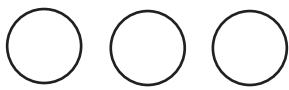




PEACE CITY

A Living in Harmony Toolkit
Primary Schools

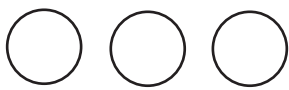




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INTRODUCTION

Welcome to Peace City, where young people are charged with the responsibility of creating and sustaining harmony within a city that they have designed.

This interactive kit includes activities for young people and their teachers to work together in focusing on what our communities need in order to live in harmony.

BACKGROUND

Peace City was developed to both compliment and extend the use of the documentary “Little Leaders – The Multi cultural Youth of Mayfield”. (Included in the Kit.) “Little Leaders”, focuses on six primary school children and their experience of learning, playing and growing together with others of differing cultural backgrounds.

Peace City, Little Leaders and associated community events held in Mayfield during Harmony Day celebrations in 2006 were funded via a Living in Harmony Grant thanks to The Department of Immigration, Migration and Indigenous Affairs.

The kit is designed to be flexible. You can elect to use part or all of the contents. We encourage innovative interpretation of the activities. We also welcome any feedback you can give as to ways in which students and or teachers have enhanced its use and outcomes. The outcomes listed are those identified during the development of the kit; however it is assumed that the kit is a living resource that will develop over time.

The lesson plans are inclusive of the following features

Activities

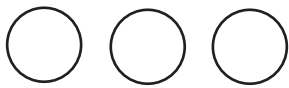
Content / Method

Resources Required

Suggested time taken

Each session is mapped against the nationally recognised Mayer Key Competencies. The competencies are used as a guide to highlight areas in which the kit can assist students to develop skills and experience.



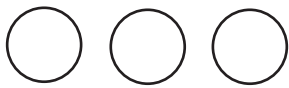


INSTRUCTIONS

The instructions for use are simple –

1. Decide whether you choose to use some or all of the content
2. Decide if you would like to make any changes or modifications to each session.
3. Use the session plans and lesson plans as a guide
4. Structure the time frame to suit your own timetable and other curriculum commitments
5. Take students through the package as decided by you
6. Create the art works as set out in the kit
7. If the group would like to submit their artwork to the exhibition fill in the “Invitation to Submit Student Work”, form and follow the directions on how to submit
8. Fill out the student and teacher evaluation sheets and send to the address provided
9. Use the pro forma for Student Certificates of Participation to acknowledge your students completion of the program
10. If possible, attend the exhibition with your students to see how others interpreted the exercise





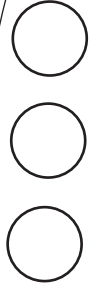
TEACHERS NOTES

- The outcomes are written for the reference and use of the person delivering the content. The language used therefore is more complex than should be used with students. Your interpretation of the content and or outcomes will influence the direction of the group and their understanding of the process.
- The kit is not designed to be solutions based. It is meant to provide a platform for discussion amongst students so that they can gain greater understanding of community structure. It is also designed to help students realize their ability to contribute to the level of harmony within their own real life community.
- These activities target stage three and four students, but can be modified for stages four and two.
- The DVD “Little Leaders, The multi cultural Youth of Mayfield” can be shown in its entirety at the beginning of the unit, and then relevant sections can be viewed during the course of the unit.



SESSION PLANS

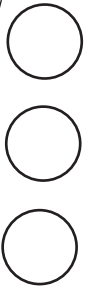
SESSION TITLE	OUTCOME	CONTENT/ METHOD	RESOURCES	TIME
1 Introduction	1.1 Demonstrate an understanding of the concept of harmony	Play a short segment of classical music. Explain that it sounds like it does because the different instruments are in harmony. In small groups, children decide on their own definition of harmony. Students will give their own definitions and compare to the dictionary definition of same.	Pens / paper Dictionary classical music	20 mins
	1.2 Demonstrate the impact of disharmony.	Students will use various means to demonstrate the potential impacts of a lack of harmony in society. Present the scenario of a soccer game where every individual was trying to score their own goal and trying to stop every other player from scoring. Discuss what this would look like. Explore the concept of disharmony through the development of short role-plays, small scale art works or simple discussion.	Art supplies – various	25 mins
6	1.3 Compile a list of benefits that focusing on harmonious relationships can create	Students will break into small groups using butchers paper to brainstorm answers. Highlight common themes from the brainstorm and create a class list on the benefits of harmony.	Butchers paper – markers	20mins
	1.4 Create a set of group goals that would assist in creating and sustaining harmony within a school environment	Students examine current group rules and discuss how they may be improved to achieve higher levels of harmony. Ask children to rank the current rules individually from 1-5 on how well they create or sustain harmony. In pairs children compare their ratings and re-write the rules that score on the low side or create new rules.	Pens / paper	30mins



