



## Picture(s) of Peace

### Aim

To explore and discuss concepts and phenomena related to building peaceful co-existence among people.

### Target group

Upper secondary schools and vocational schools. The visit is suitable especially for language lessons.

### Material needed

- Pens
- Big papers
- Words (see below) written on small papers
- Presentation including Maailmanvaihto's guidelines for safer spaces, background information of Maailmanvaihto, yourself, and your volunteering experience, and the instructions for the exercise.

### Duration

75 minutes

### Preparations

Read through the instructions below and write the words of the exercise into small pieces of paper, one word per paper.

## Flow of the visit

### 1) Introduction (15 min)

Introduce Maailmanvaihto's guidelines for safer spaces, yourself as a school visitor of Maailmanvaihto – ICYE Finland, and aim and content of the visit with the help of the presentation.

### 2) Explanation and dividing into groups (5 min.)

Explain the exercise to the participants and ask them to divide into groups of 4 people. Tell that you are going to explore together concepts that relate to peaceful co-existence among people

## Maailmanvaihto ry – ICYE Finland

Oikokatu 3, 00170 Helsinki, Finland | +358 50 346 0965 | [maailmanvaihto@maailmanvaihto.fi](mailto:maailmanvaihto@maailmanvaihto.fi) | [www.maailmanvaihto.fi](http://www.maailmanvaihto.fi)



### 3) Drawing in small groups (15 min.)

Give each group in a small paper one of these words:

- 1) inclusion (*inkluisio, osallisuus*)
- 2) equality (*yhdenvertaisuus*)
- 3) co-operation (*yhteistyö*)
- 4) justice (*oikeudenmukaisuus*)
- 5) sustainability (*kestävyys*)

Ask the groups not to share their word with the other groups. Then, ask each group to jointly draw a picture that describes the word on their paper. Tell that at the end of the exercise they'll get to present their art work to the other groups. Tell the groups that they are allowed to search for information on the meaning(s) of the word if needed while drawing.

Ask the groups to reflect and discuss in English (or in other language of the course) while drawing these:

- What does the word mean? What kind of things does it relate to?
- Have you seen many different kinds of definitions of the word?
- How could we advance this in your own community, nationally, or internationally?

### 4) Exhibition (20 min.)

When the groups are ready with drawing, ask them to put their drawings to the wall. Then, do together with the group "a tour" at the exhibition.

Ask the students to guess which word each picture represents. After each guess, ask the group to give the right answer and explain the drawing. Ask each group:

- Was it easy or difficult to decide what to draw? Why?
- Did you have a similar or different understanding of the concept?
- Did you have similar or different opinions on what to draw?

### 5) Ending discussion and feedback (25 min.)

After the exhibition tour, ask the whole group these questions:

- How did this exercise feel? Was it easy or hard?
- From where do you think we get our understanding of these concepts?
- Who has the power to define these concepts?
- Did you learn something new?
- In your opinion, what other concepts are important for building peace?



At the end, ask for each participant to fill in the brief feedback form that they can access via qr code.

Thank the participants.

*The exercise is further adjusted from an exercise created by Bálint Jóna. The original exercise was introduced for Maailmanvaihto – ICYE Finland in the Erasmus+ Strategit Partnership Project Standing Together Against Racism in Europe (2017–2020), see <https://star-e.icja.de>.*

**Maailmanvaihto ry – ICYE Finland**

Oikokatu 3, 00170 Helsinki, Finland | +358 50 346 0965 | [maailmanvaihto@maailmanvaihto.fi](mailto:maailmanvaihto@maailmanvaihto.fi) | [www.maailmanvaihto.fi](http://www.maailmanvaihto.fi)