

PEACE CHILD 2.0

A Sample Story Outline

[Instruction to cast: use this outline as a Guide: learn the facts then write your own Story!]

Scene ONE – PEACE DAY OPENING: The story opens on Peace Day, 40 years on from the year in which the *Peace Child* performance is taking place (ie. the year in which a 15-year old of today will be completing their working life and preparing to retire) It is the birthday of the United Nations when in every school and community gathering place on the planet, people young and old gather to celebrate our progress towards a peaceful, sustainable world. It starts with a Festival dance number – *Peace Day* – and is followed by the Teachers’ presentation of progress on the main planetary indicators. As in the past, there’s good news and bad news – but the Teacher / Story-teller keeps reminding the audience how far they’ve come since 2020 when she was at school. Everyone is clapping and cheering because these headline indicators show the world moving in the right direction – towards sustainable lifestyles. She outlines the computer projections forward to 2100: everything looks promising if current trends can be maintained. The teacher asks each member of the cast, young and old, to tell what they think is best about the news they are seeing and what they are worried about? What is NOT being talked about enough?

Question for Improvisation/Discussion ONE: What facts would be the key things that you would bring up? What do you want to see happen before you retire? (Serious things; crazy, personal things, scary things: imagine what your grand-children might be concerned about in 2061... etc.)

The Teacher / Story-teller invites them all to gather round and remember the story of how the First UN Peace Day Festival came about back in the 2020s:

Song: *If you close your eyes* – transitions back to the past – melding into the sounds and images of the 2 x 20th Century World Wars ripping across the screen and around the theatre.



*Conflict raged all over the world
Hatred and envy everywhere!
Tribe against tribe, man against man!
Nobody seemed to care!*

Scene TWO – A SHORT HISTORY OF THE UN: The teacher explains – in a poem or a rap – that the United Nations was born out of the horror and death caused by World Wars 1 & 2 – first a League of Nations, then a United Nations born out of an Atlantic Charter which declared the hope of “...establishing a peace which will afford all peoples in all lands the opportunity to live out their lives in freedom from fear and want,” and that “all nations of the world, for realistic as well as spiritual reasons, will abandon the use of force, disarm, and lighten the crushing burden of armaments on all peace-loving peoples.”

Slides illustrate the teachers’ words as s/he explains how the UN building rose alongside New York’s East River – how soldiers became peace-keeper; how agencies were set up for the protection of children, women, refugees, disabled and indigenous peoples; how colonies and empires were dismantled – how international crimes were prosecuted, human rights treaties agreed and defended; and how, as a Cold War between the US and Soviet

Superpowers grew and threatened all-out, world-destroying nuclear war, the UN negotiated Nuclear Test Ban and non-proliferation treaties – and, in 2018, a Treaty Prohibiting All Nuclear Weapons.

But – we, the peoples – realised that Peace was not just about getting rid of weapons: more important, it was about creating friendships – partnerships between people of different nations and cultures. And so youth exchanges were set up, inspired by the friendship of American and Russian children – of whom Samantha Smith and Bobby, from the US, and Katya, from the Soviet Union, were perhaps the most celebrated.



The Cold War ended in 1989, with the fall of the Berlin Wall – and friendships between the citizens of the superpowers grew but, as the New Millennium dawned on January 1st 2000 – new threats, new challenges emerged to preoccupy humanity: the rise of international terrorism (9/11); cybercrime; natural resources running out and – most serious of all – the growing threat of catastrophic climate change.

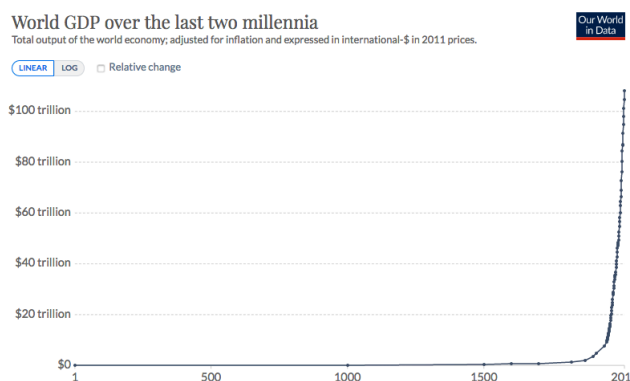
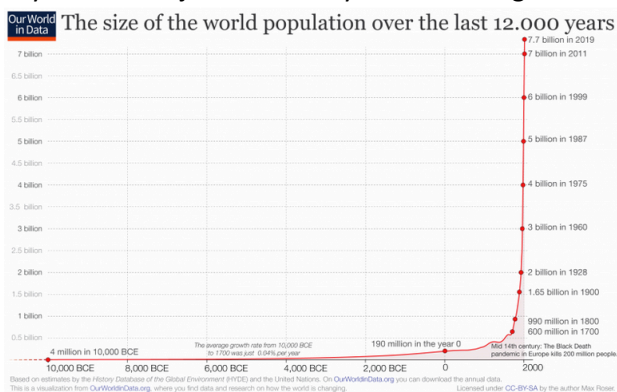
By 2020, the State of the World was becoming very worrying indeed – as the UN Tour Guides told everyone who visited their building....



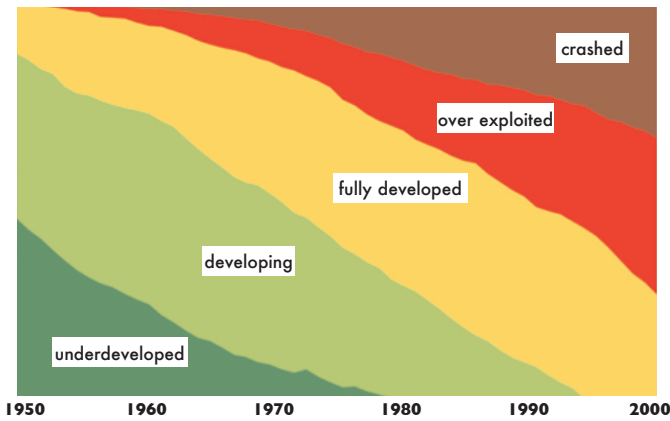
Scene THREE – The State we're in:

2 x young UN Tour Guides, a boy and a girl on work experience, lead a group of tourists on a tour of the UN building. They come to the final room on the tour: the Earth Monitoring Center – where statistics on the state of the planet are displayed on the screen at the back. The young guides explain:

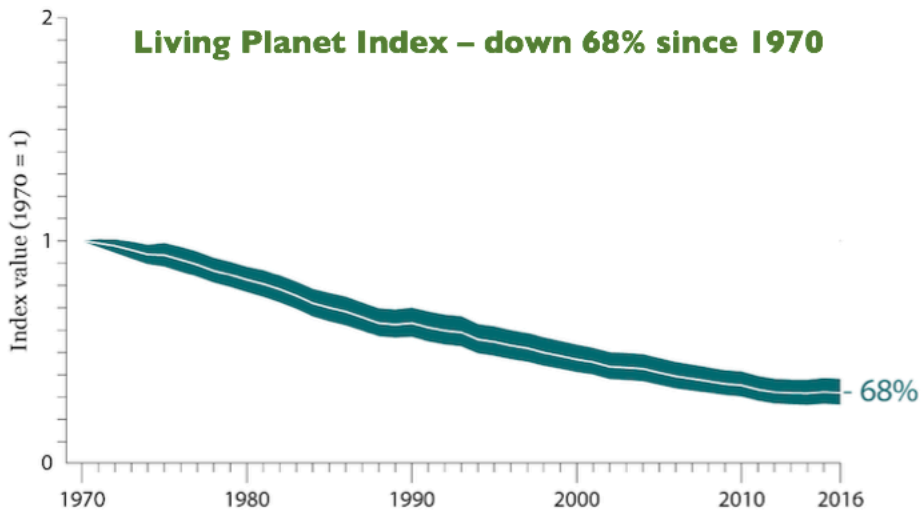
“On the face of it, we – the people - are doing fantastically well! Our numbers have gone from 1 billion to nearly 8 billion in just over 100 years and our global wealth has gone from 10 to 100 trillion dollars a year....



