

Girl Scout Council of the Nation's Capital

# INCREASE THE PEACE

## ***PATCH PROGRAM***



***Learn to be a Peacemaker*** by learning to understand and celebrate cultures around the world through fun, teambuilding and communication games.

# THE RIGHTS OF A CHILD

Every child has the right to:

Medical care

Free education

Adequate nutrition

Name and nationality

Special care if handicapped

Be a useful member of society

Develop individual abilities

Affection, love and understanding

Full opportunity for play and recreation

Be among the first to receive relief in times of disaster

Be brought up in a spirit of peace and universal brotherhood

Enjoy these rights regardless of race, color, sex, religion, national or social origin.

*The Rights of a Child, from the UN Year of the Child, 1979*

## ***Pledge of Peace***

*As a legacy and gift to the children who will be born and live on this PLANET EARTH, I hereby commit myself to fostering peace. I promise to do everything I can to help create a common future of peace for all human beings.*

# INCREASE THE PEACE PATCH PROGRAM

The purpose of this program is to encourage girls to:

- resolve conflicts
- reach out to others in peace and friendship
- dedicate themselves to acts of kindness
- understand our differences to avoid misunderstandings and rejoice in our likenesses.

**Before you start this program**, fill out the “Becoming a Person of Peace” questionnaire on Page 4 together as a troop or individually. Fill it out again when you have completed the required number of activities to receive the patch. Compare the answers that you gave before completing the program with your answers after completing the program. Can you explain any differences?

To receive a patch the following number of requirements should be completed by each age level:

Brownie Girl Scouts - 6

Junior Girl Scouts - 8

Cadette Girl Scouts - 8 and requirement #1, #12, or #13

Senior Girl Scouts - 8 and requirement #1, #12, or #13

1. When you think of peace, what do you think about? It has different meanings for different people. Interview people in your community, school and troop. Find out what peace means to them. After you have completed the requirements for the patch, include some of these ideas in a ceremony that you plan for a service unit or school event or for an ethnic community different from those represented in your troop. You can use songs, poems and stories in your ceremony. There are more ideas in the back of this booklet.
2. Be a detective and find out about women as peacemakers throughout the world, the United States, in your community and in your school. What are the qualities of a peacemaker? What woman would you nominate for the Peacemaker of the Year award or the Nobel Prize for Peace? Would you want to be like her? Why? Look at the newspaper or on the internet for peacemakers. They may be in other countries or in your own community. Make a list of ways that you and the girls in your troop can become better peacemakers at home, in school, at your place of worship and in your community. Put into practice what is on the list. At meetings have each girl share what she did as a peacemaker.
3. Act out the Stories and Solutions on Pages 5 and 6 and talk over all the possible solutions. Be sure and bear in mind the Ten Rules for Resolving Conflict on Page 7.

OR

With members of your troop, act out some disagreements that you have experienced at school or at home or that you have made up. Then offer a list of ways that the problems could be resolved. Act out the same disagreements but with a resolution on which you have all agreed.

4. A family “tree” is a way to describe a family history. Have your family help you make your family “tree”. Share it with the girls in your troop. Look at some of the family trees in your troop. What are the similarities? What are the differences? Were there any relatives that came to the

United States seeking a better life? What did they find when they arrived here? Do you know someone in your school or community who does not understand English? How do other children treat them? Act out what you think it is like to come to the United States today from another culture and not speak the language. With your troop decide on some ways that you can help make these new arrivals feel welcome in their new home.

OR

With your troop and/or group of friends fill out Multi-cultural Perspective sheet on page 8. Were you surprised at the answers? What were some of the surprises? Were they from people you thought you really knew?

5. Do simple acts of kindness for your friends and family. Make a list of these acts of kindness with your troop and share them on a poster or flyer to encourage others to do the same. Look on Page 9 for ideas and information about the Random Acts of Kindness Foundation. The web site is <http://www.actsofkindness.org> and contains even more ideas.
6. With your troop, discuss how living the GS Promise and Law helps you to be a peacemaker. Think about people and friends who you know. Who would you like to see live by the Girl Scout Promise and Law?
7. How can understanding people from cultures other than your own help prevent conflict and misunderstandings? Practice communicating with people who have values and customs different from your own by playing the Living Game on pages 10-12. After you have played the game, be sure and talk about how you felt during the game.
8. People are forced to leave their homes, communities and even their countries because of disagreements between governments. They are called refugees. They often are put in refugee camps that have only temporary housing. Find out what you can about refugee camps. Put yourself in the shoes of a refugee child. Would your priorities be different? How? Would your needs be the same? Think about the following:
  - living space
  - food
  - water
  - sanitation
  - school
  - clothing

Do a service project for children in your community, country, or in the world. See page 13 for information about the project, "Gift of the Heart" School Kits for Afghan Children, offered through Church World Service.

9. Polish your peacemaker skills by playing some teambuilding, communication and cooperation games. They are on pages 14-16. Practice being a team player. Try the teambuilding game, Peanut Butter Swamp or another teambuilding game. Play the game enough so that you can feel that you are a better team player.