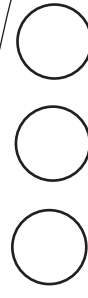
SESSION TITLE	OUTCOME	CONTENT/ METHOD	RESOURCES	TIME
2 Exploration of themes relating to cultural difference	2.1 Identify the cultural backgrounds in existence within the group	Students will have been asked in advance to talk to their families in order to find out the different backgrounds that have added to their family heritage. Organise backgrounds in some format- continents- states- city/country etc.	White board / markers	10 mins
	2.2 Discuss issues relating to cultural difference within a school environment	Students will devise a list of similarities as a starting point to then discover differences between cultural groups represented amongst the group. This session may involve a show and tell style discussion whereby students bring items unique to their culture from home. Or- Hold a "Corner discussion" where four options are given such as soccer, netball, tennis & league. Children move to the sport they most like and then each corner discusses an aspect of culture before moving to another corner based on a different set of concepts (food, hair colour etc)	Pens / paper items from students	25 mins
	2.3 Discuss the role that young people play in creating and sustaining a harmonious society	Students will form a debating team with the affirmative arguing that young people are the most important members of the community in providing leadership for peace. The negative will argue that only adults can really make a difference. (Hopefully with the outcome that an all of community approach is best!) or Hold a horseshoe debate. In this format, children sit in a squared off U shape. One of the long sides is for those who believe the negative position. The opposite side is those taking up the positive position and those at the bottom of the U are undecided. Children are able to move around the three sides of the U as their opinions change during the debate.	Pens / paper bell (for timekeeper	30 mins (+ 30 mins prep time)
	2.4 Define respect and discuss the rights and responsibilities involved in giving and gaining respect	Students will give their own definition as in 1.1 then compare to dictionary meaning of same. Whole class discussion on writes and responsibilities- identify two examples of each. Students will then split into groups with half developing a list of responsibilities and the other focusing on rights. Both groups will then present back to the large group.	Dictionary, pens / paper White board and markers	20 mins



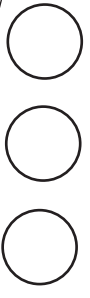
SESSION TITLE	OUTCOME	CONTENT/ METHOD	RESOURCES	TIME
Peace City Stage 1	3.1 Compile a list of important elements within any community that are essential to harmonious existence	Students will be given examples to consider such as having a city that is free of major disease, crime, discrimination, poverty etc. as well as issues like city planning – does the look of a city increase or decrease its levels of harmony - if so how? In pairs, children plan and sketch/draw/paint one aspect of a city that would help bring people together in harmony. Create a class mural pasting the different places on large sheets of paper and draw in roads and other aspects of the city.	Markers/ art supplies/ sheets of butchers paper or similar for mural.	
	3.2 Discuss the potential effect of eliminating essential services such as Police, Ambulance and Fire Brigade from a community structure	Students will be asked to consider how each of the essential services affect the smooth running of communities. Jointly construct a blank verse poem "No Ambulance" Brainstorm concepts and images you would see if there were no police or fire brigade. Children use these images to write their own blank verse poems.	Pens / paper White board / markers	40 mins
	3.3 List general community services considered essential by the group in assisting with harmony	Students will break into small groups. Each will be given a sub topic for consideration e.g. Law enforcement, health, education, community. Each group will then report back to the larger group as to what elements within each sub section are essential and why. Conduct a class vote on which services they believe to be the most important.	Butchers paper / white board / markers	30 mins



