



ymcainspirepeace

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**PEACE  
BUILDING**

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ACTIVITY GUIDE 2010

## YMCA Canada Peace Week Activity Guide

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QUESTIONS? Please contact us at [services@ymca.ca](mailto:services@ymca.ca)



Canadian International  
Development Agency

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Canada



**Mixed Sources**

Product group from well-managed  
forests, controlled sources and  
recycled wood or fiber

[www.fsc.org](http://www.fsc.org) Cert no. SW-COC-001862  
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ymca**inspire**peace

THINK IT, SAY IT, DO IT!

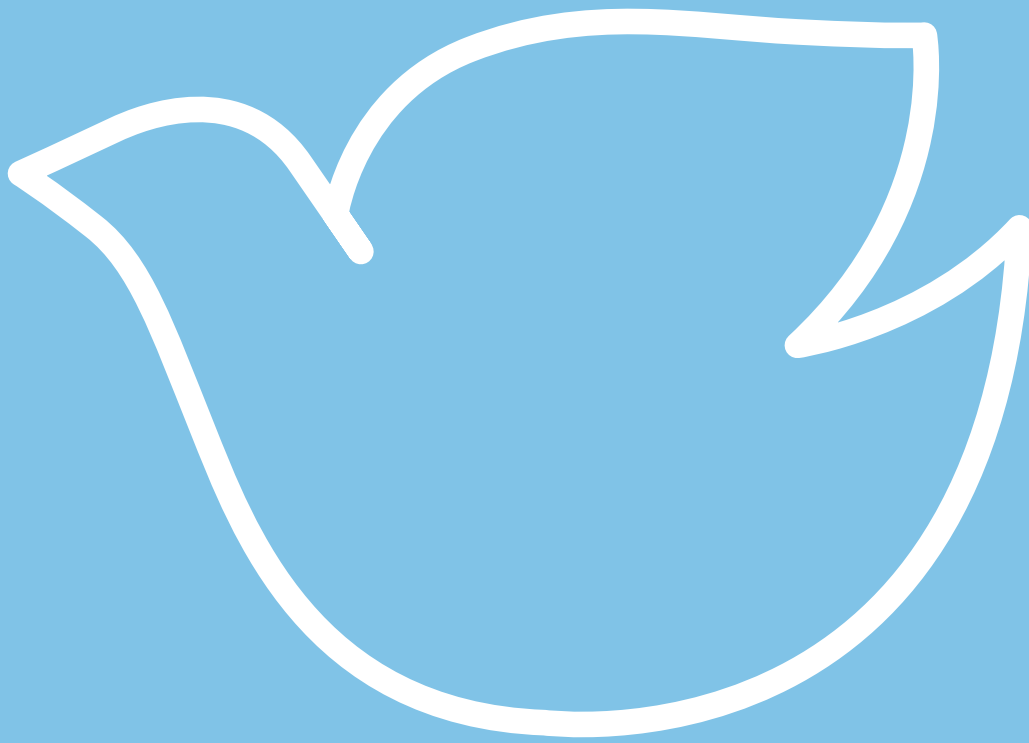
# Introduction

This Activity Guide is intended to assist educators, like you, who engage others in discovering the many dimensions of peace and peace building. It's filled with educational activities designed to involve children, youth and adults in exploring peace from a local and global perspective.

2010 marks the second year of the theme "ymca inspire peace 'Think it. Say it. Do it.'". A consistent theme enables the YMCA to build on our commitment to peace building and allows Associations to create a common message and recognized image for YMCA Peace Week.

We hope you will find this Activity Guide an exciting way to begin a discussion about peace at your YMCA.

**PEACE  
BUILDING  
ACTIVITIES  
FOR KIDS**



## ACTIVITY 1

# Peace Mobile

**AIM:** To engage children to share their messages of peace.

**MATERIALS:** Doves (template) – 1 per child, hearts (template) – 6 per child, ribbon (6" length) – 6 per child, glue, scissors and markers

**AGES:** 3-10

**TIME:** 30 minutes

### Introduction:

Discuss with the children what peace means to them and what words or pictures might symbolize peace.

### Instructions:

Hand out 6 hearts to each child (for older children you can have them cut out the templates themselves). Have them write or draw their messages of peace on the hearts using the markers.

After the children have finished their messages for peace, hand out the dove, ribbon and glue. The children will then attach their messages to their dove by gluing the ribbon to the back of the hearts and the bottom of the dove (some children may need assistance with this part of the activity).

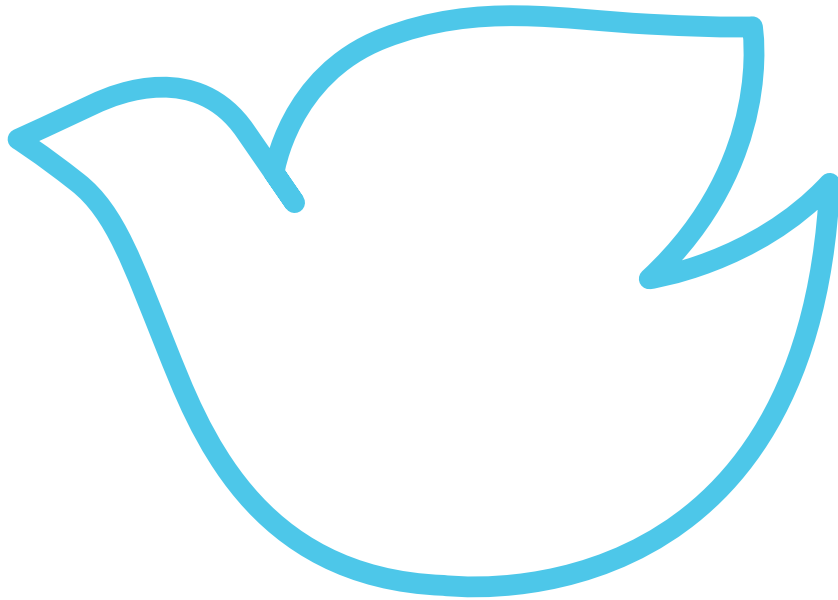
Allow the doves to dry and then put them on display in your centre during peace week to share with visitors your messages of peace.

Adapted from: Holiday Crafts 4 Kids – [www.holidaycrafts4kids.com/MLK\\_dovemobile.htm](http://www.holidaycrafts4kids.com/MLK_dovemobile.htm)

# ACTIVITY 1 – PEACE MOBILE

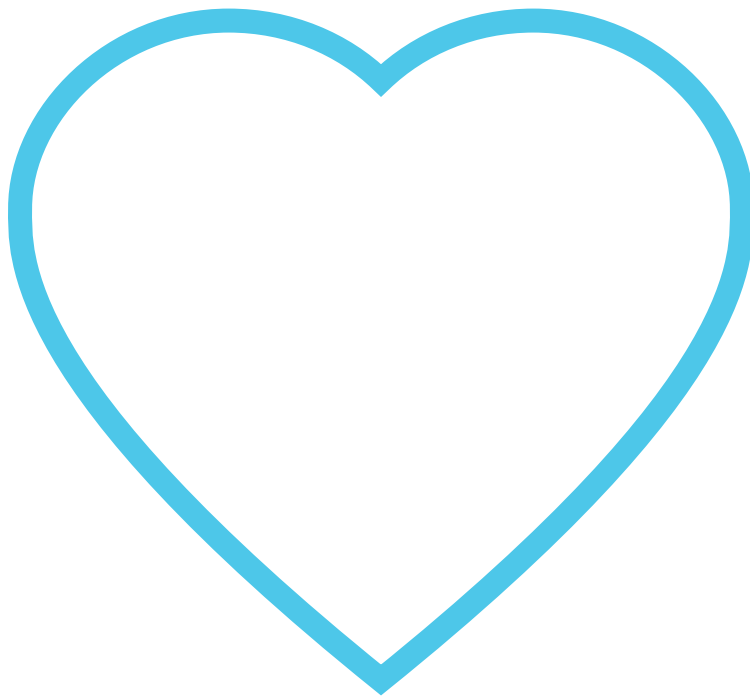
DOVE TEMPLATE

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HEART TEMPLATE

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## ACTIVITY 2

# Praise Tag

**AIM:** To encourage positive self-esteem through active play.

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**MATERIALS:** None

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**AGES:** 6-12

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**TIME:** 15-20 minutes

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### Instructions:

Line up children on one side of the gym or field. Ask for a volunteer to be “it” who will try to catch other players.

