

Release Peace



Training in Virtues



Resource for teachers in Primary and
Secondary Schools and Colleges produced
by the London Catholic dioceses of
Brentwood, Southwark and Westminster



ACKNOWLEDGMENTS

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Printing arranged by Transform Management Ltd.
info@1025transform.co.uk

We would like to express our sincere thanks to the Working Party made up of staff and students from the three London dioceses of Brentwood, Southwark and Westminster.

This booklet would not have been possible without the hard work of Members of the Justice and Peace Commissions and the Education departments of the three dioceses, so once more please accept our thanks.

Thank you to the Year 10 students of Sion-Manning Girls School, Kensington for contributing the art work which illustrates the start to each section of the book. This book also contains images freely available from the Wikimedia Commons website. Pictures on pp.11, 15, 23, 29, 33, 34, 39 & 60 are used with permission © Chris Jepson.

We are also indebted to the Forte Charitable Trust for their valuable assistance in the publication of this book.

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However, the whole book is also produced as an on-line resource and can be found at: www.peacelegacy.org.uk
Please use it and please contribute by sending your ideas and projects to Colette Joyce: colettejoyce@rcdow.org.uk

INSET 'Release Peace' - a training in virtues

In support of this resource the Diocese of Westminster Education department is running two in-service days for teachers and support staff during this academic year on:

Friday 4 November 2011 and Wednesday 14 March 2012

The course is open to primary and secondary schools and runs from 9.30 - 3.30 in Vaughan House, 46, Francis Street, Westminster, London SW1P 1QN. The cost is £50.00. Places reserved through Margaret Theissl on: margareththeissl@rcdow.org.uk



100 Days of Peace

LONDON
CITIZENS



**PAX
CHRISTI**
International Catholic Movement for Peace

CAFOD
just one world



MORE THAN
GOLD



The Jimmy Mizen Foundation



CONTENTS

Foreword & How to use this book

2

Reflections for use as lesson starter or plenary

7

1. Walking for Peace - The United Nations and the Olympic Truce by Lord Bates 8
2. Peace Within by Ralph McTell 9
3. Peace, let it begin with me by Brenda Kipewu 10
4. Safe Havens in London by Margaret Mizen 11
5. From where I sit... From where you sit by Pat Gaffney 12
6. Peace within the home by Rosemary Keenan 13
7. The John Paul II Foundation for Sport by Mgr Vladimir Felzmann 14
8. Teach Peace by Bruce Kent 15
9. Sport: Developing & Maintaining a Peaceful Environment by Sir Philip Craven MBE 16
10. East London's shameful world event by Anne-Marie O'Reilly 17

Lessons

19

1. The Olympic Truce of Ancient Greece by Barbara Kentish 20
2. Peace through the Arts by John Williams 24
3. Working together for a more Peaceful Future by Patsy Cummings 26
4. Organising for Peace Locally - Building CitySafe neighbourhoods by Sebastien Chapleau 32
5. Global Peace: On Line Resources produced by Pax Christi and CAFOD 42
6. London as a 'City of Peace' for the 2012 Olympic Games by Maureen Cahalane 46
7. One Hundred Days of Peace Calendar by Matthew Jeziorski 48
8. Write and Present a Speech for the Closing Ceremony by Mark Nash 50
9. At Peace with Yourself by Ellis Evans 52
10. Selling and Buying Peace by Maureen Todd 54

Prayer and Worship

56

Beyond 2012: Legacy

59

1. Peace – If Not Now, When? And If Not Us, Who? by Inez Sarkodee-Adoo & Christian Cunalata 60
2. A Peace Legacy - From London 2012 to Rio de Janeiro 2016 by Fr Vanderley Alves de Oliveira 62
3. The Olympics Come to Brazil by Clare Dixon 63

And finally... Release Peace

64

Further reference points and resources

inside back cover



FOREWORD

Dear Teachers, my brothers and sisters in Christ,

The riots that occurred in London and elsewhere in England during the summer may tempt some into holding that within young people's hearts there is nothing but a store of violence just waiting to be unleashed, given the chance. Certainly the riots did represent the realisation of a destructive tendency within the human heart, present there as a consequence of original sin.