OR

One of the first steps toward becoming a peacemaker is to be able to listen. Play the Telephone Game many times until you can pass on a fairly detailed message as a team. Use the Tips for How to Listen on Page 17.

10. Everyone has her/his own way of seeing different situations. This is called their perspective. Multiple perspectives can change how we see the truth. Look at the sheet on page 18. Whose perspective is correct? If answers are different, is someone lying? Why does it make a difference? Can these different perspectives cause conflict?
11. Think about how your troop meetings could become more friendly and welcoming for new members as well as present members. As a troop make a list of resolutions on ways everyone in the troop is going to try to keep a friendly, peaceful and welcoming atmosphere in future meetings..
12. Make up slogans about how to be a peacemaker that could be used for a bumper sticker or on a poster. Display them in public places.
13. Plan a day of peacemaker activities for girls in your service unit or school. Play some of the games from this booklet and other books, and sing songs about peace. Invite special guests to share how they are peacemakers. There is a suggested format for this event on page 19. Girls who plan this special day are eligible to wear a Peacemaker Patch pictured at the bottom of this page.
14. Plan a Girl Scouts Own or World Thinking Day Ceremony based on things you value most. You might want to include freedom, friendships, peace, inner peace, valuing differences and diversity by adding poems and songs about peace and quotes from famous people about peace. There are ideas at the back of this booklet on pages 20-23.
15. Plant a Peace Pole. Spread the message, “May Peace Prevail On Earth”. More than 200,000 Peace Poles have been planted around the world as international symbols of peace. Peace Poles can be found in over 180 countries, in front of schools, city halls, private homes, churches, hospitals and parks. For more information, check out the website for the World Peace Prayer Society at <http://www.worldpeace.org>. You can order a Peace Pole or make your own.
16. After you have completed the requirements, hold a special ceremony to award peacemaker certificates and Increase the Peace patches to all who participated. A sample certificate is on page 24.





# STORIES AND SOLUTIONS

**Objectives:** Girls will distinguish between denial, confrontation, and problem solving as responses to conflict.

Girls will be able to explain why problem solving is preferable to denial and confrontation.

**Materials:** Copies of the stories to be role played.

**Procedure:** Break the group into three small groups. Give each group the story to act out. Allow five to ten minutes for groups to plan and practice the skits. Each group performs their skit for the other two groups. Allow about 15 minutes for the skits to be performed.

**Processing:** Have each group describe how their group handled the conflict.

#1 In the first story, Donna pretends there is no conflict. She is passive.

#2 In the second story, Donna is using confrontation to respond to conflict. Both she and Michelle are being aggressive.

#3 In the third story, all three girls are using problem solving to resolve the conflict. They are being assertive.

**Discussion** What happens inside us when we bury our feelings? When we deny them?

**Starters:** What can happen when we lose control of our feelings and lash out at others?

What kinds of things would you do and say if you wanted to use problem solving?

Who “wins” a conflict when they use denial? ...confrontation? ...problem solving?

Why?

Other Story Starters: See if the groups can use problem solving ways to end the following story starters:

- Two children are at home with one television. Each one wants to watch a different program.
- Stephanie promised to return an umbrella she borrowed from Carla several weeks ago, but forgets to bring it to school. Carla is upset because the umbrella belongs to her mother who expects it back today.
- Maggie and Vicki share a room. Vicki keeps her things picked up, but Maggie is messy. Their father says neither one can watch television until the room is clean. Maggie figures Vicki has to help her clean up her half, but Vicki doesn't think it is fair.

**# 1** Maria and Donna are building a model with LEGO'S. (Michelle comes over and asks if she can join in.) Maria says, "Sure." Donna doesn't like Michelle very much and would rather she did not join them.

(Instead of saying anything, she just shrugs her shoulders and keeps working.) (Whenever Michelle makes a suggestion, Donna says it's "dumb." And two or three times she grabs parts from Michelle without asking. After a few minutes of this, Michelle asks her what's bugging her.) She sighs and says, "Nothing."

**# 2** Maria and Donna are building a model with LEGO'S. (Michelle comes over and asks if she can join in.) Maria says, "Sure," but Donna says, "No way!" Michelle asks, "Why not?" Donna responds, "I hate working with you. You always act like you know everything. You don't listen, and you think your ideas are better than everyone else's." Michelle shouts, "You are a liar! You are just jealous because I am smarter than you are! Donna is mad now and says, "You'd better get out of here before I make you!" Michelle says, "Oh yeah? Try it." (Donna moves around the table toward Michelle who runs to the other side of the room.)

**#3** Maria and Donna are building a model with LEGO'S. (Michelle comes over and asks if she can join in.) Maria says, "Sure," but Donna says, "No way!" Maria asks, "Why don't you want her to work with us?" Donna responds, "Because I hate working with her. She always acts like she knows everything. She thinks her ideas are better than everyone else's." Michelle points out to Maria that she and Donna have been using the LEGOs for a long time, and that they really belong to the class, not just to the two of them. Maria agrees with Michelle and offers to let Michelle work with her on the part of the model that she is building. Donna says, "I guess that's okay, if you promise to listen to my ideas, too." Michelle answers, "Sure, I'll listen to you. And I'll work on this side of the model with Maria. But if I have a suggestion about your part, can I ask you if it's okay to make it?" Donna grins. "Sure," she says.