“But that growth comes at a cost: we have been running down all the natural resources that Nature gives us for free: the freshwater, the forests, the animals, the minerals. Everything that we call ‘Natural Capital.’ Fish, for example:

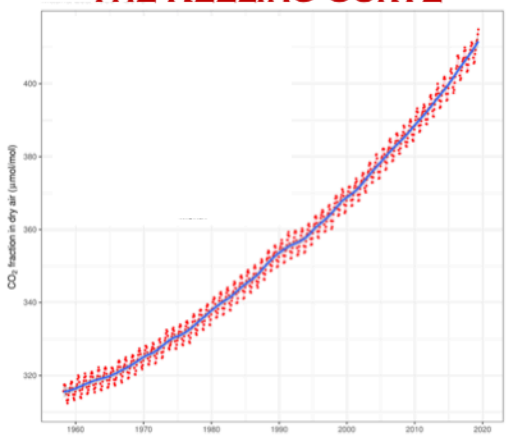


“All wild fish stocks gone by the middle of this century! Forests, the soil, farm land, biodiversity – they’re all running out too. We’re bankrupting our planet – and future generations of all species who want to live on this earth. And we’re driving the populations and abundance of other living things down with us:

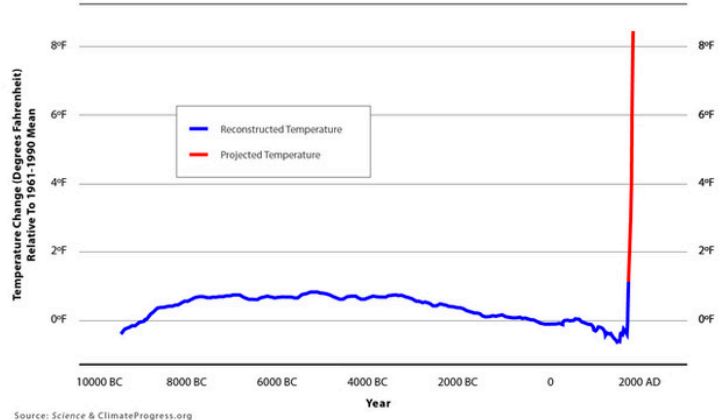


“We’re running out of everything – even the clean air we breathe. And that is causing perhaps the biggest problem of all: Climate Change – which could make large parts of the planet impossible to live in. Look -

THE KEELING CURVE



Carbon Pollution Set To End Era Of Stable Climate



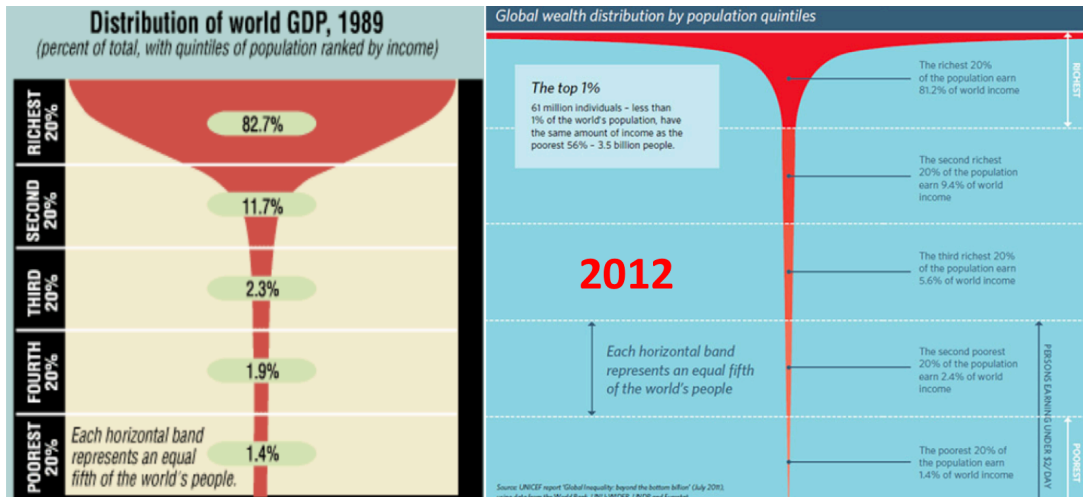
“The science is crystal clear: we need to decrease fossil fuel production by roughly 6% a year between now and 2030. Instead, we’re planning an annual increase of 2% a year.....”

Music Starts. Lights face on the Guides and the tourists. An Actor comes down stage left, singing:

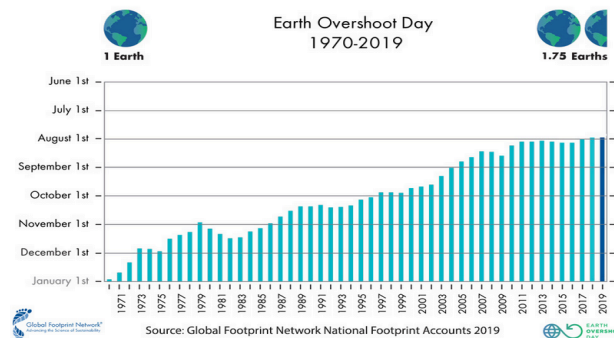
Song: *World*

The screen becomes a montage of the key Indicators chosen for Peace Child’s Annual UN Day State of the Planet Update. [The UN Secretary-General gave the 1st UN one in December last year – and there are plans to update it. The UN is encouraging us to make our own to include graphics, animations, images, and references for the data. We are still discussing it, but this is what we’re thinking of at the moment:

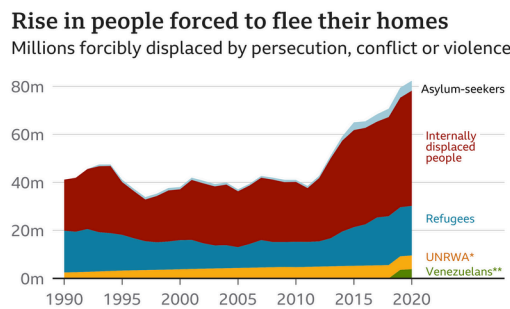
4. Widening Inequality - [UNDP](#)



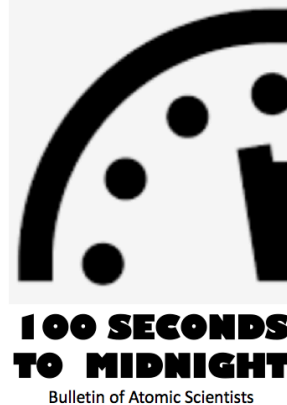
5. Earth Overshoot Day: getting earlier every year – [Global Footprint Network](#)



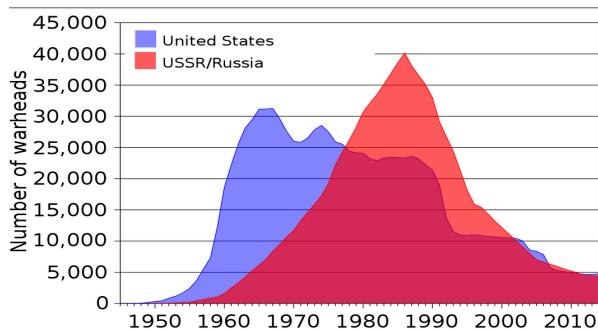
6. Rising number of Refugees – [UNHCR](#)