However, you and I know that this is not the whole story. Despite the reality of the violent events last summer, they do not reflect the true nature of any human being, including those in their youth. We witness and applaud the great passion of so many young people for justice, their immense desire for peace. We see and celebrate their generous contribution in varied ways to the alleviation of poverty, their reaching out to those others have cast to the edges. We acknowledge and admire their work with CAFOD, for example; or their being fellow pilgrims with our sick brothers and sisters at Lourdes, or with one another at World Youth Days. All of this expresses the true nature of the human heart, a heart containing a treasure trove of goodness ready to be shared, even though inclined to sin.

This is so even of that small minority of young people who took part in the shocking disturbances which happened on our city streets. We must not let our just condemnation of their actions prevent us from seeking to recognise and let flourish the true nature of their humanity. Rather we must form all hearts to be ever more

what God has made them to be: wellsprings ready, given the opportunity, to release peace.

It is such a positive and hope-filled vision of the human person which, without denying our inclination toward sin, imbues the teaching of Pope Benedict XVI, just as it did Pope John Paul II's. Who can forget, how at St. Mary's Twickenham, - contrary to all the pressures young people experience to be less than they are intended to be - Pope Benedict invited them to become the saints God wills them to be?

The Pope noticed how young people are attracted to virtue. This should not surprise us. For virtue is nothing less than the utmost of what a human person can be; it is the realisation of our very capacity for being, for life (Josef Pieper). So training in the virtues enables us, as individuals and communities, local and global, to become fully human, happy and free - at peace.

I commend this book to you as a resource. I ask you to read all of it and encourage you to lift the words from the page by engaging with the practical suggestions this book provides.

Please join me in prayer during these HUNDRED DAYS OF PEACE, practise the virtues and encourage your pupils and students to do so. Then, by God's grace, a legacy more precious than gold will prevail for London, for our country and, indeed, for our world.

+ Vincent Nichols

The Most Reverend Vincent Nichols
Archbishop of Westminster

HOW TO USE THIS BOOK

At the conclusion of the Year of Catholic Education on 9 October 2011 and in advance of the 2012 London Olympic Games this book echoes the words of Blessed John Henry Newman, whose feast we are celebrating 'Heart speaks unto Heart'.

This book is an address to all members of staff and students in the Catholic schools, Sixth Form Colleges and institutions of Higher Education in the dioceses of Brentwood, Southwark and Westminster and beyond London to Britain and the world.

This book is for use at EVERY KEY STAGE in Primary and Secondary schools. While it is written to inspire, encourage and support teachers, it is up to teachers to use and adapt for their own needs. Every curriculum area appears somewhere in this book but do be inventive yourself. Some teachers have already engaged with various ideas. One school mounted an Art display of pupil mosaics on the theme of 'Sport and Peace'. Another school awarded medals for displaying virtue and values on Sports Day.

This book is a resource for teachers to use to prepare children and young people in the creation of a culture of peace for the games of the XXX Olympiad and a legacy beyond. It is a call to peace. It is a call to a training programme of prayer and the practical application and realisation of a lived peace in our city and in our world.

It is an invitation to prepare for the: HUNDRED DAYS OF PEACE and uphold the ancient Greek tradition of a sacred truce (cf. p.20).

From Friday 8 June 2012 (fifty days before the opening ceremony of the Olympic Games) to Sunday 28 October 2012 (fifty days after the closing ceremony of the Paralympics Games) celebrate peace whenever and wherever you can.

There has been civil strife on the streets of London this summer. Violence has been evident in our local communities. There is war and conflict in our world. Our country is engaged in international warfare. There are civil wars and an the 'Arab Spring' has turned into an 'Arab Summer'. So what we seek is peace and underlying justice.

In School

Consider these two most frequently asked questions by parents of potential students touring a school and then the response.

1. 'Is there bullying in this school?'