# TEN RULES FOR RESOLVING CONFLICT

R.N. Lowe  
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The following was taken from the Ten Commandments for Resolving Conflict that were suggested by Dr. F.J.C. Seymour, Assistant General Secretary of the Alberta, Canada Teacher's Association. They were presented in an opening address before a training session concerned with helping teachers improve their salary status. The session was held in the National Education Association Center in Washington, D.C., November 11-14, 1959. They are reproduced here as having broader application for several kinds of conflict.

1. Don't lose your temper, you'll lose your point.
2. Remember, you are trying to win an agreement, not an argument.
3. Apologize when you're wrong, even in a minor matter.
4. Don't imply (give the idea of) superior knowledge or power.
5. Acknowledge with grace the significance of the other's comment or statement of fact.
6. Know and admit the impact of your demands.
7. Remember that the ability of separating facts from opinion is the mark of a clear mind and reflects intellectual integrity.
8. Stay with your point; pursue your objective but don't devastate (destroy) others.
9. Don't quibble; say what you mean and mean what you say. If you want truth, give it.
10. Bargain in good faith. Your intellect will tell you when you're bargaining and your conscience will tell you whether you have good faith.

## DISAGREEMENTS DON'T HAVE TO BE DISAGREEABLE

- ❖ Observe how you respond when you are faced with conflict situations
- ❖ Understand why you feel and respond the way you do
- ❖ Feel the discomfort of not being in control of the situation
- ❖ Take responsibility for your actions
- ❖ Commit yourself to changing your behavior
- ❖ Find better ways to handle these types of situations

In addition, it is helpful to realize that conflict also can help us grow as human beings.

- ❖ When your beliefs are challenged and you are forced to defend them, you grow intellectually.
- ❖ When you learn to resolve disputes, you grow socially.
- ❖ When relationships become so close that basic thoughts and feelings are exposed, you grow emotionally.

# A MULTI-CULTURAL PERSPECTIVE

## DIVERSITY AUTOGRAPHS:

I was born outside the United States \_\_\_\_\_

My mother, father, or other family member was born outside the United States. \_\_\_\_\_

I live with my parents and/or siblings. \_\_\_\_\_

I live with my extended family (grandparents, cousins, aunts/uncles) \_\_\_\_\_

I am the oldest child. \_\_\_\_\_

I am the youngest child. \_\_\_\_\_

I have lived in the country. \_\_\_\_\_

I have lived in the city. \_\_\_\_\_

I have lived or traveled outside the U.S. \_\_\_\_\_

I or other family members speak a language other than English at home. \_\_\_\_\_

# THE RANDOM ACTS OF KINDNESS FOUNDATION

The kindness movement is an international movement dedicated to making the world a kinder place. Its goal is to demonstrate the extraordinary power and importance of simple human kindness promoting the practice of kind acts, large and small, on a regular basis.

The mission of the foundation is to support the kindness movement by encouraging and assisting individuals and groups who wish to perform kind acts. They provide leadership, inspiration, guidance, educational and promotional materials, and opportunities to connect with people around the world.

The foundation also provides help with brainstorming, project planning, publicity, training, materials development, public speaking, interview assemblies and general consultation. It is a clearinghouse for ideas and it is compiling a Project Plan library so that coordinators may read about and implement projects that others have done successfully.

The foundation is also building a network of kindness participants who wish to communicate with one another through e-mail and share ideas, suggestions, and their own experiences. If you would like to be among these participants, please e-mail the foundation at [rakinfo@actsofkindness.org](mailto:rakinfo@actsofkindness.org).

It is the hope of the foundation that:

- it continues to create, improve and expand the collection of free materials for the promotion of kindness;
- as we are all reminded of the importance and power of kindness, we will be encouraged to practice kindness consistently in our daily lives.

Make a FRIEND.

Treat others AS YOU WOULD LIKE to be treated.

Be a good LISTENER.

Be KIND to animals.

PLAY fair.

Help RESOLVE a problem.

TEACH someone something.

Tell someone in your family you LOVE them.

PLANT a tree.

RECYCLE.

READ about peacemakers.

Make a card for SOMEONE you think is SPECIAL.

SHARE.

# THE LIVING GAME

**OBJECTIVES:** To gain greater awareness that within groups, behaviors have different meanings and may be based on different values and beliefs. To experience what it is like to be “different” from another group.

**TIME:** 30 minutes

**MATERIALS NEEDED:** Hearts cut out of construction paper (or post-it notes); ribbons; masking tape, one sign with the name Schmeeland on it, one sign with the name Gledville. A copy of Page 12, cut into four pieces that fit on 4 3" X 5" cards.