When the game begins the children will try to avoid being tagged by “it”. If a child is caught they must then freeze in their spot. To be able to rejoin the game the child who is frozen must be complimented (on a skill or positive attribute) by another player.

Once unfrozen the child may join the game again. You can change “it” throughout the game to give other children an opportunity to experience the role.

The game ends when all players are frozen or after a certain time limit.

### Debrief:

After the game discuss with the children how they felt to receive positive comments from the other children. Encourage this as an ongoing behaviour within the group.

Discuss how this activity relates to life and why it is important to treat others the way you would like to be treated.

Adapted from: Freeze Tag

## ACTIVITY 3

# My Act of Peace

**AIM:** To encourage children to engage in peace on a daily basis.

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**MATERIALS:** Journals, markers, pencils

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**AGES:** 6-12

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**TIME:** 10-15 minutes per day

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### **Introduction:**

Brainstorm with the group ways in which we can promote peace within daily life, i.e. include others, share, and help others, etc. For one week (or month) we will be tracking our acts of peace in our journals.

### **Instructions:**

Challenge the children to one act of peace per day.

Have the children create a journal at the end of each day to track their act of peace. They can use both stories and pictures in their journal.

At the end of the month have the group share a couple of their acts of peace with everyone.

Share these acts of peace with visitors and families and encourage the children to continue this at home with their family.

Source: YMCA Canada

## ACTIVITY 4

# Cultural Masks

**AIM:** To explore cultural diversity

**MATERIALS:** Paper, various art supplies and masks (examples)

**AGES:** 6-12

**TIME:** 30 minutes

### Introduction:

In many countries around the world they have masks that represent a part of their unique culture. Masks traditionally cover the face and are used to hide an identity, for entertainment, or for performance. Across the globe masks are a powerful sign of expression used in performance both theatrically and ritually, as well as a form of art.

Show children the different masks from around the world and discuss with them the different designs and the brief history of masks as outlined above.

Ask the children to share their ideas of when or why someone might wear a mask.

### Instructions:

Using the art supplies provided the children are to create masks illustrating things about themselves and their own diversity. They can include their family heritage and the children's style.

Once the children have completed their masks have them share with the group and describe what the different aspects mean. How do the masks show their identities?

Source: YMCAs of Cambridge and Kitchener-Waterloo

## ACTIVITY 4 – CULTURAL MASKS



1) AFRICAN HAND CARVED WOODEN MASK



2) CARNIVAL MASK FROM VENICE

## ACTIVITY 5

# Multicultural Collage

**AIM:** Children use mixed media to create a collage that represents the diversity in Canada.

**MATERIALS:** Construction paper, scrap paper, magazine photos, scrap material, scissors, glue and poster board for backing

**AGES:** 5-12

**TIME:** 30 minutes

### Instructions:

Tell the children that they are each going to create a collage using any or all of the media you have collected. Explain that they are to use the variety of materials to represent the diversity of people in this country.

Encourage students to think of ways they might use the materials to represent multiculturalism.

To stimulate student thinking, suggest the following possibilities:

1. Show a structure, such as the CN Tower. Use many different faces, colours of scrap paper, and textures to build up the figure.
2. Form the composite portrait of a single person, with features from pictures of many different people.
3. Show a building using bits from many different pictures.
4. Create a map of the country. Give it a three-dimensional effect by using different kinds of material.

Have students share their work and give an oral explanation of how and why they chose their design.

Source – Education Place Activity – [www.eduplace.com/activity/multicoll.html](http://www.eduplace.com/activity/multicoll.html)

## ACTIVITY 6

# Forest Machines

**AIM:** To consider which actions can result in forest conservation or deforestation.

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**MATERIALS:** None

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**AGES:** 6-12

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**TIME:** 15 minutes

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### Introduction:

The children will create two machines: one is a Forest-Cutting machine, and the other is a Forest-Conserving machine (works to use fewer trees).

### Instructions:

The children are to build the machines using their bodies and voices. Each person will form one part of the machine. One at a time, each child is to come up with ONE motion or action and ONE complimentary sound or phrase and continually repeat it. Each part of the machine is to somehow physically connect to another (the actions do not need to be related to be connected).

One person will start the Forest-Cutting machine by deciding on an action and sound related to cutting down forests or the use of a forest product (ex: moving a chainsaw back and forth and repeating, “Zmmm, zmmm”, or yanking off a paper towel and saying, “Oops, spilled something”). One at a time, children perform their action/sound and connect to the machine. Once all children are connected, call freeze and determine what each action is and whether there are any logical connections between the actions.

Repeat this activity to build the Forest-Conserving machine. Children are to perform actions that conserve forest products (pointing to something imaginary in your hand and saying, “I have my own bag, thanks!”).

### Discussion:

These machines can represent actions that could be happening to any forest anywhere in the world. Consider how many different actions were involved in both destroying and conserving the forest.

- 1) How did the two machines look and sound different? How did they each make you feel?
- 2) Which machine would you rather have in your backyard? Why?
- 3) How can you act more like the Conserving machine in your daily life?

Adapted from: “The Forest Machine” How To’s of Global Education: Training Manual for Educators. YMCA Canada

## ACTIVITY 7

# Linked

**AIM:** To appreciate our connection to and reliance upon each other and nature.

**MATERIALS:** 6 pylons

**AGES:** 6-12

**TIME:** 10 minutes

*Note: Activity works best with a large group (minimum of 8).*

### Introduction:

We are all interconnected with and reliant upon one another and the planet's resources for survival. Without the trees to give us oxygen and water to quench our thirst, we could not survive. We are therefore dependent upon each other for protection and care of the environment to ensure that everyone has access to natural resources, such as clean, safe water and fertile land to grow crops. If one person takes more than their share of resources, someone else is left without.

### Instructions:

Indicate both a start and finish line on the ground with 3 pylons each. Split the group into two teams, and have each team agree upon a one-syllable team name. Each team is to line up at the start single-file, facing the same direction with their hands on the shoulders of the person in front of them. This will connect each person on the team to form a human chain. The first person in the line jumps forward, then the second person jumps forward and so on down the chain. The last person jumps, then yells out the team name and everyone jumps forward together. If anyone jumps out of turn, the team starts over at the beginning. Repeat the process until the teams cross the finish line.

(For smaller groups, time how long it takes the group as a whole to cross the finish line, then repeat the activity to see if they can beat their previous time.)

### Discussion:

The human chain in this activity represents our connection to those around us and to the natural world, as we could not reach our goal (the finish line) without working together. We must work in partnership to ensure that everyone on the planet has adequate resources for survival, and to do that, it is important that we halt the effects of climate change.

- 1) How did it feel to rely on the other members of your team during this activity? When else in your daily life must you rely on others?
- 2) Why do you think that many of us do not change our behaviours in relation to climate change to have a more positive impact on the environment?

## ACTIVITY 8

# The Perfect Park

**AIM:** To recognize the aesthetic appeal of reducing litter.

**MATERIALS:** One-sided recycled paper, pens, a sheet of flipchart or other large paper & a marker

**AGES:** 6-12

**TIME:** 30 minutes

### Introduction:

Split the group into 3 or 4 teams, and give each team a piece of recycled paper and a pen.

### Instructions:

The teams are to depict (by listing words or drawing images) the ideal park to have in their community. Teams are to spread out and find their own space to discuss the specific elements of their park. Once all of the teams have finished designing their parks, have everyone come together to share their ideas. Compile all of the groups' ideas and use them to create one ideal park on the large sheet of paper.

### Discussion:

Waste, or trash, does not generally fit into our image of an ideal landscape or community, and we should therefore ensure that our waste management systems are as efficient as possible at redirecting trash into recycling and composting streams. This also requires a change in mindset so that individuals will take the time to find a trash or recycling bin instead of throwing of their litter on the ground.