A response to this question might well be; Yes! Regrettably there is bullying in this school just as there is bullying in every school, indeed in society and across the world. It is an act of violence conducted by those who regard themselves to be stronger by some measure or another on those who they regard as weaker by that same measure.

But behind this statement lies the question of how the community acts in response to this violence. How, as a school community – and particularly as a Catholic community – does this school deal with bullying?

2. 'What is discipline like in this school?'

The second question is related to the first. It is actually directed more to punishments than discipline because punishment is perceived as a means of resolving conflict. But does it? What if one responded with a counter question 'What do you mean by discipline?' What follows is a reminder that the derivative of 'disciple' is 'discipline' and that a disciple is a follower. Hence the condition for good discipline is good role models from those who lead, staff and senior students alike. This makes the first principle of any discipline policy 'self discipline' - taught and practised.

Staff are all too aware of the moral development of children and are professionally trained as authorities on the development of good relationships.

In short, many parents are attracted to Catholic schools because they teach, preach and practise on a daily basis issues of justice and peace and promote a culture of dignity, love, forgiveness, tolerance and respect. St. John emphasised the positive over the negative when he wrote:

'God is love, and whoever remains in love remains in God and God in him....

In love there is no room for fear, but perfect love drives out fear, because fear

implies punishment and no one who is afraid has come to perfection in love.' (1 John 4:16-18)

The Gospel of Peace

Jesus' message is one of love and peace. According to the Fourth Gospel the first words of the risen Jesus are 'Peace be with you!' (John 20:20) This is the Easter message and it is the continual message of every Sunday.

Jesus' seventh beatitude in the Sermon of the Mount is '*Happy are the peacemakers: they shall be called children of God.*' (Matthew 5:9)

Pope Benedict called all young people to respond to this Gospel message during his Big Assembly address to launch the Year of Catholic Education in St. Mary's University College on Friday 17 September 2010 when he said;

'There is something I very much want to say to you. I hope that among those of you listening to me today there are some of the future saints of the twenty-first century. What God wants most of all for each one of you is that you should become holy.

As you come to know God better, you find you want to reflect something of his infinite goodness in your own life. You are attracted to the practise of virtue. You begin to feel compassion for people in difficulties and you are eager to do something to help them.

In your Catholic schools, there is always a bigger picture over and above the individual subjects you study, the different skills you learn. All the work you do is placed in the context of growing in friendship with God, and all that flows from that friendship. So you learn not just to be good students, but good citizens, good people.'

Then again at the Beatification of John Henry Newman at Cofton Park, Coventry on Sunday 19 September Pope Benedict reflected and said:

'Seventy years after the heavy bombardment and massive loss of life to nearby Coventry in November 1940, we recall with shame and horror the dreadful toll of death and destruction that war brings in its wake, and we renew our resolve to work for peace and reconciliation wherever the threat of conflict looms.'

It is this final phrase that is paramount for this publication. It is a request, it is a challenge to each and every member of our school communities to consider his and her own personal and collective response to this call '*to work for peace and reconciliation wherever*' he or she witness '*conflict looming*'.

Pope John Paul II during his papal visit to Britain and in his address to the young people of England and Wales at Ninian Park, Cardiff on

Wednesday 2 June 1982 said something very similar:

'Before I go away, there is something really important that I wish to emphasise. There is something very closely linked to the sacraments that I have celebrated, something that is essential to your Christian lives. It is prayer.

Through prayer you come to experience the truth that Jesus taught: "The words that I have spoken to you are spirit and life" (John 6:63). In Jesus, whom you get to know in prayer, your dreams for justice and your dreams for peace become more definite and look for practical applications. When you are in contact with the Prince of Peace, you understand how totally opposed to his message are violence and terrorism, hatred and war. In him you experience the full meaning of an interpersonal relationship that is based on generous love.'

Pope Paul VI in March 1967 in his famous encyclical letter, 'Populorum Progressio' (The Progress of People), addressed the violence of poverty and its link to global conflict:

'It is the person who is motivated by genuine love, more than anyone else, who pits his [or her] intelligence against the problems of poverty, trying to uncover the causes and looking for effective ways of combating and overcoming them.