**BACKGROUND INFORMATION:** Communication may be difficult when we don't understand differing values and customs.

## **ACTIVITY:**

- Post the signs up on the far walls of a large room or on the doors of two rooms.
- Divide the group into two separate teams. One team will be called the Schmees and the other team will be called the Gleds.
- Send each team to their “country.”(a different room or the other side of the room). It is important that each team does NOT hear the instructions that the other team is getting.
- Each team will receive specific instructions as to how they should represent their culture. In each room, have someone read only their team's instructions:

### ***For Schmees: (Give each participant a handful of hearts)***

Your country of Schmeeland has an abundance of hearts. Everyone has their own heart supply. Giving away hearts is very important to your culture and you must never be without them. You avoid facing others when speaking, it's disrespectful. You only speak to people when you're behind or beside them. You believe that it is very offensive when people directly face you when asking questions. However, if someone speaks to you from behind or beside you, you are willing to listen and will give them a heart in friendship. If you overhear someone behind or near you asking for a heart (even if this question is being asked to someone else) you will give a heart to that person. You like ribbons for your hair; it's a sign of beauty. You do not like being touched.

### ***For Gleds: (Give each participant several ribbons)***

Everyone in Gledville has a large supply of ribbons. It is your cultural belief that wearing ribbons wards off evil spirits. You wear ribbons on your wrists, legs, around your neck, but NEVER in your hair. It is taboo to wear a ribbon in your hair. You believe that it is important to establish eye contact when talking to people. You also believe in hugging and touching people when you interact with them as a sign of respect. You need hearts because you believe they hold special powers.

- Once each team has received its directions, allow time for them to practice these new beliefs and behaviors with each other. Each team will continue behaving this way throughout the duration of the game.

- Each team sends 1/2 of their group to visit the land of the other team for 5 minutes. Afterwards, the representatives go back to their team to report their findings.
- The entire group comes back together and discusses what happened.

**PROCESSING:**

- ⇒ How did you feel? What made you feel this way?
- ⇒ Did you feel like leaving the country you were visiting?
- ⇒ How were you able to communicate?
- ⇒ How would you describe the culture that you visited?
- ⇒ Did you sense any specific differences? Similarities?
- ⇒ Did you treat the other team differently when they did not communicate with you?
- ⇒ Did you speak louder? Why?
- ⇒ Did others make assumptions about your beliefs? How did that feel?
- ⇒ What might have helped make it easier?
- ⇒ Can you think of examples in your daily lives where this could occur?

Examples:

1. A new student in your 6th grade class has just moved to this country. Ask girls to explain how they think the student feels when coming into the “culture” of a different classroom.
2. A leader in your service unit consistently does not come to events on Saturdays. Only after the year’s service unit schedule has been planned do you discover her religious beliefs make it impossible for her to attend Saturday non-religious events. What do you do? How do you create a climate where people are comfortable bringing this up sooner?

**SUMMATION:** Different traditions, beliefs and backgrounds may make us more interesting to each other, but they may also make communication more challenging. It is our hope that successfully responding to this challenge will enrich each of us.

It may take some effort to see shared values when someone else’s behaviors are seem to be at odds with our own. If we just judge each other by ascribing our own beliefs to another’s behavior, we may miss some wonderful opportunities. Part of joining the Girl Scout movement is a willingness to participate in the dialogue, to make the effort to find out *how* to truly be a sister to another Girl Scout. Educating ourselves and being willing to openly share our own understandings and beliefs and listen to the beliefs of others may help the process; nevertheless, there may be frustrations along the way.

# REPRODUCEABLE WORKSHEET

## Schmeeland

Your country, Schmeeland, has an abundance of hearts. Everyone has their own heart supply. Giving away hearts is a very important part of your culture, but you must never be without them. You avoid facing others when speaking, it is disrespectful! You only speak to people when you're behind or beside them. You believe that it is very offensive when people directly face you when asking questions. However, if someone speaks to you from behind or beside you, you are willing to listen and will give them a heart in friendship. If you overheard someone behind or near you asking for a heart (even if this question is being directed to someone else) you will give a heart to that person. You like ribbons for your hair; it is a sign of beauty. You do not like being touched.

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Make copies, cut out and glue on 3" X 5" cards. Two copies of the descriptions are provided.

## Gledville

Everyone in Gledville has a large supply ribbons. It is your cultural belief that wearing ribbons wards off evil spirits. You wear them on your wrists, legs, around your neck, but NEVER in your hair. It is taboo to wear a ribbon in your hair. You believe that it is important to establish eye contact when talking to people. You also believe in hugging and touching people when you interact with them as a sign of respect. You need hearts because you believe they hold special powers.

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# SERVICE PROJECT FOR CHILDREN

Schools in Afghanistan, particularly in rural areas, are few in number and lack adequate supplies and facilities. Church World Service (CWS) is working to improve educational facilities and opportunities for school age children in the Hazarajat region in the central highlands of Afghanistan. Your troop can help with A Gift of the Heart School Kit. It will provide school supplies for one child. CWS website is [www.churchworldservice.org](http://www.churchworldservice.org)

## **A Gift of the Heart School Kit should contain:**

- One pair of blunt scissors
- One 30 centimeter ruler (12 inches)
- One pencil sharpener
- Six new pencils with erasers
- One large eraser
- One box of 24 crayons
- Twelve sheets colored construction paper
- Pads or notebooks of ruled paper 8 ½ " X 11" containing 150-200 sheets of paper
- One cloth bag, 12" X 14", with cloth handles and closure (velcro, snap, or button)

## **Packing and sending the kit:**

- Pack these items in the cloth bag and secure contents with the closure.
- Include the name and address of the troop leader in the top of the box before sealing.
- Do not include money in the box.