- 1) Did the ideal park have litter on the ground?
- 2) Did the park have trash cans and recycling bins or was garbage not included as an ideal element?
- 3) How is your ideal park similar or different than the actual park closest to your community?
- 4) How can we reduce the quantity of litter in parks and in our communities to ensure that the landscape is clean for future generations? (Ex. produce less waste, buy products with less or no packaging, responsible consumers who place trash in the proper receptacles, education, better waste management systems; etc.)

**PEACE  
BUILDING  
ACTIVITIES  
FOR YOUTH**



## ACTIVITY 9

# Diversity

**AIM:** To explore diversity.

**MATERIALS:** Leaves (one colour), markers and flipchart paper

**AGES:** 13-18

**TIME:** 30 minutes

### Introduction:

Brainstorm diversity and record key points.

1. What does diversity mean to you?
2. Why is it important to discuss diversity?
3. How does society address issues of diversity?
4. How is diversity viewed in your community? How does this affect you personally?

### Instructions:

Hand out one leaf to every participant. Ask them to look at the leaves while you speak about how most often we just think a leaf is a leaf, we do not see their differences.

Allow the youth a few minutes to get to know their leaf, create a story for their leaf. After the five minutes, allow each participant 1 minute to share with the group why their leaf is unique.

After everyone has shared thank them and collect the leaves in a bag. At the front of the room ask them "do you now believe that all leaves are the same? Why or why not?"

Place the leaves out on a table or the floor and ask participants in small groups to come retrieve their leaves. Once everyone has located their leaf, ask the question. "Was it easy to find your leaf? Why or why not?"

### Debrief:

1. How did the activity make you think about how we view diversity?
2. What do you feel you will take away from this activity?

Once activity is complete compost the leaves outside.

Note: To adapt this activity for older youth increase the focus on brainstorming and discussion on diversity and their views on diversity in their communities.

Source: YMCAs of Cambridge and Kitchener-Waterloo

## ACTIVITY 10

# The Peace Lens

**AIM:** To explore peace through art.

**MATERIALS:** Video cameras, markers and flipchart paper

**AGES:** 13-19

**TIME:** 3-4 hours (can be broken into smaller sessions)

### Introduction:

Discuss with youth YMCA Peace Week and give a brief history of how your Association celebrates Peace Week. Share with them that this year we are celebrating 25 years of peace building. Ask the youth to share ways they have been involved in Peace Week in the past.

Discuss peace with youth. Engage them in an open discussion about peace and record any key points for reference. Use the following questions to begin your discussion:

1. What does peace mean to you?
2. What signifies peace or reminds them of peace (flowers, peace signs, etc.)
3. How do they view peace?

### Instructions – Videos:

Divide the group into video teams with 3-5 youth per team. Explain to the teams that their task is to capture on film what peace means to them. Start/Stop filming technique is recommended unless you have editing programs available.

Explain basic camera techniques and let them have a few minutes to practice using the cameras. Provide youth with timelines and boundaries.

Send the youth to film their videos. Stay in a designated area so they can find you for any questions.

### Debrief:

1. Discuss how successful they were at filming their idea of peace.
2. What challenges did they encounter?

Set up a time to view the videos as a group. An awards show or a movie night is a good way to showcase the youth's work.

Source: YMCAs of Cambridge and Kitchener-Waterloo

## ACTIVITY 11

# Peace Pictionary

**AIM:** Explore peace symbols through creativity.

**MATERIALS:** Lego and 2 copies of each set of Peace Cue Cards (templates)

**AGES:** 13-19

**TIME:** 30 minutes

### Introduction:

Talk to youth about how sometimes we associate words or symbols with peace. Explain that you are now going to play a game that uses some common ideas of peace.

### Instructions:

Divide youth into four groups and partner each group up with another group to play. There will be two games running at the same time.

Each game will be given Set 1 cue cards with peace symbols.

Teams will choose one clue and create the clue as an image using Lego pieces. Teams building the construction are not permitted to speak to each other. Opposing teams may guess at any time.

Teams have 3-5 minutes to guess what the other team is constructing. Once the team has guessed or time has elapsed the next team will choose their clue. Each team is awarded one point for each correct guess.

Once both games have finished Set 1 switch opponents and play again using Set 2.

At the end of both games the team with the most combined points is the winner.

### Debrief:

1. Why are certain symbols associated with peace?
2. What other symbols might you associate with peace and why?

Adapted from "Global Youth Forum Activity Guide by YMCA of Windsor and Essex, YMCA of Greater Toronto and the YMCAs of Cambridge and Kitchener-Waterloo

## ACTIVITY 11 – PEACE Pictionary

### PEACE Pictionary CUE CARDS – SET 1

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DOVE	HANDSHAKE	PEACE
CANADA	EARTH	FRIENDS

### PEACE Pictionary CUE CARDS – SET 2

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OLIVE BRANCH	SMILE	YMCA
NATURE	LOVE	MUSIC

## ACTIVITY 12

# A Cultural Party

**AIM:** Address stereotypes in society and encourage youth to view all people as individuals.

**MATERIALS:** Nametags (with names of countries) – enough for 1 per participant

**AGES:** 13-19

**TIME:** 20–30 minutes

### Introduction:

Brainstorm some typical stereotypes and discuss with the youth how they view these.

1. Why is it negative to use stereotypes?
2. What are some outcomes of using stereotypes?
3. Who is most affected by stereotypes?

### Instructions:

Youth will stand in a circle facing outwards.

Leader will stand inside the circle and attach country name tags on the backs of each of the youth (i.e. China, Mexico, Pakistan, USA, South Africa, etc.).

Youth are then told that they will be taking on the role of an individual from the country written on their nametag. They are instructed to mingle with others.

Ask youth to observe how they are being treated by others, and based on these behaviours, they will attempt to guess which country they are from.

After a few minutes of mingling, ask the youth to return to the circle. Each person will have the opportunity to guess which country is on their nametag and explain why based on the behaviours they encountered.

### Debrief:

It is important to debrief this activity to address any emotions that may have arisen.

1. How did you feel about the way others behaved towards you?
2. How did you modify your behaviour towards others based on their country?
3. Do you think these behaviours are a realistic representation of how people are treated? Why?
4. What can you personally do to reduce behaviours that stereotype others?

Adapted from “Global Youth Forum Activity Guide by YMCA of Windsor and Essex, YMCA of Greater Toronto and the YMCAs of Cambridge and Kitchener-Waterloo

## ACTIVITY 13

# Peace Jeopardy

**AIM:** To enhance knowledge about world peace.

**MATERIALS:** Jeopardy questions, cue cards, markers and noisemakers (one per team)

**AGES:** 13-19

**TIME:** 20-30 minutes

### Preparation:

Using questions provided create Jeopardy cards with point value on one side and statement on the other.

### Instructions:

Divide the group into 3-4 teams, depending on number of youth.

Give each team a noisemaker that they will use to buzz in.

Select a team to start by choosing the category and points value. Read the statement allowed.

Teams are allowed to buzz in at any time. The team who answers the question correctly receives the points. Teams must form their answer in the form of a question.

Play until all cards have been selected.

Daily Double: If a team gets a Daily Double they are the only ones able to answer and they are able to wager as many points as they would like.

*Hint:* You may want to briefly discuss Peace Week before playing.

## ACTIVITY 13 – PEACE JEOPARDY

### Questions:

#### YMCA PEACE WEEK

100 – November 21-28 (When is YMCA Peace Week?)

200 – “ymca inspire peace” (What is the new Peace Week concept?)

500 – 25 (How many years have YMCAs been celebrating Peace Week?)

1000 – Peace Medallion (What does the YMCA award to local peacemakers?)

#### FAMOUS PEACEMAKERS

100 – There is an annual peace walk in recognition of this man’s work. (Who is Mahatma Gandhi?)

200 – She is a nun who ministered to the poor, sick and dying in India. (Who is Mother Teresa?)

500 – This man had a dream. (Who is Martin Luther King Jr.?) DAILY DOUBLE

1000 – The head of state and the spiritual leader for Tibetan people. (Who is the Dalai Lama?)

#### SIGNS AND SYMBOLS

100 – The fruit of peace grows on this (What is the olive branch?)