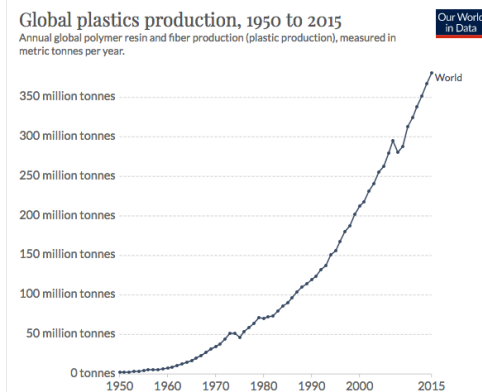
7. Doomsday Clock: moving ever closer to midnight – [Bulletin of Atomic Scientists](#)



8. Number of Nuclear Weapons: staying stubbornly the same – [SIPRI](#)



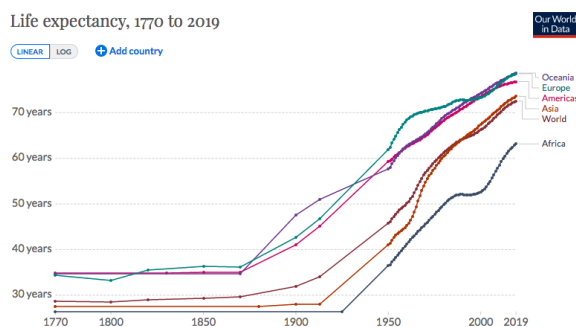
9. World Plastic Production – [Our World in Data](#) (from [Science Advances](#))



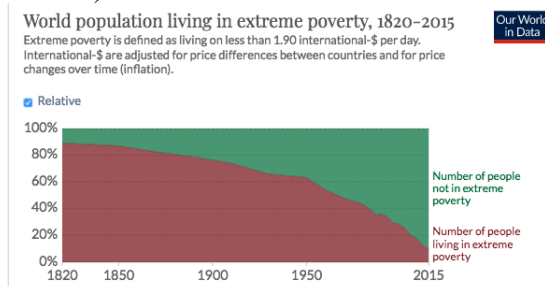
Good News!

The song changes key, starts afresh, with a host of positive indicators – things that are moving in a good direction:

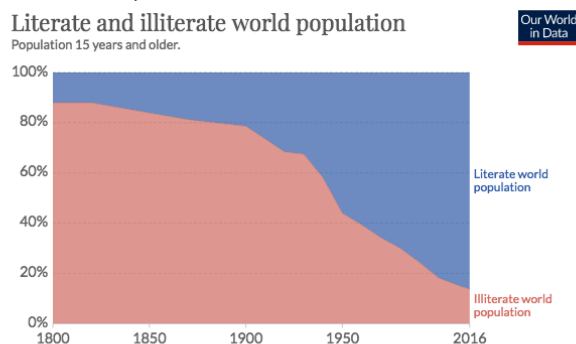
ONE: Life Expectancy (1770 – 2100) Source for all: [Our World in Data: https://ourworldindata.org](https://ourworldindata.org)



TWO: Extreme Poverty (1820 – 2020)



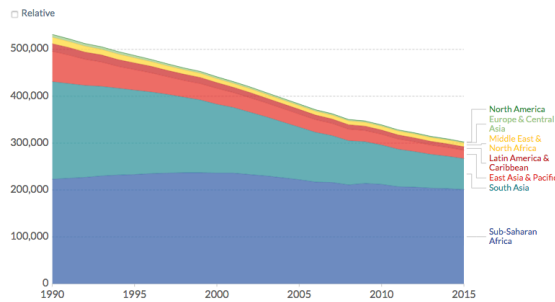
THREE: Quality Education (1800 – 2020)



FOUR: Health (1990 – 2020)

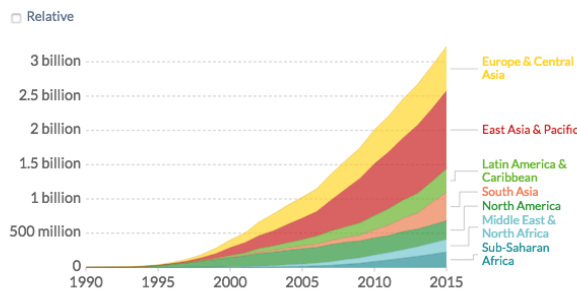
Number of maternal deaths by region, 1990 to 2015

A maternal death refers to the death of a woman while pregnant or within 42 days of termination of pregnancy, irrespective of the duration and site of the pregnancy, from any cause related to or aggravated by the pregnancy or its management but not from accidental or incidental causes.



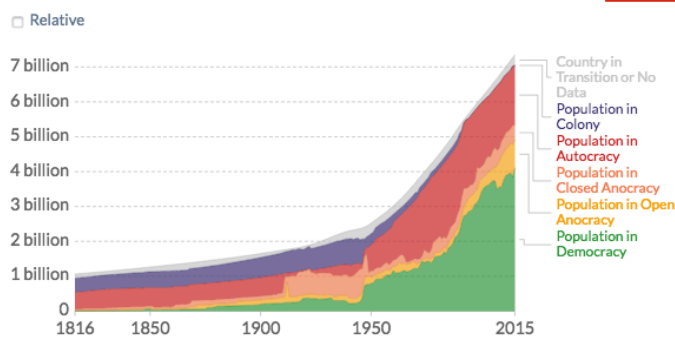
FIVE: Global Communications (1990 – 2020)

Internet users by world region



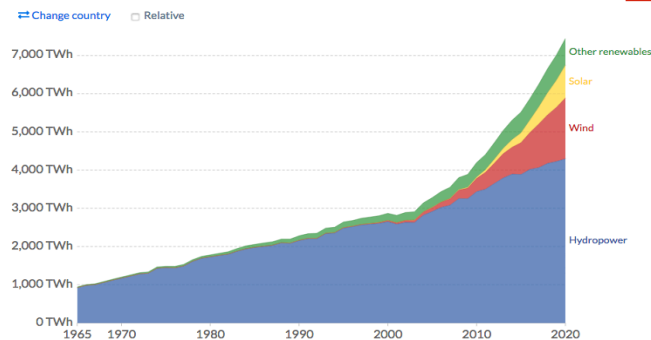
SIX: Democracy Index (1800 – 2020) (Green = Democracies)

World citizens living under different political regimes



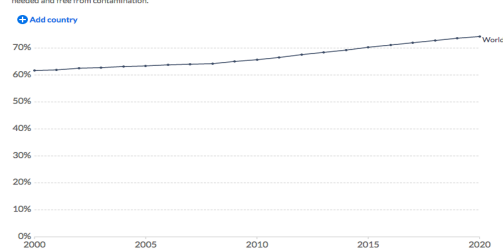
SEVEN: Climate Action (1965 – 2020) (Renewable Energy Production; blue = hydropower)

Renewable energy generation, World

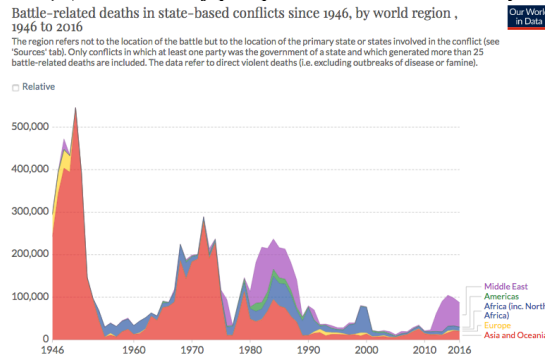


EIGHT: Food & Water Security (2000 – 2020)

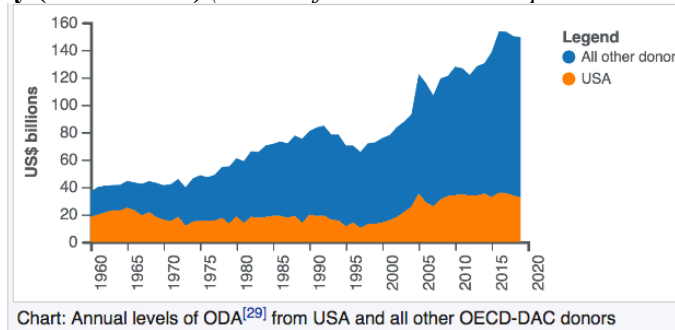
Share of the population with access to safely managed drinking water



NINE: Peace Progress (1946 – 2020) (Numbers of people killed in wars – by region)



TEN: Global Community (1960 – 2020) (Levels of Overseas Development Assistance - rising)



Each of these slides are animated – with a dotted line leading forward to 2021 showing both how these problems could get much worse or much better. The song ends with triumphant positives – and the guides explain briefly what needs to be done to get to the happy ending and avoid the disasters that the bad news indicators reveal could happen.