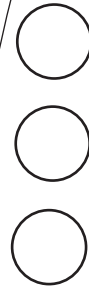
SESSION TITLE	OUTCOME	CONTENT/METHOD	RESOURCES	TIME
	3.4 Explore the concept of discrimination and the negative impact it has on a community	Students use butchers paper to brainstorm reasons why some people are discriminated against. Lead discussion to include aspects other than race. (age, sex etc) Write each idea up as headings on butcher's paper. A small group of children take one sheet and devise rules or community strategies to avoid the particular form of discrimination.	Pens / paper	25 mins
	3.5 Discuss issues relating to leadership in your community – who will lead it and how will they be appointed?	Students will discuss how their own community works e.g. what levels of leadership are there within their area? Students may start within their own school environment and discuss prefects, captains, teachers etc. Students then discuss different systems of leadership exist in the world. This could be researched using internet or encyclopedias. Children then propose leadership structure for Peace City (including how many leaders and for what.) and how the leaders will be chosen within their new city. Conduct a class vote on what form of leadership will exist.	Newspapers pens / paper Internet access	30 mins
	3.6 Discuss issues relating to law – what are the most important laws and what will happen if they are broken?	Students will use newspapers and internet to identify current issues relating to laws and people who have allegedly broken them. Students will discuss the laws that they feel are most important. In order to limit the potential extent of this section students may elect to come up with the ten most important laws.	Butchers paper / markers Information sources	2 X 30 mins



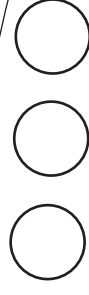
SESSION TITLE	OUTCOME	CONTENT/ METHOD	RESOURCES	TIME
	<p>3.7 Compile an 'in' and 'out' list for commercial enterprises you will or will not allow in your community stating reasons for each choice.</p>	<p>Students will be encouraged to think about issues such as community health e.g. will they elect to allow companies that have high pollution rates as a result of manufacturing? Will they allow fast food chains that discourage a healthy lifestyle, companies that exploit human rights and working conditions such as base level pay (i.e. sweat shops)? Compile a list of commercial enterprises- Provide key words such as food, retail, clothing, manufacturing, services, etc. In small groups children compile lists of enterprises and then come together as a class to combine lists.</p> <p>Students will break into two groups with one focusing on the enterprises they would exclude while the other group focuses on the enterprises that should be encouraged. This activity can be done as a "Think-Pair-Share"</p> <p>NB We suggest focusing on generic industries rather than targeting real life individual companies.</p>	<p>Yellow pages can be useful for identifying types of businesses</p>	<p>2 X 30 minutes</p>



SESSION TITLE	OUTCOME	CONTENT/ METHOD	RESOURCES	TIME
Peace City Stage 2 Design	4.1 Create a simple line map demonstrating what your city would look like. Create icons that represent important locations and or services e.g. schools, hospitals etc	Students will use a line map to create an outline of what their city may look like. This is not the final product but a practice run on which to experiment. Students may work together or split into small groups creating several line maps then decide which elements of each to incorporate into the end design. (Maybe computer generated.)	A3 art paper art supplies - various Computer access	30 mins
	4.2 Choose one design feature of your city and create an artistic impression of what it might look like	Students will choose one area of their design and focus on creating a medium scale finished artwork to represent how it would look (similar to those seen in "Little Leaders".	Large art paper or canvas / art supplies various	2 hours
	4.3. Design a flag for your city that represents all of the people that will live in it.	Students will be encouraged to think about a design that would be representative of all cultures identified within their own group or school. The design should also give anyone viewing it an instant impression of peace and harmony. Depending on the complexity of the design the flag may be created on material in "real flag", size.	A4 art paper markers and coloured pencils geometry kit Material and fabric paint for flag (optional)	2 hours (may be run as a split exercise at the same time as 4.2
	4.4 compile a key to your city map that explains what and where things are e.g. schools, hospitals etc	Students will be shown examples (in student worksheet section) of existing map keys. They will then develop their own version to be added to the city design.	A4 art paper markers	1 hour (as above)