200 – Gestured often by activists in the peace movement (What is the peace sign?)

500 – This spreads its wings for peace (What is the dove?)

1000 – This beats for peace (What is the heart?)

#### MOSAIC OF PEACE

100 – Relaxing postures and breathing techniques (What is yoga?)

200 – Relaxation of the mind (What is meditation?) DAILY DOUBLE

300 – They sang “Give peace a chance” – (Who are the Beatles?)

400 – Internationally recognized peace award (What is the Nobel Peace Prize?)

Source: YMCAs of Cambridge and Kitchener-Waterloo

## ACTIVITY 14

# Web of Strength

**AIM:** To encourage cooperation and to demonstrate the strength in working together as a team.

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**MATERIALS:** Rope and 2 poles or trees

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**AGES:** 13-19

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**TIME:** 30-45 minutes

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### Introduction:

Explain to the youth that there are many negative factors at play that can lead to bad situations. The youth will work together to combat these negative factors and influences.

### Instructions:

Set up a spider web structure using the rope tied to the poles or trees. Vary the size of holes, but make sure there are big enough for a youth to fit through.

Explain to the youth that this is a web of negative influences. They will work together as a team to get all the youth through the negative influences safely.

Rules:

1. Only 1 person through at a time.
2. Each hole can only be used once.
3. You may not touch the rope. If someone makes contact with the rope, the team must start over. (baggy clothes don't count)
4. Once a team member crosses they must stay on the other side.

### Debrief:

1. Ask youth if this was an easy task?
2. How did the team's strategy change throughout the activity?
3. Why is it important to work as a team?

Source: YMCA of Hamilton/Burlington/Brantford

## ACTIVITY 15

# Comic Creations

**AIM:** To approach overwhelming issues from a more positive perspective.

**MATERIALS:** Scrap paper, pens, markers, scissors

**AGES:** 13-18

**TIME:** 30 minutes

### Introduction:

Break into groups of 3 or 4.

### Instructions:

The groups are to design an environmental comic strip about climate change. When choosing a topic, consider the causes of climate change, how it impacts humans and wildlife, its affects on the environment, etc. Try to present the issue in an educational, yet light-hearted way. Youth should draw the comic strip and colour it in.

Share each group's comics with the whole group.

### Discussion:

Sometimes approaching a serious topic such as climate change (or any other environmental issue) from a humorous perspective can shed a different light and new perspective on the issue. This activity was not intended to imply that these issues are humorous, but a new approach to creating awareness can be very effective. Such an approach may appeal to or be more applicable to a certain audience than a serious discussion or lesson would. Sometimes these issues can seem overwhelming, and it is refreshing to have them presented in a more positive way.

- 1) Can you think of anyone in your life that would be more receptive to a comic strip about climate change than a discussion about climate change?
- 2) What are some other ways that you can educate your friends and family about climate change and environmental issues?
- 3) How can you be a positive role model in your community when demonstrating your concern for climate change and environmental issues?

Adapted from: "Activity # 21" Global Youth Forum Activity Guide 2008. YMCA of Windsor & Essex County, YMCA of Greater Toronto, YMCAs of Cambridge & Kitchener-Waterloo

## ACTIVITY 16

# Taking the Right Steps

**AIM:** To recognize the value of teamwork and collaboration in solving environmental problems.

**MATERIALS:** 7 large stepping stones or 7 sheets of paper with masking tape

**AGES:** 13-18

**TIME:** 20 minutes

*Note: Activity requires minimum of 6 youth*

### Introduction:

Set up 7 stepping stones or pieces of paper on the ground in a straight line. (Tape the paper to the ground so that it does not slide around.)

### Instructions:

3 youth are to stand on the stones on the left side and 3 youth stand on the stones to the right. The middle stone remains empty. The objective is for the youth on the left and right sides to switch places, so everyone on the left must end up on the right and vice-versa. Youth can only move in one direction (cannot move backward), and can only move one space at a time. Youth can also jump a stone if there is a free one on the other side of the person.

**Example:** I I 0 I I I

Each "I" is a person, the "0" is the empty stone. The first "I" could jump the second "I" because there is a free stone on the other side (like checkers).

### Discussion:

Finding solutions to environmental problems (like more effective recycling systems) can be challenging, but if we work together we can learn from each others' ideas and develop creative and effective alternatives. This activity is much easier to complete when everyone contributes ideas and listens to one another.

- 1) Did the group succeed the first time they attempted to solve the problem? Why do you think you did / did not succeed?
- 2) How important was discussing the problem and developing a strategy as a team?
- 3) What does this tell us about solving complicated problems that do not have directly evident solutions (like environmental problems)?

## ACTIVITY 17

# Sun, Wind, Water, Waste

**AIM:** To gain an understanding of different sources of alternative energy.

**MATERIALS:** Pens, re-used paper, printed copy of the Energy Fact Sheet, a pair of scissors

**AGES:** 13-18

**TIME:** 30 - 40 minutes

### Instructions:

Split the group into 5 teams and give each group one informational section from the Renewable Energy fact sheet (ex: solar energy). Each team is to find their own space to read over the information and develop a case for why their source of renewable energy is the best option to replace fossil fuels (allow 10-15 minutes). Each team will need an opening statement (one or two sentences), a central argument and a closing statement.

Teams are to gather together to begin the debate. Each team provides its opening statement, and then the table is opened up to discussion. The facilitator is to act as a moderator to allow for each group to speak with equal opportunity. Groups that wish to speak are to raise their hand and wait for the moderator to select them. After 15-20 minutes of discussion, each team is to present their closing statements. Next, have a discussion as a group about which source of energy is the most feasible in your community.

### Discussion:

All of the renewable resources discussed are important alternatives to fossil fuels that can provide adequate energy to fuel our economy and way of life. Each source of energy has its advantages and disadvantages, and it is therefore important to develop all of these options to fully utilize the potential of nature's resources. Different communities have different geography and climates, and we should therefore produce energy from whichever local resources are available. Certain areas receive fairly constant wind, while some areas receive more consistent sunlight than others. There are areas more suited to geothermal energy production and hydro-electric obviously requires a body of water.

- 1) Why is it important that we replace fossil fuel use with renewable energy?
- 2) Why do you think that we are still focusing on fossil fuels to meet our energy needs?
- 3) What do you think is the biggest obstacle preventing large-scale implementation of renewable energy in Canada?

# ENERGY FACT SHEET

## Wind

Wind turns the blades of large turbines (like a pinwheel) that spin a generator to create electricity. This process generates no greenhouse gases or waste products, and since the wind will never run out (as long as there is sun), it is considered a renewable resource. Each turbine will produce energy approximately 70% of the time when strategically placed, so spread over a large geographic area in high quantities, wind can be a consistent source of energy (CanWEA, 2008). Wind power is extremely effective when paired with another source of energy, such as hydro-electric, to account for any variances in wind availability. On average, one wind turbine will produce enough energy to power 750 homes and will prevent 6,000 tonnes of CO2 emissions each year – equivalent to planting 30,000 trees (The Pembina Institute, Year Unknown). 20% of the current electricity demand in Canada could be supplied by wind (SAAEP, 2009). Working turbines are relatively quiet, with a noise decibel of a whisper at 300m away and allow for normal conversation at their base (CanWEA, 2008).

## Hydro-Electric

Hydro-electricity is produced when fast running or falling water spins a turbine that powers a generator to provide electricity. There are 2 main types of large hydro-electric facilities; one traps large quantities of water behind a dam and releases it as needed, while the other diverts part of a river into a separate channel that runs parallel to the river, called run-of-the-river, which usually has less of an adverse impact on natural systems. Dams can interrupt the natural flow of a river; trap nutrients upstream; prevent wildlife from moving about freely (ex: fish spawning); and large tracts of landscape and habitat can be flooded. It is easy to accommodate variances in electricity demand as the output of energy can be controlled by the level of water released.