In the Q & A session afterwards, the kids look too stunned and unconvinced by the positive spin to ask questions. Instead, an elderly man and a woman with a strong East European accent asking hard questions about why UN member governments aren't doing more? The Guides answer eagerly and in great detail, but the pair look at each other, recognition dawning in their faces: the woman smiles, recognising the man. The Guide falls silent -

“Do I know you?” the man asks her as the Guide wraps up. She comes over and shakes his hand:

“Have I changed so much, Bobby?” He gapes at her, gob-smacked:

“Katya??!! - what are you doing here?!”

“I might ask the same of you? Showing your kids our old battle ground?”

“I guess! But why didn't you call? Why didn't you let me know you were coming...?”

“It's been what? – forty years! And anyway, you live in California...”

“Oregon.”

“Whatever! Aren't you going to introduce me...?”

They introduce each other's partners and children explaining how they know each other.

Question for Improvisation/Discussion TWO: Who are Bobby and Katya? What are they like? Who are their spouses and children? – ALL of this is for you to decide, their names, genders, everything. (One Californian suggested that Bobby's partner could be a man – which adds an interesting twist to his relationship with Katya. I have suggested that Katya and her husband have one boy – and Bobby has a boy and a girl. But – YOU decide: it's your show – your story!) They agree to go for a meal to catch up. The kids ask the Guides to come too so they can talk more about what the UN is doing about all the stuff they've seen in the Earth Monitoring Center.

Scene FOUR – New York Café: Four tables are set out across the stage in pools of light – Bobby and Katya and their partners sit at one, their children and the Guides at another. Random chorus members sit at the 3rd and 4th. The pool of light strengthens over Bobby and Katya's table – fades over the other three – as Bobby and Katya catch up on their lives:

“So you're still a teacher?” asks Katya

“Yep! And last I heard, you were a journalist?”

“No. Copy-writer for an advertising agency....”

“She's the one encouraging all that wasteful consumption we heard about yesterday....!” says her husband

“So – what do you do?”

"I make the things she's trying to sell!"

"So – we're all part of the problem," says Bobby's wife. "I know I am: I'm a teacher too – and I know most of the stuff that was coming up yesterday at the UN but I also know that not one bit of that is taught in any of our classrooms..."

"It's almost as though we're trying to keep it secret from our kids how bad things are getting...." says Bobby.

"So – why don't you teach it anyway?!" challenges Katya

"Why don't you write advertising copy for all those great climate solutions they were talking about yesterday?"

"Because that's not what I'm paid to do..." Bobby and Katya complete the answer to Bobby's wife together.

The conversation on the parents table continues – in a depressing downward spiral as the older Bobby, Katya and their spouses realise that they have lost the fire that drove them when they were younger.

"What happened to the boy who helped me persuade our governments to get rid of their nuclear weapons?"

"You saw that downward dip in numbers from 70,000 to 15,000 after what we did in the 1980s! We were part of that..."

"Why can't we do that again with the Climate challenge?"

"Because it's not as simple as just being friends now..."

"It wasn't as simple as that back then."

"But friendships – peace! – is surely where we have to start, isn't it?! All this posturing, positioning and sabre-rattling is part of the problem isn't it?"

"We're the problem, Katya. Or perhaps it's just me getting older: with the kids, the house, the job – my mum getting older in a care home – I just don't have the time to save the world any more...."

Lights fade on their table – come up on the kids table....

Question for Improvisation/Discussion THREE: How do kids get interested in planet-saving issues? To get ideas on this, I suggest you watch the [Alec Loorz TED talk](#), the [Greta Thunberg address](#) at the UN, Amanda Gorman's "[The Hill we Climb](#)" & Talia Leman's [Random Kid Story](#).... - all stories of how normal kids moved from goofing around to becoming world class, planet-saving leaders who made a real impact on the world. From this, you can move on to fleshing out the characters of the 5 x kids of our [Peace Child 2.0](#) story: Bobby and Katya's kids and the 2 x guides. Dig deep into their details: their ages, their interests, their names, their nationalities – where they've lived, what they've excelled in, what pushes their buttons? How much do they know about their parents' story – what they achieved? I expect they've been told very different versions of the story. (*It might help you if you read the original [Peace Child play](#).*) From this, you can get around to a conversation about how they feel about the information they've been shocked by at the UN presentation – but first you have to flesh out who they are – their back stories. What makes them tick? How do they get around to talk about that? And how do they move from being shocked to thinking they might actually do something about it. Personally – my sense is that on their table, separate conversations develop. Katya's daughter, Marina – strikes up a conversation with Bobby Junior and the two guides are quizzed by Bobby's daughter, Shelley. The conversation moves between the tables – interlocking – but also raising some surprising / funny non-sequiturs – as they both talk about the same things.

The parents conversation finishes first and they pay the bill. The kids want to carry on chatting:

"What are you doing tomorrow?" asks Bobby

"We're going to the Natural History Museum!" says Katya

"Let's meet there!?"

"Deal!" - and the Café backdrop fades as they walk out into the night. Bobby and Katya come down stage:

"Are you happy?" asks Katya

"I am. I have a partner whom I adore – kids who intrigue and entertain me, a job I enjoy. Are you?"

"At that level – yes! But I wish I felt better about the planet we're passing on to our children. At that level, I feel like a failure...."

The Guides and Shelley want to go to a friend's house nearby. The parents want to go home – and Marina and Bobby Junior want to continue talking. They wish each other "Goodnight" – and go their separate ways, Marina and Bobby Junior coming down stage right where they sit on a park bench. He asks her about Russia – what it's like to live there? She talks about the corruption and how nice the normal people are: the loving families – the fun they have as kids; the music, the art – the theatre. But also the dangers – the people pulled off the street by the police. The pain their parents and grand-parents have lived through. But – she accepts: "Pain and happiness! You cannot have one without the other. That's Life! – and I want to live..." Music starts. Softly, Junior reflects: "And yet, if what they said today is true, our children and grand-children won't get that chance. Our planet's dying – and our generation gets to choose whether we live, or die?"

“And we must choose Life, no? I don’t want to die – I want to live, to grow up and have a full life – have children of my own. I want to be old, like my grand-mother, and tell my grand-children stories like she tells me...” She gets more passionate, standing and singing: **Song: *I want to live!*** – He joins in and, as it ends, they make a solemn promise to each other to continue the work their parents started. To save Life!

Black Out

Scene FIVE – New York Natural History Museum:



Two benches are set up under the screen on which the Natural History Museum’s Dinosaur Room is shown. Bobby, Katya and their children come in; the kids are a bit grumpy as they didn’t expect their parents to come too. They sit on the benches – as their parents stand behind looking at the dinosaurs:

“So – how are we NOT going to end up like those guys...?”

“You mean? – human skeletons ending up in a museum visited by cockroaches or something?”

“No. Extinct...”

“So how we going to end up extinct?”

“Like you heard yesterday – any number of ways!”

“Fried by climate change”

“Vaporised in a nuclear war”

“Wiped out by a Global Pandemic”

“Starved on a planet stripped of its natural resources...”