Pack complete School Kits in sturdy boxes, secure the boxes with packing tape, and ship boxes of school kits prepaid to:

School Kits for Afghan Children  
Church World Service  
Brethren Service Center Annex  
601 Main Street, P.O. Box 188  
New Windsor, MD 21776-0188

## **\*Donations:**

A donation of \$11 dollars will allow CWS to purchase school supplies or, a donation of \$10.00 will provide:

- a study chair and desk for a student
- a teacher's desk and chair for each classroom

Send your troop donation to Education for Afghan Children

Church World Service  
P.O. Box 968  
Elkhart, IN 46515

\*Troops cannot raise money for other organizations. However, money left over from the cookie sale or troop dues may be donated should the girls decide to do so. *Safety-Wise P.76, Standard #33.*

# PEANUT BUTTER SWAMP

## Group Dynamics/Team Building

- Purpose:** To stimulate the group to consider certain aspects of cooperation in working in a group  
To sensitize group members to their own behavior that contributes to or obstructs group progress.
- Materials:** Peanut Butter Swamp Story, chocolate turtles made from sturdy cardboard or a paper plate, and yarn, cord or tape to outline the swamp.
- Setting:** Teams of 12 or less working in a large open area, spaced so each team can learn firsthand without input from the other teams. The swamp is outlined in the open area. Provide each team with "chocolate turtles"-one less turtle than there are people on the team.
- Procedures:** Divide into teams, designate at least two people to be alligators for each team.  
Give each team "chocolate turtles"- one less than the number of team members.  
Read the story.  
Discuss processing questions afterwards.

### Peanut Butter Swamp Story:

Welcome to the Peanut Butter Swamp. This swamp is filled with poison, sticky, gooey peanut butter and at least two turtle-eating alligators per team. Your challenge is to get your whole team safely across the swamp by using special chocolate turtles. You may step on the turtles but you may not throw, slide or drag them. If a turtle is left alone, even for a split second, an alligator will eat her. If a team member falls, steps or puts her hand or foot in the swamp, she is dead or becomes another alligator. The "fallen" team members cannot help or talk to the remaining members of the team. See how quickly you can get your team across.

### **Processing:**

How did you feel when one person let the turtle go and did not seem to be careful?  
Would you rather be an alligator than a team player? Why?  
Did you lose a turtle? How did you feel?  
Did your team make a plan? Did you have to make changes?  
How did you help each other? Did anyone obstruct or stop progress? How?  
Could you have done better by yourself?

### **Variations:**

- Eliminate "turtles" and/or make the "swamp" bigger.
- Make one team face a challenge; for example, blindfolds may be used to reduce being able to see turtles and alligators, or several team members may have restricted use of their hands or legs.
- Discuss how the team members overcame the challenge.

# BACK-TO-BACK GAME

- Objective:** Girls will practice giving specific directions to understand the importance of being clear when they are communicating.
- Materials:** Paper, crayons or markers, (back-to-back desks are ideal or girls can sit on the floor on sit-upons)
- Procedures:** Divide the group into teams of two. Have them sit back-to-back so that they cannot see each other's paper. One girl draws a simple picture. She must get her partner to reproduce her picture as exactly as possible. She must not look to see if her partner is drawing properly. When the new picture is complete, have the girls compare the pictures. The partner receiving directions draws her picture and must get the other girl, as close as possible, to reproduce her picture. The teams can take turns drawing and communicating until they feel they are as accurate as they can be.

**Discussion Questions:**

- What did they discover about the first picture?
- Were they able to add additional directions to clarify what they wanted their teammate to do?
- When they were being asked to draw the other person's picture, did they feel they needed more directions?
- Did they make assumptions about things like the location and size of the picture?

# TELEPHONE GAME

- Objective:** The girls will practice listening and speaking skills
- Materials:** Two sets of several cards with a simple message on each one.
- Procedure:** Divide the group into two teams. Have each team stand in a straight line. Give the same message to the first girl on each team. See which team can pass the most accurate message to the girls at the end of the line.
- Discussion Questions:**
- Were you able to understand what the person in front of you was trying to say?
  - Did she speak too quickly? Too slowly?
  - Had you already forgotten the words she began with by the time she ended the sentence?
  - Did you misinterpret what you heard and pass the incorrect message?
  - If the message was not accurate, did you try to make a plan to help everyone get the message across?