## Geothermal

The Earth's temperature increases significantly according to depth, and there therefore exists naturally heated water belowground. Geothermal electricity is generated when heated underground water is converted into steam; a process that generates significant pressure that then passes through and spins a turbine that powers a generator and creates electricity. This process produces only a few trace gases (1000-2000 times less CO2 than burning fossil fuels) and steam (WWF, Year Unknown{b}). Harnessing geothermal energy is extremely reliable and cost efficient, yet can be difficult to source. 90% of Iceland's home energy needs are met with geothermal power, with any remaining energy needs satisfied by hydro, making the country 100% energy independent (Van Jones, 2008).

# ENERGY FACT SHEET

## Bioenergy

Bioenergy provides electricity through the burning of biomass that consists of organic plant matter or animal wastes. This process emits far fewer greenhouse gases than non-renewable sources like coal. Additionally, when organic matter decomposes in landfills anaerobically (without oxygen), it releases a gas consisting mostly of methane and CO<sub>2</sub> that can be harnessed to produce heat and electricity in a similar way to natural gas (Ministry of Energy and Infrastructure, 2010a). In 2008, the Clover Bar Landfill in Edmonton captured and used 145,297 tonnes of greenhouse gases, or the equivalent emissions of 36,324 cars (The City of Edmonton, 2010). There are problems surrounding the source of collected biomass, including deforestation, food shortages due to use of staple food crops, soil erosion, loss of biodiversity and land-use conflicts (WWF, Year Unknown{a}). When conducted in an environmentally and socially sustainable manner, bioenergy production can provide a fairly “green” and renewable energy source of energy.

## Solar

Passive solar energy collection ensures optimum use of the sun’s energy for indoor temperature regulation and lighting. Strategically placing a home’s windows can help regulate temperature and lighting, while concrete, stone or ceramic walls and floors trap and retain heat from the sun in winter and can cool buildings in the summer. Solar photovoltaics produce electricity when the sun’s light photons knock a semiconductor’s electrons out of their natural orbit into a higher state of energy, creating an electrical current (Ministry of Energy and Infrastructure, 2010b). Initial solar photovoltaic electricity installation is expensive, but the actual production of energy is very cost efficient. Solar thermal energy production involves converting the sun’s energy into heat primarily for heating water, such as pools, augmenting hot water heaters and space heating. Thermal walls and surfaces that attract the sun’s energy and convert it to heat can also be used for space heating. The sun provides the Earth each day with more energy than we collectively use over a year (EMPR, 2007).

References on page 4.6.

**PEACE  
BUILDING  
ACTIVITIES  
FOR ADULTS**



## ACTIVITY 18

# The Giving Tree

**AIM:** To promote health and environmental stewardship through peace

**MATERIALS:** Large Tree cut out, leaf cut outs (template), tape and markers

**AGES:** 20+

**TIME:** Ongoing

### Instructions:

Create a large tree display and post in a visible location (i.e. lobby, fitness centre, newcomer or employment centre, pool etc.). Create a large sign with instructions “What will you give (up) for Peace Week to improve your health, the environment and promote peace?”

Cut out leaf templates and write a few examples to attach to the display.

“For peace I will give up driving for one week”

“For peace I will give my change to help plant a tree”

Have the tree on display for Peace Week and encourage members, staff and volunteers to participate.

Source: YMCAs of Cambridge and Kitchener-Waterloo

# ACTIVITY 18 – THE GIVING TREE

LEAF TEMPLATE

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## ACTIVITY 19

# Peace of Art

**AIM:** To explore peace through art.

**MATERIALS:** Participants provide their own material of choice.

**AGES:** 20+

**TIME:** Varies depending on art project.

### Introduction:

Peace of Art is an art contest to engage adults in Peace Week.

Each submission should represent the artist's interpretation of "ymca inspire peace".

You will want to create promotional material to advertise the contest using newsletters, emails, posters, and your website.

You can provide the artists time and space within the YMCA to complete their art projects.

### Instructions:

Participants are to complete and submit art of all mediums to the YMCA. The art will be displayed at local YMCAs during Peace Week. All artwork should represent "ymca inspire peace".

During Peace Week (possibly at an event) the winners of the art contest should be announced.

A great way to gain media exposure is to invite local media to attend the event where the winners will be announced.

Source: YMCA of Simcoe/Muskoka

# Pay it Forward

**AIM:** To inspire others to spread the message of peace.

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**MATERIALS:** None

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**AGES:** 20+

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**TIME:** 5 minutes + follow up

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## Instructions:

At the beginning of fitness classes during Peace Week explain that this is YMCA Peace Week and that all across the Associations we are working together to inspire peace.

Challenge fitness class participants to “pay it forward” to at least one other person during the week. Share ideas of how they might achieve this i.e. hold doors for people, share your umbrella, volunteer, donate to charity, buy a stranger a coffee, etc.

## Follow Up:

At the next class or as you see members during the week, check in with them to see how their “pay it forward” is going.

Ask participants to share with the class what they did and what were the reactions of others?

Source: YMCA Canada

## ACTIVITY 21

# H<sub>2</sub>O For Peace

**AIM:** To create awareness and promote peace with all members.

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**MATERIALS:** YMCA water bottles, peace quote labels (samples attached), and peace quiz (samples attached)

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**AGES:** 20+

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**TIME:** Ongoing

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### Introduction:

YMCA Peace Week is a great time to promote peace among members and participants.

Ahead of time create peace bottles by sticking “peace quote labels” onto YMCA water bottles (using quotes provided). You will need to print off multiple copies of each quote to have enough for all bottles.

### Instructions:

Choose a time period to pass along the message of peace and have quiz and water at the membership desk.

When members sign in ask them one peace trivia question. If members respond correctly award them with peace water bottle to use to re-hydrate their body during their workout as well as inspire their mind with the message of peace. You can also give members who answer incorrectly both the answer and the peace water.

This can also be an activity to open a staff or volunteer meeting during Peace Week.

## ACTIVITY 21 – H<sub>2</sub>O FOR PEACE

### Sample Peace Quotes:

*A smile is the beginning of peace.* – Mother Teresa

*Peace, like charity, begins at home.* – Franklin Delano Roosevelt

*When you make peace with yourself, you make peace with the world.* – Maha Ghosananda

*First keep the peace within yourself, then you can also bring peace to others.* – Thomas A. Kempis

*If you want to make peace, you don't talk to your friends. You talk to your enemies.* – Moshe Dayan

*I do not want peace that passeth understanding. I want the understanding which bringeth peace.*  
– Helen Keller

*We seek peace, knowing that peace is the climate of freedom.* – Dwight D. Eisenhower

*There was never a good war or a bad peace.* – Benjamin Franklin

*Imagine all the people living life in peace.* – John Lennon

*Peace cannot be kept by force. It can only be achieved by understanding.* – Albert Einstein

*Peace is always beautiful.* – Walt Whitman

### Sample Peace Trivia:

1. When is YMCA Peace Week? A) November 21-28 2009 or 3rd week of November
2. What is the theme of YMCA Peace Week? A) "ymca inspire peace – Think it. Say it. Do it."
3. Who is one person who represents peace to you? A) open answer
4. What is a symbol of peace? A) dove, peace sign, heart, olive branch, etc.
5. Name one organization that works towards peace? A) United Nations, YMCA, Canadian Peace Congress, Project Ploughshare, Greenpeace, etc.
6. How many years has YMCA Peace Week been running? A) 25
7. What is one thing you can do to promote peace? A) open answer
8. What is one way that the YMCA recognizes peacemakers? A) Peace Medallion

Adapted from YMCA of Hamilton/Burlington/Brantford

# Inner Strength

**AIM:** To encourage fitness of the mind and spirit during personal training sessions.

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**MATERIALS:** None

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**AGES:** 20+

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**TIME:** 5-10 minutes

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## Instructions:

Personal training sessions are a great time to strengthen the trainee's mind and spirit.

During Peace Week promote peaceful actions with spirit, mind and body by incorporating peace quotes during warm up or cool down, incorporating yoga or meditation into the session.

Challenge your trainees to during their workouts for the week to incorporate a focus on their inner peace through the use of meditation or a peaceful time into their regular workouts. This will encourage them to build their inner strength and peace of mind.

## Follow Up:

At your next session follow up with the trainee to see if they incorporated peaceful exercises into their workouts during the week. Ask them what overall effect it had on them during their workout and in their week as a whole.