SESSION TITLE	OUTCOME	CONTENT/ METHOD	RESOURCES	TIME
Peace City Stage 3 Presentation	5.1 Vote as a group on how to present your finished city. Options may include (but are not limited to) painting, drawing, 3D sculpture, computer generated animation	Students will use a democratic process to decide how their city will be physically created for exhibition. Areas for consideration will include time, student talents, budget, resources available etc. Students may also vote to submit 4.1 – 4.4 depending on the quality achieved	N/A	15 mins
	5.2 Assign roles within the group in order to complete the task e.g. will there be a chief designer, architects, etc. Will some of the group work on construction, map keys...	Students will perform a skills audit, deciding who will perform what roles in the creation of the artwork. Each student should be assigned a role of some description remembering that the roles may include the making of the flag and the brochure (5.4 advertising the city. (which may include it's own artwork)	White board / markers	20 mins
	5.3 Complete a major artwork incorporating all elements previously planned and discussed	Students will assume their assigned roles whilst working as a team to create their major work	Art supplies – various dependant on chosen medium	Dependant on complexity of finished work
	5.4 Design a marketing brochure that will help "sell", your city as the place to live for peace and harmony.	Students are to choose a marketer/ s from the group to design and create a brochure for the city. Creations should include a hard copy and an email / internet friendly version thereof. (This may simply be digital photos of the hard copy)	Computer and printer access Pens / paper	2 hours (as per 4.3)



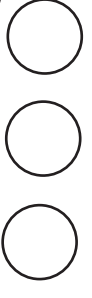
MAYER KEY COMPETENCIES

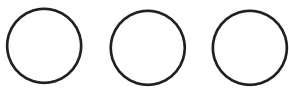
NB not all sessions have been marked against the competencies. The following are examples only of some of the potential skill areas that may be developed throughout the sessions

Activities	Planning & Organising Activities	Working with Others and in Teams	Solving Problems	Collecting, Analysing & Organising Information	Communicating Ideas and Information	Using Mathematical Ideas & Techniques	Using Technology
1.1 – 1.3		Students will work together to develop role-plays and art works		Dictionaries will be used to gain meanings	Ideas will be communicated through role-plays and discussion		
2.1. – 2.4	Students will plan and organise a debate to express opposing points of view	Students will work in teams to present both sides of an argument		Students will talk to family members about their places of origin	Students will articulate ideas delivered in the debate	Students will use basic mathematical techniques to decide how long each speaker will be given	
3.1 – 3.7		Students will work in small groups to discuss essential services within the community	Students will look at the potential problems of eliminating essential services	Students will analyse the affect of community services	Students will discuss elements of community structure		Students will use the internet to identify current legal issues within varying communities



Activities	Planning & Organising Activities	Working with Others and in Teams	Solving Problems	Collecting, Analysing & Organising Information	Communicating Ideas and Information	Using Mathematical Ideas & Techniques	Using Technology
4.1 – 4.4	Students will organise themselves into groups to design various elements according to interest / talent and student numbers	Each design team will work as a small group yet relate their designs back to a greater group goal		Students will gather information from previous sessions to incorporate into designs	Students will use art as a way to express ideas and information gathered throughout the previous modules	Students will use mathematical techniques such as scale, measurement of angle, length, circumference etc within various design elements	Students may use computer generated images to create a simple line map.
5.1 – 5.4	Students will vote to decide the best medium to present their work and for the roles that each of them will perform in its creation	Students will work in their assigned teams to create various elements of the finished work	Students will work through issues such as resource availability, talent base and best use of available time to create finished works	Students will determine the most important elements of information gathered so far for incorporation into the end product	Students will articulate their ideas and the information gathered in varying creative art forms to convey to an external audience	Students will utilise mathematical techniques developed in 4.1 – 4.4 to refine the presentation of the major work	Students will use basic computer programs such as Word and Publisher to create a brochure advertising their city's value





STUDENT EVALUATION

In twenty words or less describe what you thought was the reason for doing Peace City

How do you think doing Peace City helped you to understand harmony better?