# COOPERATIVE GAMES

## Group Juggling

1. Players stand in large circle - (at least 8 ft. apart)
2. Instruct players to remember who they throw object to and who throws to them.
3. First round: leader tosses soft object (ball, bean bag) to someone across the circle, then leader sits down in place. (First round can also be done as introduction--player tossing object first says her name.)
4. Person catching object tosses it to someone else and then sits down in place. Players continue tossing object to anyone still standing until all have had an opportunity to play. Last person throws back to the leader.
5. All players stand up and begin tossing object following the same pattern established in first round BUT PLAYERS DO NOT SIT DOWN.
6. Once players are comfortable with the pattern, leader starts tossing additional objects FOLLOWING THE SAME PATTERN.
7. Play continues as long as players are having fun.

## Human Knot

1. Players stand in a group and reach out one hand and take hold of the hand of another player.
2. Players then stick their other hand out and take hold of the hand of another player. (Players must make sure that they are not holding both hands of the same person.)
3. Object is to unscramble **without** letting go. Players can turn their hands, turn around, step over/under people, etc.
4. Players should end up in one or two circles.

## Lap Sit

1. Players form circle and move close together so shoulders are touching.
2. Have players raise right hand and turn sideways so right hand is inside circle.
3. Players place hands on the shoulders (or waist) of person in front of them.
4. On the count of 3, everyone slowly sits down. The knees of the person behind should make a seat for each person to sit on.

## Pass the Hoop

(Equipment needed: One or more hula hoops)

Players stand in a large circle holding hands. One hula-hoop is introduced to the game by slipping them onto the arm of a player. Players must pass the hula-hoops around the circle (If two are used, they can go in opposite directions.) Players cannot let go of hands and may not use their hands to move the hula-hoops. Additional hula hoops can be added as the game is played.

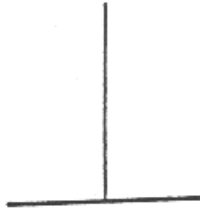
# TIPS ON HOW TO LISTEN

1. STOP TALKING - You can't listen while you are talking.
2. EMPATHIZE WITH THE OTHER PERSON - Try to put yourself in the other's place so you can see what he/she is trying to get at.
3. ASK QUESTIONS - When you don't understand, when you need more explanation, when you want to be liked, when you want to show that you are listening. Be careful not to ask questions that threaten or “put down” the other person.
4. DON'T GIVE UP TOO SOON - Don't interrupt other people; give them time to say what they have to say.
5. CONCENTRATE ON WHAT HE/SHE IS SAYING - Focus your attention on his/her words, ideas and feelings related to the subject.
6. LOOK AT THE OTHER PERSON - His/her face, mouth, eyes, hands will all communicate with you. They will help you concentrate, too. Make the other person feel like you are listening.
7. SMILE AND GRUNT APPROPRIATELY - But don't overdo it.
8. LEAVE YOUR EMOTIONS BEHIND - (If you can). Try to push your worries, fears, and problems outside of the room. They may keep you from listening well.
9. CONTROL YOUR ANGER - Try not to get angry at what the other person is saying; your anger may prevent you from understanding his/her words or meaning.
10. GET THE MAIN POINTS - Concentrate on the main ideas, not the examples, stories, statistics, etc. These are important, but are usually not the main points. Examine them only to see if they support or clarify the main idea.
11. SHARE RESPONSIBILITY FOR COMMUNICATION - Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand; if you don't, ask for clarification.
12. REACT TO IDEAS, NOT TO THE PERSON - Don't let your reactions to the person influence your interpretation of what he/she says. The ideas may be good even though you don't like the person or the way he/she looks.

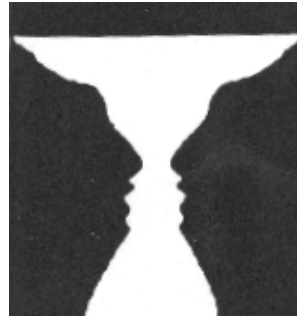
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# MULTIPLE PERSPECTIVES vs. THE TRUTH

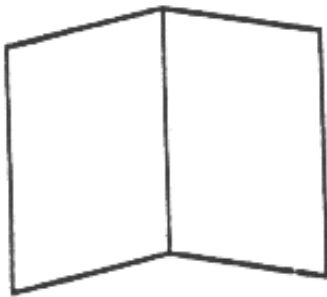
Which line is longer?



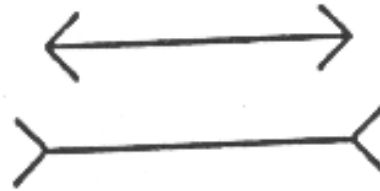
What do you See?



Is the book opening toward you or away from you?



Which line between the arrows is longer?



What kind of woman do you see?



What is the truth in each case?  
If someone has a different answer, is she/  
he lying?  
Does it make a difference?