Source: YMCA Canada

# First Impression

**AIM:** To discover that first impressions of people are not always true.

**MATERIALS:** The Herman Grid (1 per person)

**AGES:** 20+

**TIME:** 20 minutes

## Instructions:

Pass out copies of “The Herman Grid”. Ask participants to share their first impressions of this image. Ask if they see gray dots in the white spaces.

## Discussion:

Are the gray dots really there?

This is an example of how we sometimes see things that don’t exist.

In the large group or smaller groups (depending on size) share and discuss the following:

1. Have you ever had a wrong first impression of someone who had a different background or came from another culture?
2. Has someone from a different background or another culture had a wrong first impression of you?

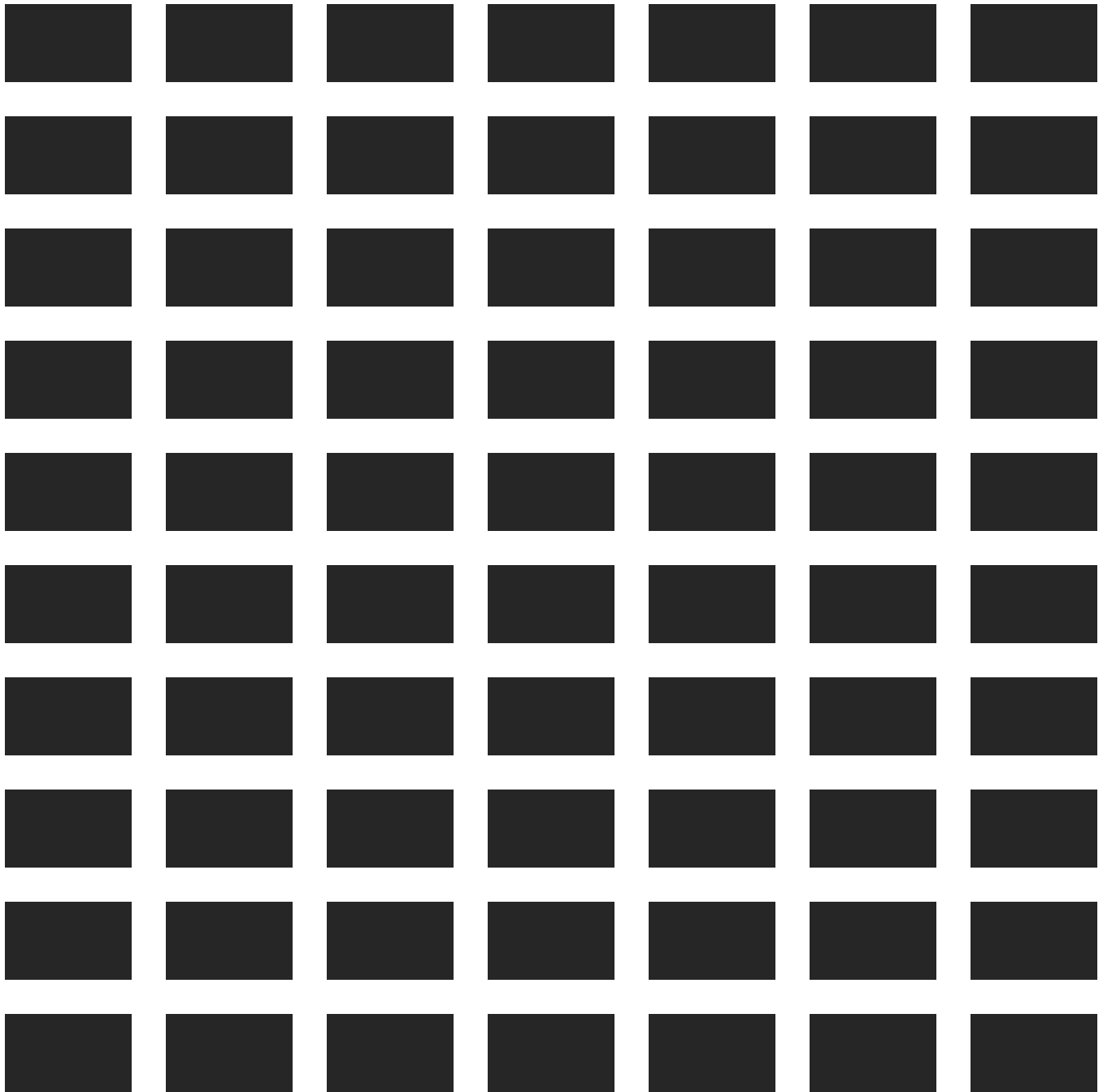
Adapted from “Diversity Activities for Youth and Adults” Penn State College for Agricultural Sciences, Agricultural Research and Cooperative Education

## ACTIVITY 23 – FIRST IMPRESSION

### THE HERMAN GRID

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By staring at the black squares, you will see gray dots appearing at the intersection of the horizontal and vertical white.



## ACTIVITY 24

# Taking the Time to Care

**AIM:** To become more effective environmental stewards.

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**MATERIALS:** None

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**AGES:** 20+

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**TIME:** 30 minutes to 1 hour

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### Introduction:

This activity is to be performed outdoors following a yoga session.

### Instructions:

Everyone is to select a spot to lay down on the ground (you can bring blankets or mats if you would like) and look up at the stars (or clouds). Everyone must be close enough together to have a discussion. Take 10 minutes or so to practice conscious relaxation, wherein the facilitator describes one body part at a time to consciously relax, pausing between each part (forehead... eyes... cheeks... mouth... etc.). Think about how each area is relaxing and sinking toward the ground below. Enjoy being relaxed for a few minutes before moving on to the discussion. Next, discuss the stars (clouds) you see and whether you see any constellations (shapes in the clouds). Consider, while looking up at the stars, (clouds) how sad it would be if there were so much smog or air pollution that we could no longer see them. Discuss each person's feelings regarding air pollution and environmental stewardship.

### Discussion:

It is important that we each take time to slow down, relax and allow ourselves to connect with our natural surroundings. If we can appreciate the environment and begin to understand our reliance upon and place within nature, then we will be able to regain our sense of stewardship. After all, without clean air to breathe and clean water to drink, we cannot survive.

- 1) How can you be a better environmental steward? (Environmental stewardship refers to an ethical approach to environmental sustainability, conservation, management and action.)
- 2) How does air pollution affect you personally?
- 3) How will you (or do you) take time each day to relax and connect with nature?

## ACTIVITY 25

# Bye Bye Bias

**AIM:** To recognize biases in the media so that we become properly informed.

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**MATERIALS:** A variety of different newspapers

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**AGES:** 20+

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**TIME:** 15 minutes

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*Note: A bias is a preconceived feeling or opinion that prevents impartial representation of a topic or issue.*

### Introduction:

The media can portray events and issues in a biased manner, and therefore when reading or listening to the news, it is important to keep in mind that the information may be presented in a way that favours one point of view over another.

### Instructions:

Look through a variety of newspapers (ex. a local, a provincial and a national paper) and find as many environmentally-related articles as possible. Read through the articles to determine whether or not there are biases. Decide which newspaper is the least biased, and consider favouring this paper in the future for a more balanced portrayal of issues.

### Discussion:

It is important to be able to recognize biases when researching issues to ensure that the information being gathered is accurate. Accurately informed citizens can effectively educate others and encourage action on issues of concern.

- 1) Were you surprised by the presence of / lack of bias in the articles?
- 2) Was there a difference between newspapers in the level of bias?
- 3) Is the media the best place to find factual information on environmental issues?  
Where else could you look for accurate information?
- 4) How many environmental articles did you find in relation to non-environmental articles?  
Do you think that this is an accurate representation of the quantity of environmental issues facing the world today?

## ACTIVITY 26

# Creative Repurposing

**AIM:** To consider potential alternatives to throwing items in the trash.

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**MATERIALS:** None

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**AGES:** 20+

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**TIME:** 30 minutes

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## Introduction:

When fashion styles change or technology is updated, possessions can seem obsolete and may be disposed of. An alternative to disposal of functional products is to give them away (ex. an “old” cell phone), or repurpose the items to become useful again to the original owner (cut the flare/skinny off your jeans; turn them into capris or shorts). Thinking of creative ways to use non-functional items (shattering a broken vase to create a mosaic) can be fun and can reduce waste.