“We’re really screwed, aren’t we?!”

“Looks like it,” says Bobby, “You’re right, junior: we really did mess up your lives...”

“So what you gonna do about it?” challenges Shelley

“You expect us to sort it out?!“ says Katya, “I’m just a humble copy writer...”

“And I’m just a teacher with a mortgage I can’t afford...”

“You did it before –

“ – when you were our age!”

“Yeah! Tell us what we should do now?”

Question for Improvisation/Discussion FOUR: What should kids do now? What are the options? This is the central pivot of the *Peace Child* story: from here on out – it can go a number of ways:

- The story outlined below involving Bobby and Katya’s kids in the UN COP process and forcing results through a Global or Citizens’ Assembly process or a Citizens’ UN of “We the peoples...” which mandates governments to take the necessary actions;
- A global strike for climate action;
- Another – more deadly – global pandemic or global disaster like an accidental nuclear war
- A stronger UN which governments empower to create global legislation, raise global taxes to pay for global solutions, and global prisons in which to incarcerate government leaders who fail to obey – **OR** –
- A combination of any or all of the above + other initiatives / ideas that you and your cast come up with;

The rest of the play will be entirely on the decisions that you make through this [Improvisation/Discussion](#). Feel free to write totally different scenes, use different songs, create new characters, different settings and dynamics.. They all have to end up in the same Final Scene – in the future 40 years hence when the global situation is at least somewhat better than it was in Scene TWO. But – how you get there is the central challenge of *Peace Child 2.0*. I only offer the story below in the hope that it will inspired you to find and articulate your own, much better way.

“What did you guys do?” asks Katya’s daughter, Marina

“It was all luck – serendipity!” says Bobby

“A series of miracles!” says Katya

“We became friends and figured that, if we could be friends, our governments could be friends also...”

“ – and, if they were friends, they wouldn’t need to waste all that money preparing to blow each other up!”

“So? – what then?” asks Junior coldly

“We got on TV – became celebrities, met our presidents and helped them arrange a summit meeting. There was a big accident at a nuclear power plant in Chernobyl which drove Russia to the brink of bankruptcy. Both sides realised they couldn’t afford – and didn’t need – a nuclear arms race any more so the Cold War ended. The Berlin Wall came down; Germany was reunited – and for a while it looked like everything was going to be better.”

“Until it wasn’t...” challenges Katya’s son

“Exactly,” says Bobby

“Chief amongst which is Climate Change?”

“They’re all important: a nuclear war could do more damage to the planet in 20 seconds than the entire fossil fuel industry could do in 20 years...” says one of the Guides, whom I will call Gonzalo. The other will be Susan in this story. She says -

“I don’t believe that a nuclear war will happen. I don’t believe that human beings are going to go the way of these guys (*pointing at the dinosaurs.*)

“I’m a Christian so of course I don’t believe that either!” says Bobby, “But my kids think it’s all a load of mumbo-jumbo, don’t you?!”

Junior and Shelley nod.

“We just think church is rather boring...”

Gonzalo comes to Bobby’s defence: “Having watched the human beings at the UN making a mess of everything, you have to believe in a God who will work a miracle and save us. I’m not a very good Christian, but I don’t believe that God – or whoever he / she is, put us on earth to destroy it.” Music starts. “I believe we can save us!” Lights change as he speaks; the dinosaurs become silhouettes and the stage takes on the atmosphere of a place of worship. **Song: *I believe***

“OK – so far, so esoteric!” says Junior. “That’s not the point! The point is that Climate change is happening. It’s an inevitable result of the way we’ve chosen to live. Our “Civilisation” will melt the polar ice caps, flood trillions of dollars-worth of coastal real estate, dry up rivers, cause floods and forest fires – killing millions people.”

“People have been spinning their wheels and rabbiting on about it for 30 years – and, as we saw yesterday, it hasn’t even begun to turn the corner!”

“Your generation has it all to do ...”

“So – where do we start?” asks Marina

“Social Media!” says Shelley

“Come on!” says Junior: “You can’t solve a crisis like this with a twitter storm?”

“She asked where we ‘start’ – not how we finish.”

“There’s a ton of stuff going on on social media already – “

“Millions of pressure groups – NGOs, campaigns, protests...”

“Not so much in Russia...” says Marina

“You’ve got to at least look at the UN processes – the COPs, the UNF-triple C...”

“Why?!” asks Junior, “If they haven’t changed anything in 30 years!”

“Because they convene the GOVERNMENTS – and the Governments have POWER!” says Katya

“ – and POWER is something you don’t have!” says Bobby.

“But governments only have power if we the peoples choose to give it to them!” says Susan

“Good luck trying to take it away from them once they’ve got it....” says Katya

“It needn’t be a conflict: you have to assume that they want to live too...” says Gonzalo

“So – let’s find out: let’s learn the data and get ourselves a seat at the next Climate Change Summit!”

“You – and some 30,000 others!”

“Good luck with that!” - ***Black Out***



UN CLIMATE CHANGE CONFERENCE UK 2021

IN PARTNERSHIP WITH ITALY

Scene SIX – COP-OUT: The central screen swarms with people as the 5 x kids come on. They watch, passively:

Question for Improvisation/Discussion FIVE: It's POSSIBLE!!

Like most COP-tourists, the kids spend their time listening to / watching – long presentations by politicians, government representatives and analysts explaining how they're going to save the world from Climate Change. We start with the Optimists. PCI will prepare a 2-3 minute compilation of speeches and animations showing how and why we're going to get to Net Zero carbon emissions and a safe, stable climate with less than 1.5 degrees of global warming. Serious statements only – not goofy optimists. Examples might include extracts from –

- [Christiana Figueres](#)
- [Alok Sharma UK COP Presidency](#)
- [UN Secretary General, António Guterres](#) (at 2:20 minutes onwards)
- [Alan Rance – Midas Industry](#) (at 1:24 minutes onwards)

Question for Improvisation/Discussion SIX: It's IMPOSSIBLE!!

The kids are woken from their passive dozing by a group of young rebels bounding on to the stage, waving Extinction Rebellion Placards and shouting:

“How can you listen to this nonsense!? These guys are never going to solve the problem!”

“Even if they do make bold promises – they'll never keep them!”

“If we leave it up to these guys – we're doomed!”

Another group of fusty older people come on:

“We're doomed whatever we do!”

“None of that Green New Deal stuff comes close to dealing with the scale of the problem...”

“A lot of it doesn't work either!”

“Whatever - we've gone way past the point of no return on Climate Change...”

“We've destroyed the biodiversity – millions of plants and animals are extinct because of human activity...”

“Human beings are like a cancer on the earth.”

“We've killed a perfectly decent planet!”

“4.5 billion years of evolution destroyed by a couple of generations: such a shame....!”

“Deal with it!”

Question for Improvisation/Discussion SEVEN: It's COMPLICATED!!

The two groups move to either side of the stage – one group under a big banner stating: “It's POSSIBLE!” – the one Stage Left under a banner stating: “It's IMPOSSIBLE!” The kids walk downstage centre to be joined by a third group of youngish professionals holding a banner saying: “It's COMPLICATED!!”

“What is going on here?!” says Junior

“I don't know who to believe?!” says Marina

“Isn't there anyone who really knows what's going on...?” says Shelley

“It's so confusing...” says Marina

“It's complicated, I agree,” says one of the third group coming forward, “but the essentials are quite simple.”

“Basically – the number of people and the amount they consume has rocketed upwards, while the resources of our small planet have remained basically the same.”

“Not much we can do about the number of people but we can, perhaps, reduce the amount they consume.”

“How?” asks Shelley

“Tax”

“Legislation”

“Incentives”

“Education”

"We've been educated within an inch of our lives – yet all we really know how to do is get to college, get a job, make a lot of money, have a family, and buy the house, the car and the kidney-shaped pool..."