# PEACEMAKERS GAME DAY

- Goals:** Girls and adults will practice skills needed to be good peacemakers. Participants will have fun meeting girls and adults from other troops.
- Program Level:** Junior or Cadette Girl Scouts
- Program Links:** Junior Badges: Model Citizen, Celebrating People, On My Way, Globe Trotting, Global Awareness  
Cadette Interest Projects: Conflict Resolution, A World of Understanding, Family Living, Understanding Yourself and Others, Do You Get the Message?
- Capacity:** 100 girls and adults (approximately 20 - 25 in a game at a time)
- Approximate Cost:** \$2.00 per person for supplies
- Site Requirements:** Four breakout rooms or areas and one area large enough to hold the whole group
- Publicity:** Flyers, newsletters, service unit meetings
- Materials:** Newsprint, magic markers, pencils, paper, copies of game pieces and tape.  
Games  
Team Building - Peanut Butter Swamp  
Valuing Differences - The Living Game (a Short and Snappy)  
Communication - Back to Back, Telephone  
Conflict resolution - Stories and Solutions
- Program:**
- |               |   |
|---------------|---|
| 10:00 - 10:10 | opening activity-a Multi-Cultural Perspective   |
| 10:10 - 10:45 | game period   |
| 10:50 - 11:25 | game period   |
| 11:30 - 12:05 | game period   |
| 12:10 - 12:45 | game period   |
| 12:45 - 12:55 | closing activity-brainstorm, "What is a PeaceMaker?"  |
| 12:55 - 1:00  | Share Peacemaker Sheets, hand out "Becoming a Person of Peace" and "The Ten Commandments for Resolving Conflict". |
- Planning:** Be sure to reserve the site early. The cost of the event will vary according to the cost of the site and the materials used. Volunteers are needed to run each game and do the processing afterwards. The discussion after each game is the most important time spent. A volunteer will be needed to welcome everyone and do the opening and closing activities. If each game is done by two volunteers in two separate areas, 200 girls and adults can be served.

# SUGGESTIONS FOR A PEACE CEREMONY

Have the girls give their input/changes to make this ceremony their own.

Each girl may write what peace means to her on a piece of gold paper. By attaching both ends of the paper, make a "gold link" and at the same time include the next girl's "link" to form a chain, A Golden Chain of Friendship, that wraps the world in peace. This symbolizes that each girl is a link to peace and, until all people strive together for peace, there will not be lasting peace.

Standing in a circle linked together **sing**, "*Let There Be Peace on Earth*",

Could be followed by a **poem**:

There shall be peace on earth, but not until each child shall daily eat his fill,  
Go warmly clad against the winter wind Learn his lessons with a tranquil mind  
And thus release from him hunger, fear and need, regardless of his color, race or creed,  
Look upwards smiling to the skies, his faith in man reflected in his eyes. – Author Unknown

Followed by the **song**, "*A Plea for One World*" OR

A **poem**: "*A Heart Made of Bread*" by Anna Soldi, Age 11 of Italy

I saw at the baker's a heart made of bread, big, hot and fragrant and I thought: "If I had a heart of bread, how many children could eat? For you, my friend, who are hungry, for you a mouthful of my heart's bread, and for you, and for you, and for you." It's not enough to say "poor mite" if you see a child in tears. If my heart was made of bread	And you who are in command, what's keeping you back, why don't you make bombs of bread. At the end of the battle each soldier, joyfully would take back home, a basket of golden bombs fragrant and crusty. But this is a dream, and my hungry friend is still in tears. If only my heart was made of bread! how many children could eat!
--	--

Next **readings** could be from *The Way of Understanding*, Sarah Louise Arnold

Be quiet. Take things as they come;  
Each hour will draw out some surprise.  
With blessing let the days go home:  
Thou shalt have thanks from evening skies.  
Owen Meredith

*Peace*

Worry and hurry are twin taskmasters. Do not hire yourself out to them. They are robbers, and you will be the loser. Remember the old words, "In quietness and in confidence shall be your strength". Prove the truth of them in your own living and you will be on the road to that peace which passeth understanding.

A *song*

By Henry Wadsworth Longfellow  
I breathed a song into the air,  
It fell to earth, I know not where.  
And the song from beginning to end,  
I found again in the heart of a friend.

*Cherokee Prayer*

O, Great Spirit, Grant that I  
may never find fault with, my neighbor  
Until I have walked the trail of life  
in his moccasins.

## *A Chain of Friendship*

I'd like to bring an end to strife and peace on earth to see  
But all I have is one small life, all I can give is me.  
I cannot make all nations join in peace in every land  
But, I can reach out to one friend an understanding hand.  
If each of us, would just reach out, one hand in friendship plain  
We soon would stretch across the earth in one unbroken chain.

## **Quotes** from famous people

Let us strive to finish  
the work we are in... to do all  
which may achieve and cherish a just and lasting  
peace among ourselves, and with all nations. *Abraham Lincoln.*

*A leader may chart the way, may point out the road to lasting peace  
but many leaders and many peoples must do the building. Eleanor Roosevelt.*

Peace is a process, a way of solving problems. So let us persevere. Peace need not be impracticable and war need not be inevitable. By defining our goal more clearly, by making it seem more manageable and less remote, we can help all people to see it, to draw hope from it and to move irresistibly toward it. *John F. Kennedy.*

Nonviolence is the answer to the crucial political and moral question of our time - the need for many to overcome oppression and violence without resorting to violence and oppression. *Martin Luther King, Jr.*

*Peace is more a product of our day-to-day living than of a spectacular program intermittently executed.*  
*Dwight Eisenhower*