## Instructions:

Brainstorm ways to repurpose some of your unused items.

Examples of repurposing items:

Sock with a hole in the toe: dust cloth or sew the hole closed.

Stack of one-sided used paper: cut each sheet into quarters and make into a notepad.

Old clothing: cut into squares and sew edges to create handkerchiefs or napkins.

Old dishes: use as camping dish set instead of disposables.

Shoe box: paint the outside so it looks nice (use no VOC paint), use as a storage box.

## Discussion:

We live in a throw-away society wherein items are often disposed of when they become obsolete or break, even if they can be repaired. Many people would not take the time to sew the hole in their sock, and would instead dispose of it and buy a new pair. This trend results in huge quantities of waste that usually end up in landfills. It is important to consider what we are disposing of, and whether it could be fixed or reused.

- 1) Why should we consider alternate uses for an item before disposing of it?
- 2) Why are purchasing second-hand items and giving away items that you no longer use important steps in managing our waste?
- 3) Does cost reflect our willingness to fix an item if it breaks? (Sock vs. TV)
- 4) Why do you think we are more concerned with cost than the amount of waste we create?  
(Ideas: We don't usually deal with waste once it leaves our curb; we are used to a throw-away society; easier to buy a new item than to fix it)

**PEACE  
BUILDING  
RESOURCES**



# Involving YMCA Staff, Volunteers, Members and Participants in Peace Week

## Staff & Volunteers

- Officially mark Peace Week by posting Peace Week posters, banners and displays.
- Using the t-shirt design available on YMCA Canada's Intranet produce Peace Week T-shirts and encourage all YMCA staff (front desk, fitness, pool and custodial staff, etc.) and volunteers to wear a Peace Week t-shirt and the new Peace Week pin for the duration of the week.
- Create a Peace Week organizing committee of interested staff and volunteers who will develop and plan how your Association is going to celebrate Peace Week.
- Inform YMCA staff about Peace Week by including it on the agenda of Staff Meetings in the month of November.

## Special Events

- Peace Medallion – Host a ceremony to recognize a local peace builder and award a Peace Medallion at a Peace Medallion ceremony. More information is available on YMCA Canada's Intranet.
- Peace Celebration Meal – Hold a Peace Breakfast/Brunch/Dinner with an invited keynote speaker to make a presentation on peace issues and peace building.
- Offer special workshops to staff and volunteers on multicultural or diversity awareness, on positive discipline approaches, on stress reduction and relaxation techniques or on how to create an open and tolerant workplace.

## Volunteer Development

- Mark Peace Week activities by recognizing the contributions of your YMCA volunteers. Reward a special volunteer or volunteers by presenting them with a new Peace Week pin.
- Host a volunteer appreciation dinner. Recognize volunteers who are active within your International or Newcomer Settlement program, and making a difference.

## TIP SHEET

### Health, Fitness and Recreation

- Decorate the gym, swimming pool and/or conditioning room space with Peace Week posters, displays on your International partners, or some other Peace Week related theme (environment, water issues, etc.). For example, you could decorate the pool area as if it was an underwater coral reef.
- Incorporate yoga, meditation or other stress reduction activities into fitness classes.
- Hand out Peace Week tattoos to participants.

### Teach Peace Building

- Incorporate cooperative and/or international games or activities into fitness classes.
- Offer special workshops on how to incorporate stress reduction or relaxation techniques into participants' daily routines.

### Children & Youth

- Arts & crafts – Invite young participants to create the most original image of what peace means to them. Artwork could include decorated paper doves, hands or other shapes that are used to signify peace. Create a display of the artwork for all members, staff, volunteers, participants and participant families to see.
- Banners & Murals – Invite participants to create a Peace Week mural or banner with images and words showing what peace means to them. Display it in a prominent place and make it a “work in progress” asking your participants, members and staff (children, youth, and adults) to make a creative contribution to a canvas or craft paper background.
- Create a “Peace Centre” by designating an area within the child care, day care or youth centres as the space to resolve conflicts with each other in non-violent ways. Post pictures of children talking to each other, post rules that you have written on sentence strips or charts. Cover a table with the peace sign for the participants to sit around and develop their solutions.
- Games – Incorporate non-competitive or cooperative games in your child care, day care, after-school and youth programs during Peace Week.
- Cultural Awareness – Incorporate cultural awareness activities in your child care program, focusing on countries which children in the program may come from. Integrate stories, music and games from other countries into regular activities in the weeks leading up to and including Peace Week.
- Learning Activities – Use a learning activity to inspire children and youth to think about how they can contribute to peaceful relations among people.
- Peacemaker of the Day – Select and celebrate a “Junior Peacemaker of the Day” for each day of the week in child care, day care, after school and youth programs.

### Youth Leadership Activities

- Explore Peace – Hold sessions on the YMCA’s role as a social justice agency through using the YMCA Peace Statement and other related resources. Encourage the youth participants to start a peace petition or a collection of peace pledges.
- Involve your Youth Leader Corps and/or other youth participants in the planning and delivery of Peace Week activities.
- Hold a conference for youth to explore issues relating to peace and peace building.
- Host a sleepover or camp week for Youth Leader Corps on the theme of peace building.

### Employment

- Officially mark Peace Week by posting Peace Week posters, banners and displays.
- Offer special workshops to staff and participants on stress reduction and relaxation techniques and strategies for dealing with or overcoming stress in their daily lives.
- Host an “Open House” or special event for participants and explain how the celebration of Peace Week relates to the overall mission of the YMCA.

### Newcomers

- Officially mark Peace Week by posting Peace Week posters, banners and displays.
- Create a display to explore and celebrate diverse cultures and geographical origins of staff and participants of the Settlement & Newcomer services and/or to highlight how Peace Week relates to the overall mission of the YMCA.
- Offer special workshops to staff and participants on stress reduction and relaxation techniques and strategies for dealing with or overcoming stress in their daily lives.

Adapted from YMCA Canada’s YMCA World Peace Week Manual and “Suggestions for Total Association Involvement in Peace Week” – YMCA of Fredericton

# Involving the Community in Peace

## Displays

- Create a Display – Secure space in local schools, libraries, community centres or even City Hall and mount a Peace Week display. The display could include Peace Week posters, peace quotes, information on the YMCA Peace Medallion and past recipients, or information or photos about your overseas YMCA partners.
- Peace Flags – Arrange for your local municipal or City government to fly a specially designed Peace Week flag or even the United Nations flag in front of City Hall (or elsewhere) for the duration of Peace Week.

## Communications & Awareness Building

- Greeting Cards – Express messages of peace in greeting cards designed, decorated, and written by children and youth in your programs, and mail them to your members, volunteers, donors, community partners, etc. or just display them in your Association.
- Community Partners – Create and distribute Peace Week information packages (posters, background information, Peace Medallion nomination forms etc.) to your community partners, libraries, schools and other local organizations, and invite them to attend and participate in your Association's Peace Week activities.
- Elected Officials – Distribute a Peace Week media release and Peace Week package to local elected officials (MP, MPP, mayor, etc.) to inform them about how your YMCA works to promote peace and justice in your community, and invite these officials to attend and participate in your Association's Peace Week activities.

## Utilize the Media

- Media Releases – Distribute a Peace Week media release and Peace Week package to local media outlets (newspapers, radio, and television) to inform them about how your YMCA works to promote peace and justice in your community, and invite them to attend and participate in your Association's Peace Week activities.
- Television & Radio – Contact your local community cable and radio stations and see if they would be willing to arrange for special Peace Week programming. Programming could include PSAs, on-air promotion of your Association's Peace Week activities or the showing of a film on international or peace issues.

### Award a Peace Medallion

- Recognize a local peace builder and award a Peace Medallion at a Peace Medallion ceremony. The Peace Medallion ceremony could be held at your YMCA or within the community depending on the size of the anticipated audience. More information on the Peace Medallion is available on YMCA Canada's Intranet.

