



Children's activities

(a) Armaments don't give security

Equipment:

One *Armament* picture, cut into five strips for each group

Groups:

Numbers will vary according to circumstance, from 1–5

Activity/Game:

Ask each group to sequence the strips to tell the story as they think it should be.

When each group is ready, ask them to share what they have done by telling their story to the other groups.

- Is each group happy with their story?
- Would they wish to change it in any way?
- What do they think is the purpose of the story?
- Can they give any real-life examples of things working better when people co-operate?

(b) The two mules

Equipment:

One *Two Mules* picture, cut into six strips for each group

Groups:

Numbers will vary according to circumstance, from 1–5

Activity/Game:

Ask each group to sequence the strips to tell the story as they think it should be.

When each group is ready, ask them to share what they have done by telling their story to the other groups.

- Is each group happy with their story?
- Would they wish to change it in any way?
- What do they think is the purpose of the story?
- Can they give any real-life examples of things working better when people co-operate?

(c) Space Odyssey

Facilitators' Notes

Objective

To practice making decisions in a group – under pressure – about survival, both as individuals and as a group. Also to look at the information that people rely on when making decisions as a means of exploring stereotypes, preconceptions and prejudice.

Time

30 minutes (5 minutes preparation, 20 minutes exercise, 15 minutes debrief)

Method

Arrange students into groups of approx 30 around the hall or in individual rooms.

Read the scenario to the group and clarify any confusion.

Allocate a role (and sticky label provided) to each group member. Roles can be omitted or created depending on number of students.

Commence exercise, keeping strictly to time allocations.

At the end of the exercise, inform the group that all three spacecrafts made it safely to Xanadu and also that the meteorite passed by the earth and so all those left behind have also survived.

Debrief the group

Get students out of role by asking them to remove labels and state their name.

Then discuss why decisions were made, e.g.:

- What were the key issues when deciding who to choose?
- Did anyone think of finding out what skills individuals had in addition to their label/job?
- Were individuals opted in or out?

To ensure there is no residual tension between students at the end of the exercise, get students to shake hands.

Participants' notes

Scenario

It has been announced by NASA that the earth is going to be hit by a meteorite in 20 minutes and will self-destruct very shortly afterwards. A planet (Xanadu) has recently been discovered by astronomers, and scientists believe it has similar atmospheric and resource conditions to earth, though no humans have landed there.

Your group has managed to make it to a spaceport where four spacecraft are kept. Each of these craft had the capacity, when built, to make the journey to Xanadu, but they are now in varying states of repair. Only one spacecraft can be launched at a time, and at least two minutes is required between lift-off of each craft. Once the meteorite has struck the spacecraft will be unable to take off.

The first spacecraft, *Pegasus*, is the newest model and has been very well maintained. It is also fully stocked with all necessary equipment and supplies for a maximum of six passengers. It can be ready to lift off in eight minutes, and has a 99.9% chance of reaching Xanadu safely.

The second spaceship, *Icarus*, is not so well maintained, and is thought to have an 80% chance of making it to Xanadu. It is partially equipped and has enough resources to carry six people. It can be ready to leave in 12 minutes.

The third spacecraft, *Voyager*, can carry 8 people, but has only supplies and equipment sufficient for 5 people. The chance of it taking off and reaching Xanadu is 50%. It can be ready to take off in 15 minutes.

The final spacecraft, *Cosmos*, is one of the first spaceships ever built and is kept as a museum piece. It hasn't been fuelled and has minimal equipment on board. It has less than a 10% chance of taking off and making it to Xanadu.

Very little is known about the planet, though it is thought to be similar to earth, in that it will sustain life if settlement is well managed. Signs of life form have been observed by scientists, but it is not known if they are friendly or hostile.