How do you think Peace City could be improved?

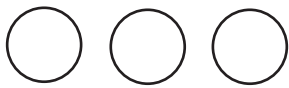
What was the best thing about doing Peace City?

What was the worst thing about doing Peace City?

Please Circle - How much did you enjoy doing Peace City?
(10 = you really enjoyed it 1 = you didn't enjoy it at all)

1 2 3 4 5 6 7 8 9 10





TEACHER EVALUATION

Please Circle - On a scale of 1 to 10 how well did your students interact with Peace City?
(1 = not well, 10 = extremely well)

1 2 3 4 5 6 7 8 9 10

How do you think Peace City could be improved?

What was the best thing about doing Peace City?

What was the worst thing about doing Peace City?

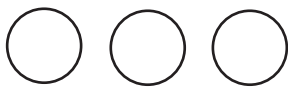
Please Tick – We have chosen to submit the student's artwork for exhibition

Yes No

If no please state reason

Comments





INVITATION TO SUBMIT STUDENT WORK

Peace City was designed to get students and teachers thinking about the concept of harmony. We thank you for your school's participation in the program and we now invite you to take the next step.

The presentation module involves students creating artwork to further demonstrate their understanding of harmony and the contributing factors that communities need to consider.

Our invitation to you now is to showcase your students work to the wider community across NSW as a part of "Peace City – an Exhibition."

The exhibition will commence in Newcastle with artwork from participating schools across the Hunter displayed at various venues in late December 2006.

This will be replicated with the involvement of other communities culminating in a full scale travelling exhibition to be commenced in line with Harmony Day 2007.

What to Submit

It is requested that school's wishing to submit student's work follow the guidelines set out below. Whilst it is acknowledged that the guidelines may limit the individuality of works submitted, they are designed for ease of transportation & display.

Medium	Acrylic on pre stretched canvas (may include mixed medium e.g. collage, light weight metals, wood etc.)
Size	Max 1 meter x 2 meters
Weight	Max 10kg's
Hanging device	Wire
Frame	Works to be left unframed

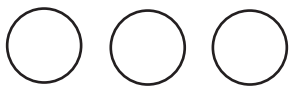
- If you wish to submit a sculpture please phone the contact below to discuss the dimensions and overall scope of the proposed work before the work is commenced.
- Individual design features (4.2), flags (4.3) and brochures (5.4) may also be submitted for exhibition for details please phone the number below

When and where to submit

Deadline for 2006 submissions is 01.12.06. Further enquiries for submissions and guidelines can be directed to Phillip Ross

Cultural Arts Officer,
Blacktown Migrant Resource Centre
02 9621 6633
arts@blacktownmrc.org.au





Certificate of Participation
presented to

For helping to create and sustain harmony.

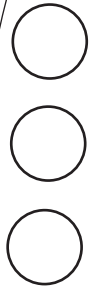
Principal's Signature

Date



BONUS STUDENT WORK SHEET

ISSUE	WHAT I CAN DO	WHAT I CAN ENCOURAGE OTHERS TO DO	PEOPLE I CAN ASK TO HELP ME	TIME FRAME
Bullying				
Racism				
Crime				
Poverty				
Good Health				
Staying Safe				
Getting quality Education				
Electing good leaders				





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Thanks go to the following people for their assistance in the success of this project:

Warwick Beard – Principle of Mayfield East Public School.

The students in the film “Little Leaders” Adriana Gagamoe, Apag Chinmouth, Anna Robertson, Ryan Bartlett, Hope Anderton.

Film Makers: Owen Elliott & Phillip Ross, Bronwyn Grieves – Maycare, Bill Robinson – Hunter Star Foundation, Cathy Johnston – Migrant Resource Centre, Michael Adderly- New Laws New Lands Project Coordinator, Marlin Kinyl – African Family Support Worker, Craig Foot – PCYC, Jennie Jollie- TAFE Outreach, Jack Wachtel – Mayfield Mainstreet Committee Member, The Sudanese Woman’s Group, NUDAS Basketball Team – David Simmons & Butch Hayes, Kathie Heyman – Mayfield Mainstreet Co-ordinator

