil rights and anti-war movements. He grew up in a close-knit Jewish community but in the late 1970s, Dylan became a born-again Christian and released two albums of Christian gospel music. "I've never said I'm born again. I don't think I've ever been an agnostic. I've always thought there's a superior power, that this is not the real world and that there's a world to come.

Worksheet 5.1

Marshall Bruce Mathers III DOB 17/10/72 (USA)

He is better known by his stage name Eminem and is an American rapper, record producer, and actor.

In a few short months, Eminem went from being one of the most heralded figures in independent hip-hop to one of the most provocative, controversial rappers in contemporary pop music. Eminem was the first "legitimate" white rapper to gain widespread popularity, which was unusual at the time. During recent years his lyrics have covered topics such as poverty and single parenthood, reflecting a rough upbringing where he and his mother moved constantly staying in relatives' homes. His unlikely acceptance by the pop mainstream has made some wonder how his popularity will affect the future of hip-hop music. Some people are upset that Eminem is known as a Christian, his album "Recovery" looks at praying and giving up drugs, but he uses a lot of four letter words. Whatever he does he gets people talking either for or against him.

Jamaica Osorio:

Named for a Jackson Browne song, Jamaica Heolimeleikalani Osorio is a veteran in the youth poetry community and on her way to becoming a strong voice in the adult arena. Since her emergence in 2007 in the Youth Speaks Hawaii scene Jamaica has contributed to bringing back-to-back Brave New Voices International Slam Championships to the islands (2008-09) and is heavily featured in HBO's 2008 Documentary series, "Brave New Voices." Jamaica claimed her first individual title in 2009 when she won the Youth Speaks Hawaii Grand Slam with two rounds of perfectly scored poetry. Since then, Jamaica has graced stages throughout the United States and abroad (Bogotá Columbia). One of her most memorable performances include the first Poetry Jam in The White House where she performed along side Joshua Bennet, Mayda De Valle, James Earl Jones, Lin-Manuel Miranda