" – and the yacht!"

"And the Palace on the Black Sea if you're Putin!" says Marina.

" – or in Florida if you're Trump!" says Junior. "But seriously, if it's just a matter of tax and legislation, why haven't governments got on and done them?!"

"Because - it's complicated!"

"Take one example: if we're going to keep Global Warming below 2 degrees, we can only burn 565 gigatons of Carbon. BUT we know that our world has 2,795 gigatons - worth about \$27 trillion dollars – all ready to burn. So – how are we going to force Exxon and the big oil and coal companies to write off \$20 trillion dollars' worth of their reserves just because we're worried about climate change?! It's almost impossible: first of all they are trying to persuade us that climate change isn't even happening – second, if it is, they can develop the technology to capture carbon from the atmosphere..."

"Which they can't!"

"And anyway, Exxon alone is spending \$40 billion a year looking for more oil and gas reserves so that they can get that 2,795 gigaton figure up to 3,000 gigatons!!"

"The UN tells us that the world needs to cut carbon emissions by 6% a year. But, right now, it's rising at 2% a year."

"So things are getting worse, not better?!" says Marina

"Exactly. And because these companies pay their governments vast amounts in taxes and campaign contributions, no one wants to be the one to confiscate \$20 trillion dollars of their assets. So –

"It's complicated."

"We're DOOMED!!" – cries one from the "It's IMPOSSIBLE" side;

"No!! We can solve it..." – cries one from the "It's POSSIBLE" side;

"Oh no you can't!" / "Oh yes we can!" – Pantomime exchange repeated

"Please!" says Shelley: "It's our future you're playing with here!"

"If business and government aren't going to crack the problem, who is?!"

"You."

"You're kidding me?!" Susan and Shelley say together.

"What can a bunch of kids do that – all this! (*referring to the COP*) – NOT do.?" Junior and Marina say together.

"You're the ones with the greatest interest in resolving it..."

"You have to do it..."

"But How?"

"Well, that's what a group called "The Global Assembly" – is trying to figure out right now."

"To take the decision-making out of the hands of the governments and businesses who've proved that they aren't able, or don't want, to solve the problem, and put it in the hands of normal citizens like you and me who really, really want to."

"We're going there now: want to join us?!"

"Of course!" – all four of them say at once. They exit together. ***Black Out***



Scene SEVEN – THE GLOBAL CITIZENS' ASSEMBLY:

Question for Improvisation/Discussion EIGHT: WHAT to focus on in the Global Assembly experience?

This requires your cast to research the Global Assembly mechanisms – how it works for the Core Assembly? How they arrive at consensus? How the Distributed Events feed into the Core Assembly? How they manage the Sortition Process to arrive at a precise reflection of the global demographic? Armed with this information, your cast must decide which aspects of the Global Assembly to focus on in this scene. This is just one approach:

Gonzalo, Shelley, Junior and Marina walk down stage with a group of observers. They watch from a distance as, under the screen – a young man and woman in jeans outline the progress of the Global Assembly – with slides:

“So – where have we gotten to so far?”

“An agreement on carbon pricing and taxation – with border arrangements.”

“As championed by the European Union, leading a coalition of the willing!”

“A global coalition to afforest the ocean floor with fast growing seaweed forests – a \$10 billion dollar investment with promise of massive returns...”

“The criminalisation of the production, sale and use of all fossil fuels...”

“Including Natural Gas?”

“Including Natural Gas.”

The slides continue – but their voices fade – and Gonzalo goes up to Junior:

“This is wishful thinking, No?”

“Yes. As they said: we have no power – no police force. No army! The governments have all that...”

“So – we are – doomed?!”

“I guess...”

On the other side of the stage, the girls reflect:

“There’s a good atmosphere here, no?” says Marina

“It’s not your normal dog-eat-dog American way...” says Shelley

“It’s the Harmony model!”

“What’s that?”

“Capitalism – Empires – you, the British, the Romans: you did the Domination model – seeking to be Top Dog and control everything, including Nature. The harmony model seeks three harmonies – harmony in yourself; harmony with other people, and harmony with nature.”

“That’s beautiful.”

“It would be if we could make it work....”

“What?” asks Junior – coming over.

“The Harmony model...” says his sister – “People and nature trying to work together, not dominate each other!”

“Not what we’re seeing here – “

“Yes,” says Susan, “Back in that room – nations and their diplomats have egos the size of elephants.”

“Here it’s different, isn’t it? Everyone’s trying to get along. We know we have to reach agreement...”

“But who are we? Who are we, really?! Inside our minds, what’s driving us?”

“Evil bastards out to feather our own nests or kind, gentle people who want to care for each other and leave the world a better place than they found it?”

Music – a single note:

Song: “*I who am I?*”

The slides continue and, as the song ends – everyone on stage is singing with them.

Shelley and Susan come forward, arguing:

“No – NO! You cannot be serious!” says Susan

“We need to do something different – something that will wake them up!” says Shelley

“But – NOT a song! Animations maybe – but singing...??!! That’s crazy!”

“Not much harmony here!” says Marina, “What’s the problem?”

“We have the chance – the AMAZING chance to present the results of this Global Assembly to the UN Security Council. And some of us feel that we should break with tradition – and make the peoples’ presentation a multi-media one – with singing and dancing.” says Shelley

“Sounds fun!” says Marina

“That might wake up those sleepy diplomats!” says a Global Assembly person

“But it’s not exactly diplomatic?!” says another

“Why be diplomatic when our future’s at stake?!” asks a third

“Go for it!!” says Marina

“See...!?” Shelley turns to her colleague, smiling. The others all clap her.... ***FADE to BLACK OUT***



Scene EIGHT – COUNSELLING SECURITY: The image of the UN Security Council – with its horseshoe table and strange Norwegian mural – come up on the screen. An approximation of the Horseshoe table is set up facing upstage. The Secretary General, with his/her back to the audience, calls for the report of the 1st Global Assembly to be presented. DRUM ROLL – Lights go down. A spotlight picks out a small child coming into the centre of the horseshoe – singing: **Song:** *We want this world to survive for ever.*

Question for Improvisation/Discussion NINE: Re-write the lyrics to reflect your feelings:

The song builds to its final climactic appeal. The diplomats look somewhat baffled, but applaud politely as it ends. The Young man and woman + a diversity of youth and elders come forward to make the Assembly Report:

Question for Improvisation/Discussion TEN: What do they report?

[Look at any Citizens’ Assembly Report – and it is usually a laundry list of recommendations, most of which are ignored by the governments to whom they are presented. For the sake of the story, this Global Assembly appeal will be rejected by the Diplomats, but it is entirely up to your cast to decide what they want it to focus upon. It should link back to the State of the Planet Report you present in Scene THREE – and you may want to reflect those indicators in a multi-pronged background to your appeal over a wide range of issues. The single issue approach offered here is just one of many alternatives you can choose. Explore / research – choose wisely.]

“We thank you for the amazing privilege you afford us by allowing us to present our report to you today.”
 “The UN Charter starts with the words: ‘We the Peoples of the United Nations...’ – not ‘We the Governments...’
 The Global Assembly, through its precise reflection of global demographics in its core assembly and input from over x thousand satellite assemblies in communities large and small in every UN Member State, we believe we present to you today the broadest possible consensus of concerns ever gathered from ‘We the Peoples...’
 “In 1945, the UN was set up to ‘save succeeding generations from the scourge of war’: it’s purpose was to ‘maintain international peace and security...’”

“We believe that – if it were to be set up today, it would have a different priority purpose:

All: “Global Survival...”

“The reason that we the Peoples need to address you is that the actions of some of you, the Governments, threaten our survival.”

“Scientists early in the 19th Century pointed out that carbon emissions trapped heat in the atmosphere; recently – the warnings of thousands of the world’s top scientists have become increasingly shrill and apocalyptic – and we see the evidence of creeping planetary death in the fires and floods that are devastating millions of hectares of our beautiful planet.”