## Songs from *Still Singing After All These Years, 90<sup>th</sup> Anniversary Commemorative Songbook, GSCNC*

On My Honor, Cindy Dasch  
Weave, Rosemary Crow  
Dona Nobis Pacem  
Peace of the River  
I Want to Live in a Friendly World, Hyzaret  
Let There Be Peace on Earth, Sy Miller and Jill Jackson  
This Little Light of Mine

## Songs in other books:

Reach Out in Love! Song for the International Year of the Child, Pip Rogers, Jubilee Songbook Canada  
World Hunger Grace, music Rev. Robert J. Crocker, Our Chalet Songbook, WAGGGS  
Circles of Life, Michael Caduto, All One Earth Songbook  
Heavenu Shalom Aleichem, Sing Together Songbook, GSUSA  
No Man is an Island, Sing Together Songbook, GSUSA  
Sing for Joy, Susan Stevens, Our Chalet Songbook, WAGGGS  
This is My Song, (Finlandia), words by Lloyd Stone, music by Jean Sibelius  
A Plea for One World, Our Chalet Songbook, WAGGGS  
The World Song, Jean Sibelius, Sangam Songbook, GSUSA

# SUGGESTED WORLD THINKING DAY CEREMONY

## It Can Bring Peace

*From the Message for Thinking Day 1995*

Welcome. Please present what you have brought to this ceremony. (This can be symbols and/or poems about peace, friendship, etc. They can be brought by troop or individually and exchanged at the end)

Reader # 1: Can my lighted candle make a difference?

Reader # 2: Your lighted candle can:

- shed a small light
- spread a golden glow
- give a gentle warmth
- light another candle

**Song:** *One Little Candle, or This Little Light of Mine*

Reader # 1 or # 3: Can my smile make a difference?

Reader # 2 or # 4: Your smile can:

- lift another's spirits
- spread a little laughter
- warm a cold heart

Reader # 1 or # 5: Can my pebble make a difference?

Reader # 2 or # 6: Your pebble can:

- cause another ripple
- make the waters dance
- make the rivers sing

**Song:** *Pebbles, Mary Lu Walker, Sangam Songbook, GSUSA or A Poem*

Reader # 1 or # 7: Can my life make a difference?

Reader # 2 or # 8: Your life can:

- bring light, warmth and song and dance
- Your precious life can do anything:

All Readers: **It can bring peace.**

**Song:** *"Let There Be Peace".*

### A Poem

Drop a stone into the water  
In a moment it is gone  
But there are a hundred ripples  
Circling on and on

Say a word of cheer or splendor  
In a moment it is gone  
But there are a hundred ripples  
Circling on and on

-Author  
Unknown

## HUG O' WAR by Shel Silverstein

I will not play at Tug O' War, I'd rather play at Hug O' War,  
Where everyone hugs instead of tugs,  
Where everyone giggles and rolls on the rug,  
Where everyone kisses, and everyone grins,  
And everyone cuddles, and everyone wins.

## YOU AND OTHER PEOPLE

"Have you ever stopped to think that your most constant companion throughout life will be yourself? You will always have this body, this mind, and this spirit that you call "I," but this body, this mind, this spirit are constantly growing and changing, and it is quite possible for the owner to direct this growth and change. In order to live well, in order to possess the joy of life, and to be helpful to others, a Scout needs to apply her motto "Be Prepared" to herself. Strength and beauty should be hers in body, mind, and spirit."

*Juliette Gordon Low*

"And there is a suggestion...which may be of use to you, as it has helped me. [Arnold Bennett] says, 'the deliberate cultivation of the gift of putting yourself in another's place is the beginning of wisdom in human relations.' To put yourself in another's place requires real imagination, but by so doing each Girl Scout will be able to live among others happily".

*Juliette Gordon Low, Birthday Letter, 1923*

In Girl Scouting, we have a unity of heritage and of purpose, as we work to develop understanding between peoples. Can our program be tapped for greater resources and enrichment through cultural exchange? Can girls learn, through real and vicarious experiences, to put themselves into a very different culture, to become aware of the influences that a different kind of environment has on the people who live there? Understandings would grow quickly if this were possible.

The other person has a point of view understandable in the context of his culture; also that person's point of view can be considered as a possible alternative and enrichment of one's own thinking. In relating to others, this is the human dimension for which Girl Scouts strive.

In Girl Scouting, things don't just happen, people make them happen,. It is a people-to-people program. It provides and opportunity for a girl to belong to something bigger than her troop, her neighborhood, her council. She belongs to an international movement.

The world is small technologically speaking; yet infinite for learning.

*GSUSA International Affairs 9/76*

To thrive is to learn how to respect others and how to act with courage, humility and compassion.

*Source unknown*

# Certificate of Completion



**\_\_\_\_\_**  
**has successfully completed the requirements for**  
**“Increase the Peace” Patch Program**

\_\_\_\_\_  
**Leader**

\_\_\_\_\_  
**Date**

# NOTES

# SMILE

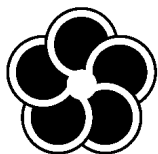
*The world smiles in the same language.*

*- A Mexican proverb*

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