### Community Partnerships

- Schools – Work with your local schools to develop and conduct Peace Week presentations, workshops and other learning experiences for students (children and youth). Events could be held at the YMCA or at one or more of the local schools.
- Community Service Groups – Work with your local community services groups, including local Y's Men's Clubs, to develop and conduct Peace Week presentations, workshops and other learning experiences for group members and/or members of the public.
- Community Partners – Invite one or more of your community partners or local organizations (Oxfam, Amnesty International, Greenpeace, CUSO etc.) to participate in a joint Peace Week activity to raise awareness about a particular issue and how it relates to peace building.
- Interfaith Services – Invite representatives from the various religious faiths in your community to hold an Inter-Faith Service for Peace. Encourage participation by YMCA staff, members and participants as well as members of these other communities.
- YMCA Open House – Hold an "Open House" for all members of your community with a range of games and education activities for children, youth and adults. You could hold an "Open House" within YMCA program areas such as child care, employment or Immigrant/Settlement Services.
- Peace Week Proclamation – Ask your City Council to formally declare YMCA Peace Week. Create a Peace Week display in a public area at City Hall or another municipal building or arrange for a Peace Week flag raising ceremony.

Adapted from YMCA Canada's YMCA World Peace Week Manual and "Suggestions for Total Association Involvement in Peace Week" – YMCA of Fredericton

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## WEBSITES

### Children & Youth Issues

Free The Children (youth engagement) – [www.freethechildren.com](http://www.freethechildren.com)

Peace Child International (youth engagement and peace building) – [www.peacechild.org](http://www.peacechild.org)

Street Kids International (street affected children) – [www.streetkids.org](http://www.streetkids.org)

Taking It Global (youth engagement) – [www.tigweb.org](http://www.tigweb.org)

War Child (youth engagement) – [www.warchild.ca](http://www.warchild.ca)

Youth Action Net (youth engagement) – [www.youthactionnet.org](http://www.youthactionnet.org)

Youth Action Network (youth engagement) – [www.youthactionnetwork.org](http://www.youthactionnetwork.org)

YOUCAN (youth engagement & peace building) – [www.youcan.ca](http://www.youcan.ca)

Youth in Motion (youth engagement) – [www.youth-in-motion.ca](http://www.youth-in-motion.ca)

### Development Education Sources

Development Education Ireland (development education) – [www.developmenteducation.ie](http://www.developmenteducation.ie)

Educators for Social Responsibility (educational resources) – [www.esrnational.org](http://www.esrnational.org)

Our World (educational quizzes for children) – [www.ourworld.ca](http://www.ourworld.ca)

UN Cyber School Bus (global education) – [www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus)

Peace Education – [www.un.org/cyberschoolbus/peace/index.asp](http://www.un.org/cyberschoolbus/peace/index.asp)

## WEBSITES

### Engaging Civil Society

Global Citizens for Change (civil engagement on global issues) – [www.citizens4change.org](http://www.citizens4change.org)

Global Exchange (civil society & human rights issues) – [www.globalexchange.org](http://www.globalexchange.org)

Current Campaigns – [www.globalexchange.org/getInvolved/actnow/](http://www.globalexchange.org/getInvolved/actnow/)

Educational and Teaching materials – Fair Trade – [www.globalexchange.org/campaigns/fairtrade/cocoa/chocolatekids.html](http://www.globalexchange.org/campaigns/fairtrade/cocoa/chocolatekids.html)

One World (civil society network) – [www.oneworld.net](http://www.oneworld.net)

Education Channel – [www.learningchannel.org](http://www.learningchannel.org)

Children’s Channel – [www.oneworld.net/penguin/](http://www.oneworld.net/penguin/)

New Internationalist Magazine (international and development issues) – [www.newint.org](http://www.newint.org)

### Environment

Greenpeace Canada (environmental issues) – [www.greenpeace.ca](http://www.greenpeace.ca)

Water Aid (water issues) – [www.wateraid.org.uk](http://www.wateraid.org.uk)

– Learning Zone for students and teachers – [www.wateraid.org.uk/learn\\_zone/](http://www.wateraid.org.uk/learn_zone/)

WaterCan/EauVive (water issues) – [www.watercan.com](http://www.watercan.com)

– Resources – [www.watercan.com/learnmore/resources.htm](http://www.watercan.com/learnmore/resources.htm)

### Health

Médecins sans Frontières/Doctors without Borders Canada (health issues) – [www.msf.ca](http://www.msf.ca)

### Housing

Habitat For Humanity Canada (housing) – [www.habitat.ca](http://www.habitat.ca)

Habitat International (housing) – [www.habitat.org](http://www.habitat.org)

Rooftops Canada/Abri International (housing) – [www.rooftops.ca](http://www.rooftops.ca)

## WEBSITES

### International Development – General

Interact Introduction to International Trade – [www.christian-aid.org.uk/campaign/trade/highway/launch5.htm](http://www.christian-aid.org.uk/campaign/trade/highway/launch5.htm)

Global Gang website for children and teachers – [www.globalgang.org.uk](http://www.globalgang.org.uk)

CARE Canada (international development) – [www.care.ca](http://www.care.ca)

Development & Peace (international development) – [www.devp.org](http://www.devp.org)

Campaign on Water – [www.devp.org/testA/current.htm](http://www.devp.org/testA/current.htm)

Oxfam Canada (international development) – [www.oxfam.ca](http://www.oxfam.ca)

Oxfam UK (international development) – [www.oxfam.org.uk](http://www.oxfam.org.uk)

– Resources – [www.oxfam.org.uk/what\\_we\\_do/resources/index.htm](http://www.oxfam.org.uk/what_we_do/resources/index.htm)

– Cool Planet for Teachers – [www.oxfam.org.uk/coolplanet/index.htm](http://www.oxfam.org.uk/coolplanet/index.htm)

– “Milking It” International Trade primer – [www.oxfam.org.uk/coolplanet/milkingit/](http://www.oxfam.org.uk/coolplanet/milkingit/)

– Fair Trade – [www.oxfam.org.uk/what\\_we\\_do/fairtrade/index.htm](http://www.oxfam.org.uk/what_we_do/fairtrade/index.htm)

Make Trade Fair Campaign – [www.maketradefair.com/en/index.htm](http://www.maketradefair.com/en/index.htm)

UNICEF Canada (international development) – [www.unicef.ca](http://www.unicef.ca)

### International Trade & Labour Issues

Maquila Solidarity Network (international labour issues) – [www.maquilasolidarity.org](http://www.maquilasolidarity.org)

TransFair Canada (Fair Trade) – [www.transfair.ca](http://www.transfair.ca)

### Peace Building

Canadian Centres for Teaching Peace (peace building) – [www.peace.ca](http://www.peace.ca)

Peace Jam (peace building) – [www.peacejam.org](http://www.peacejam.org)

Project Ploughshares (peace & disarmament issues) – [www.ploughshares.ca](http://www.ploughshares.ca)

UNESCO Peace Manifesto 2000 (peace building) – [www.unesco.org/manifesto2000](http://www.unesco.org/manifesto2000)

Waging Peace (peace building) – [www.wagingpeace.org](http://www.wagingpeace.org)

## WEBSITES

### Poverty Reduction

UN Millennium Development Goals (global poverty reduction & development)

– [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

– [www.developmentgoals.org](http://www.developmentgoals.org)

– [www.millenniumcampaign.com](http://www.millenniumcampaign.com)

Make Poverty History (global poverty reduction & education) – [www.makepovertyhistory.org](http://www.makepovertyhistory.org)

### Refugees

UNHCR (UN Agency for refugees) – [www.unhcr.org/cgi-bin/telex/vtx/home](http://www.unhcr.org/cgi-bin/telex/vtx/home)

### Volunteering Overseas

Canada World Youth (volunteer overseas) – [www.cwy-jcm.org](http://www.cwy-jcm.org)

Crossroads Canada (volunteer overseas) – [www.cciorg.ca](http://www.cciorg.ca)

CUSO (volunteer overseas) – [www.cuso.ca](http://www.cuso.ca)

WUSC (volunteer overseas) – [www.wusc.ca](http://www.wusc.ca)

Youth Challenge International (volunteer overseas) – [www.yci.org](http://www.yci.org)