“The Solution is obvious: pass legislation to prohibit carbon emissions. ALL carbon emissions. NOW!”

“You can do it: it’s your job to pass laws...”

“That’s what you do – but you don’t on carbon emissions because of this...”

Song: *Petroleum Industrial Complex*

Black Out – flash of lightning – and images of appalling pollution from refineries, tar sands, oil rigs, coal mines – as the company dances around and on the tables of the diplomats in the vibrant rock number which builds to a deafening climax. No applause – the diplomats look traumatised. The young woman and man come forward:

“You’re right to feel intimidated. It’s a \$5 Trillion dollar industry that contributes more than half your tax revenue in some of your countries...”

“Everywhere this industry has driven the growth and the prosperity – the comforts and delights – that define our current way of life...”

“And yet – as scientists and staff of this great organisation, the United Nations, have told you repeatedly: this industry must be dismantled. Immediately.”

“Why don’t you do it?”

“Many of you have children – “

“Some of you have grand-children...”

“Why would you bring children into the world that you know is dying because of your failure to legislate?”

“This Global Assembly of ‘We the Peoples....’ representing the wishes of millions of people in every single one of your member states – demand and require that you pass laws in your countries before the end of the year, that criminalise the production, sale and use of fossil fuels.”

The diplomats shake their heads in disbelief. The Secretary-General interrupts them:

“You know that this Council has no legislative powers...?”

“Of course – but in Article 25 of the Charter, ‘The Members of the United Nations agree to accept and carry out the decisions of the Security Council.’”

“You have to agree that catastrophic climate change represents an existential threat to our security?!”

“Therefore – we require you to make a Decision that guarantees our security that enables every member state to dismantle the fossil fuel industries in their countries.”

“Within – say – a Decade...”

Drawing on the arguments delivered by **Improvisation / Discussion TEN** (above), there follows a massive argument between the diplomats and the Global Assembly representatives – old and young: the GA team remain calm and measured while the diplomats become increasingly furious:

“All we are asking is that students – and all of us – be told the truth about what is happening to the planet...”

“Kids can’t handle the truth!”

“WE CAN!!”

“What we can’t handle is you NOT telling us the truth...”

“And not acting on it.”

Eventually – they become so exasperated, they call security and throw them out. The Secretary-General apologises but explains that, in the final analysis, he is the servant of “We the governments...” not “We the peoples...” – as it is the governments who pay his salary. The Global Assembly group go quietly – but Marina and Junior issue a gentle warning:

“You should not be doing this.”

“Your governments may have the armies, and the Security Officers, to be able to throw us out now – but we will be back. Because “We the peoples...” will not allow you to drive life on this planet to extinction...”

They are led away by security people. The diplomats sit back down at their tables, morose. **Lights fade to Black**

Scene NINE – TO ENFORCE OR NOT TO ENFORCE: As the tables and chairs are cleared, a single spot picks out one of the kids as they sing – **Song: I have a Vision**

The Global Assembly people are shattered. They wipe away tears as they stand down-stage – hugging each other, weeping, expressing silent anger. The song ends. The young man and woman, who appear to be the lead spokes-people of the GA, come forward, accusing the young singers:

“You can put a brave face on it but you have to face it: we failed!”

“Like the UN, the Global Assembly was always bound to fail.”

“We had no power. Like the UN, we were only ever a talking shop.”

“With no army...”

“With no power to raise taxes...”

“So no money!”

“You know the US government spends more money on the New York Police Department than all the world’s governments spend on the UN?!”

“That’s crazy....!!”

“The UN isn’t even allowed to borrow money!”

“And most governments are so late in paying their dues, it almost goes bankrupt several times a year....!”

The 5 x kids separate out from them – and walk downstage.

“It’s been a heck of a ride, eh?!”

“More fun than hanging out at home...”

“Those guys seem on the point of giving up...”

“Yeah – well: it does seem we’ve come to the end of the road.”

“Seriously, though: what do you think we should do?”

Marina says: "I think we should talk to my Mum and your Dad!"

The faces of Bobby and Katya appear split-screen at the back of stage.

"You were all on the news here...!"

"Here too! You were wonderful!"

"But we lost!"

"They threw you out, yes! But for all of us watching – you were complete winners!"

"Remember what Gandhi said: *"There have always been tyrants and murderers, and for a time, they can seem invincible. But in the end, the way of truth and love have always won."*

"So you think we should reform the UN – raise money and an army – and defeat them."

"No!" says Katya: "Winning never defeats enemies! The only way you defeat an enemy is by loving them – by making them your friend...."

"Remember what Martin Luther King said: *"Send us your hooded perpetrators of violence at the midnight hour and beat us and bomb us and leave us half dead, and still we shall love you. But be ye assured: one day we shall win freedom..."*

"This is the moment to re-double your efforts – come out fighting!"

"Not with violence or threats – but with Ahimsa – non-violence, and love!"

"HOW?"

"Call an all-out Global Strike."

"Down tools – walk out!"

"Start with the Kids: call a Global Schools Strike – for everything!"

"You mean – NOW?"

"Yeah! Announce a Press Conference this afternoon and do it in the morning!"

"Go for it!"

"Just STOP!"

Black-out!

Scene TEN – JUST STOP: The Global Assembly team don't take much persuading. They haven't got any other ideas – and the energy and drive of the 4 x kids is compelling:

"You have these thousands of Distributed Community events around the world?"

"Yes - ?"

"All you have to do is to tell them: GO ON STRIKE!!"

"Why would they do that?"

"Because their delusional governments think that there are things more important than the survival of the Planet!"

"IF YOU WANT TO LIVE - GO ON STRIKE!"

"We're wired for this now!"

"For what?"

"Revolution by social media!"

Song: *World so Blind!* – Improvisation / Discussion ELEVEN – to re-write the lyrics

Maps on the screen show the Global Strike spreading: It starts small - in Estonia"



Then it moves to big countries – Canada, India, Australia – Latin America goes on strike as one. In between, we see clips of children and elders talking – urging everyone to join the strike.

"But what's the endgame here?" asks one interviewer

"An immediate halt to the production, sale and use of Fossil Fuels!"