Exercise

Each of you will be given an identity and you must decide as a group:

- the six passengers to be guaranteed safe places on *Pegasus*. You have eight minutes to do this before the spacecraft must take off.
- the remaining members of the group must now decide which six individuals are to be allocated places on *Icarus*. You have a further four minutes to do this.
- which 5–8 of the remaining people are to be allocated a place on *Voyager*. You have three minutes to decide.

You now have five minutes to decide what the people remaining are going to do... e.g. do you spend time trying to get *Cosmos* ready for attempted take-off or find a way of surviving on earth or protecting the earth?

Roles

Teacher	Agricultural Advisor	Comedian
Politician	Nurse	Unemployed Person
Armed Police Officer	Peace Researcher	Sports Personality
Explorer	Arms Manufacturer	Member Royal Family
Dog Trainer	Architect	*Housewife
Mechanic	Scientist	*Top Business Executive
Spiritual Advisor	Social Worker	*University Student
Geologist	Film Director	*School Pupil
Solicitor	Historian	Marriage Counsellor
Chef	Doctor	Army Officer

Notes:

*4 members of the same family – parents and their children

Roles can be omitted or additional roles chosen to fit required numbers.

(d) Co-operative squares

Facilitator's notes

Group size: 6 – 8

Approx time: 15–20 minutes

The objective of the exercise is to get students to co-operate towards a common goal without verbal communication.

Method

Five members of the group are each given an envelope containing random pieces of five squares. Members must swap pieces by putting those they don't require in the centre. They may not pass pieces to other students or take from other students pile – they must be placed in the middle and taken from there. Each of the five students should end up with one complete square in front of them.

Additional students are asked to observe the group to identify how the exercise is completed.

Observers

One observer has a diagram of the completed squares, which members of the group may collectively look at. The observer must only show it to the group when all students are looking towards them – indicating that they want to view it. If there is only one observer, then (s)he is also responsible for observing how the group manage the task without communicating verbally.

The second or additional observer(s) is responsible for observing all participants, including the first observer, to assess how well they comply with the rules, and how well they manage to communicate non-verbally.

This activity is followed by a discussion about means and ends, and the role of co-operation in achieving goals. We will also look at how much we depend on verbal communication and how much we communicate non-verbally.

Please ensure that all shapes are returned to the original envelopes for the next group. Thank you.

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Please ensure that all shapes are returned to the original envelopes for the next group. Thank you.

(e) What is conflict

Facilitator's notes

Objective

To assist students to understand that conflict is both a normal and an essential process in everyday life, and that certain forms of conflict are positive. To discuss if it is the conflict or the way in which conflict is handled that is negative.

Timing: 15 minutes (3 minutes for suggestions, 2 minutes categorising, 10 minutes discussion)

Method

Arrange students into groups of approx 5-6

Give each of the groups flip chart paper and coloured pens

Ask them to think of as many words as possible associated with the word 'Conflict' and write them on the flip chart paper.

Now ask them to categorize the words – circle a different colour - as positive (Green), Neutral (Blue) or Negative (red).

Discuss in smaller groups how many words they had in each category...why do they think that is?

Come together in larger group of 30 to compare findings of different groups.

Note: During discussion understanding Conflict can be linked to a discussion on conflict Resolution and other pertinent issues such as the purpose and work of the UN.

(f) Globingo (group as a whole)

Approx time: 10 minutes

Objective

Both as Icebreaker and also for exploring components of effective communication...also to mix up the group

Method

Each student is given a 'bingo' card with 6-8 (or more with additional time) different questions/statements...e.g. 'someone who has never had an argument with a friend'; 'someone who has never hit anyone'; 'someone who doesn't like school exams'. The students are asked to mingle and chat to each other, and must try to find a different student within their group that fits within each of the categories.

This can be used for 2 reasons – to get children communicating and finding out about others, but also to demonstrate that conflict is normal/natural and everyone experiences it, and that everyone can potentially learn to deal with conflict positively. If time allows, children are not to ask direct questions to find the information.

If you would like more materials for running peace activities with children, contact our Peace Education Advisor;

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