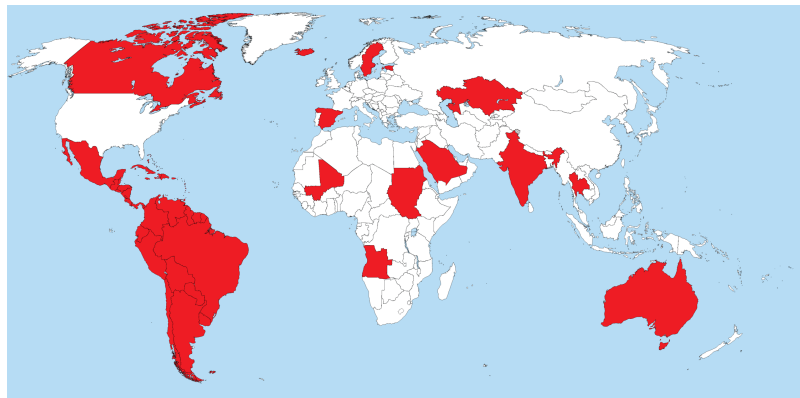
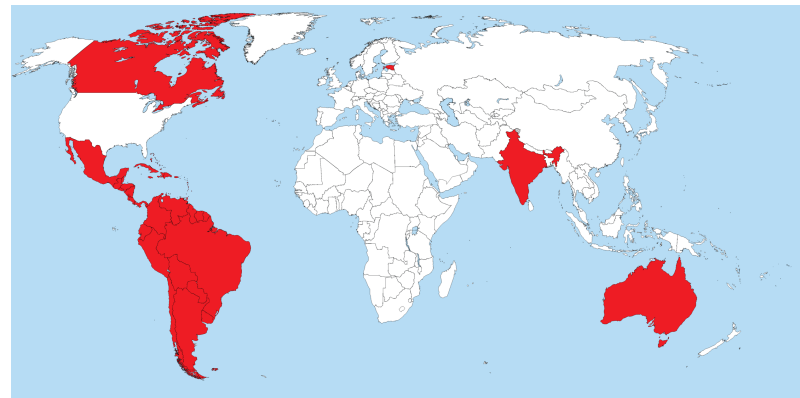
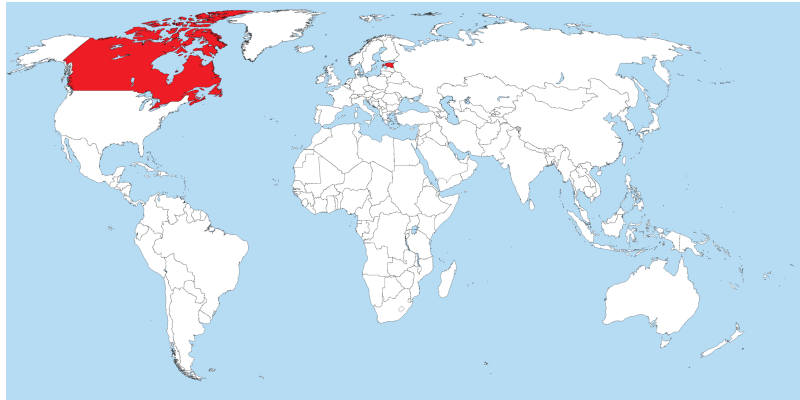
"But how will we live? How will we get around?"

“Solar power – renewable energy!”

“The first thing we have to do is to stop killing the planet...”

“Because we all want to live!”

Song: *I want to live II* – upbeat version; **Discussion TWELVE** to translate into Spanish, Russian, Chinese....



The 5 x kids and the GA team pump the air as the whole world goes red. SUCCESS!! The screen fills with marchers in the streets news, world leaders being harassed by journalists. Mayhem! A child comes forward to sing -

Song: *Mr President* – **Discussion THIRTEEN** – re-write the lyrics to articulate precise appeals to governments; They work the audience to get them all to sing along with the chorus, requiring them all – as they have required the world – to stand as one for the chance to LIVE. Stage-hands bring on tables for the UN Security Council scene.



Scene ELEVEN – REAL SECURITY: The Secretary General comes forward to welcome back the GA team and our 5 x kids. They are excited to be there: they have won. The diplomats don't look quite as pleased to see them as the S-G: they have lost, but they realise that they have to be accommodating. They all look again at the Indicators we saw in Scene THREE – and discuss the precise actions and legislation required to get them to bend in the right direction, chiefly to stop the production, sale and use of fossil fuels. The S-G announces the agreement which has been accepted only because governments have agreed to pay what the kids feel is an absurd amount of compensation to the Fossil Fuel companies. Gonzalo reminds them that this was what they had to do to get Slavery abolished: "It's sickening, but it gets the job done!"

"Now we can move on to the other big threats:"

"Nuclear weapons – eliminate them;"

"Global Pandemics – be prepared and arrange protection for EVERYONE;"

"Inequality – reduce it by enabling the UN to tax the 2000+ billionaires and millions of millionaires to share resources more equitably;"

"Halt / reverse the resource depletion with conservation projects;"

"Plant more forests – on land and on the ocean floor – to soak up the carbon that remains in the atmosphere following humanity's 250-year binge on fossil fuels."

"How are we going to do all this?" ask the diplomats

"Together" – reply the GA team. And the kids explain how solutions flow from harmony: harmony / serenity within our selves and bodies; harmony between human beings – and harmony between humanity and everything else in the natural world. The era of mankind's domination of nature is over – along with every other form of domination and enslavement. Freedom means freedom to live and let live. Even the diplomats can agree to that.

Song: *Child for a Day!*

Scene TWELVE – BACK TO THE FUTURE: UN Peace Day Festival 2071 is reviewing progress from the Global Report we saw in Scene THREE. The Teacher explains how, all around the world for 24-hours, schools and news broadcasts are updating all peoples in all countries on the State of the Planet. And, as we saw in Scene ONE, most of the indicators are going in the right direction. The data is woefully incomplete – but the world has made progress because governments are now gun-shy of "We the peoples..." closing down their economies and plunging them all into darkness and silence. Every country, every government, every community and every individual can do to secure the survival and prosperity of all – following the UN's leadership on the struggle for Sustainability and Leaving No One Behind. These have become articles of faith. Selfishness and deceit are universally UN-cool. With the accurate reporting required by the UN Day Festival – governments can't get away with it any more. Some try, of course, as do some families and rich, gated communities. But they are pariahs and are quickly brought into line by their peoples.

"So – what next?!" asks the teacher – **Improvisation / Discussion FOURTEEN – what do YOU imagine still needs to be done in your community?** Where has your generation dropped the ball? Are the next generation ready to pick up the baton? For this is a race that will never end. We are ALL in it! For LIFE!

"But – for now, let's celebrate how far we've come – and plant the seeds of love and harmony ALL future generations will need."

Song: *SING! - FINALE*

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ORIGINAL PEACE CHILD SONGS

[\[See and hear them all - here\]](#)

Song ONE: *Peace Day*

Song TWO: *If you close your eyes*

Song THREE: *World*

Song FOUR: *I want to Live*

Song FIVE: *I believe*

Song SIX: *I who am I?*

Song SEVEN: *We want this world to survive for ever*

Song EIGHT: *Petroleum Industrial Complex*

Song NINE: *I have a Vision*

Song TEN: *World so Blind*

Song ELEVEN: *I want to live II*

Song TWELVE: *Child for a Day*

Song THIRTEEN: *Sing!*

Also consider:

- *Reach Out*
- *I'm Sorry*
- *Look at Life*
- *Love will teach you this*

But – much better – ignore them! Write your Own!

* * *

IMPROVISATION / DISCUSSION EXERCISE SUGGESTIONS

Scene ONE – PEACE DAY OPENING:

Question for Improvisation/Discussion ONE: What facts would you choose? What would be the key things that you would like to see happen by the time you retire?

Scene FOUR – New York Café: **Question for Improvisation/Discussion TWO:** Why do middle-aged and older adults lose their idealism?

Question for Improvisation/Discussion THREE: How do kids get interested in planet-saving issues?

Scene FIVE – New York Natural History Museum:

Question for Improvisation/Discussion FOUR: What should kids do now? What are the options?

Scene SIX – COP-OUT:

Question for Improvisation/Discussion FIVE: It's POSSIBLE!!

Question for Improvisation/Discussion SIX: It's IMPOSSIBLE!!

Question for Improvisation/Discussion SEVEN: It's COMPLICATED!!

Scene SEVEN – THE GLOBAL CITIZENS' ASSEMBLY:

Question for Improvisation/Discussion EIGHT: WHAT to focus on in the Global Assembly experience?

Scene EIGHT – COUNSELLING SECURITY:

Song: *We want this world to survive for ever.* **Improvisation/Discussion NINE:** Re-write the lyrics

Question for Improvisation/Discussion TEN: What do they report?

Scene TEN – JUST STOP:

Song: *World so Blind!* – **Improvisation / Discussion ELEVEN** – to re-write the lyrics to reflect your feelings:

Song: *I want to live II* – upbeat version; **Discussion TWELVE** to translate into Spanish, Russian, Chinese....

Song: *Mr President* – **Discussion THIRTEEN** – re-write the lyrics to articulate precise appeals to governments;

Scene TWELVE – BACK TO THE FUTURE:

Improvisation / Discussion FOURTEEN – what do YOU imagine still needs to be done in your community?