As a promoter of peace, he [she] goes on his [her] way, holding aloft the torch of joy and shedding light and grace on the hearts of men and women all over the world; he [she] helps them to cross the barriers of geographical frontiers, to acknowledge every person as a friend and brother [sister].

Finally, we look to all people of good will, reminding them that civil progress and economic development are the only road to peace. Delegates to international organizations, public officials, men and women of the press, teachers and educators— all of you must realise that you have your part to play in the construction of a new world order. We ask God to enlighten and strengthen you all, so that you may persuade all people to turn their attention to these grave questions and prompt nations to work toward their solution.'

Pope John XXIII even earlier, in April 1963 and at the height of the 'Cold War', wrote the encyclical 'Pacem in Terris' (Peace on Earth);

'Peace on Earth - which mankind throughout the ages has so longed for and sought after – can never be established, never guaranteed, except by the diligent observance of the divinely established order.'

Jesus' messages and acts of peace have been handed down for two thousand years. Now we have a particular responsibility in our own day and age to listen afresh to the message and act accordingly.

Education, Peace and Sport

The United Nations Office on Sport for Development and Peace (UNOSDP) in 2003 affirmed that:

'Sport is an ideal school for life. The skills learnt through play, physical education and sport are fundamental to the holistic development of young people. These skills, such as cooperation, and confidence, are essential for social cohesion and are carried throughout adult life. Sport actively educates young people about the importance of certain key values, such as honesty, fair play, respect for self and others and adherence to the rules and respect for their importance.'

The Catholic Bishop's Conference of England and Wales in 2010 wrote about the urgent need for dialogue with members of other faiths saying:

'For a great many people in the world their religious allegiance claims their deepest feelings and loyalties. As a consequence, any activity that promotes respect and better understanding among believers must contribute to peace, at a time when justice and peace are so threatened.'

Sport can also help people find a real sense of meaning in life, promoting their God given gifts and talents, their self esteem and helping them discover new confidences when faced with new and difficult challenges.

People of different faiths, cultures, abilities meet on a level playing field, a sports field – not a battle field – a field which becomes the meeting

place where dialogue can take place, where the shaking of hands is a sign of peace and where joining hands is a sign of solidarity recognising the fundamental human rights of each and every individual.

Through such dialogue and action it becomes possible for everyone to transform the innumerable negative criticisms associated with modern sport (e.g. some people will point to certain sports as the preserve of a particular social class. Others will refer to the destructive nature of competition; the violence of some competitors and spectators. They will suggest that sport rewards sportsmen and women with star, celebrity status and say that sport is a commodity to be traded for commercial gain in a professional market place).

Mission Statements in very many of our schools in 2011 quote the following words of Jesus: *'I have come so that they may have life, life to the full'* (John 10:10).

This is rightly so because the essential purpose of education is *OF* the whole person and as a member of society *FOR* the common good.

Training in Virtues

Archbishop Vincent Nichols calls us to prepare ourselves through a training schedule not dissimilar to that of athletes preparing for competition by learning about and participating in the virtues of Christian discipleship, which will help everyone to receive and promote peace. Besides teaching knowledge and skills let us focus on teaching attitudes and behaviour. Let us teach and practise virtues.

Prudence which allows us to judge correctly what is right and wrong in any given situation.

Fortitude which enables us to overcome fear and to remain steady in our will in the face of obstacles. It is commonly called 'courage'.

Temperance which attempts to keep us from excess in our bodily desires. It requires the balancing of these legitimate goods against our inordinate desire for them.

Justice which is the permanent determination to give everyone her or his rightful dues.

SUGGESTIONS

- Use the reflections, lessons & prayers of this book
- Use it for cross curriculum work
- Use it in individual curriculum areas
- Use it for project work
- Use it for assessment of student skills
- Use it in pastoral work
- Use it in liturgical preparation
- BUT do not be restricted by it. The ideas here serve to help you begin
- PLEASE send in your own ideas, reflections, lessons and prayers so that other teachers can use them on www.peacelegacy.org.uk. Address them to Colette Joyce: colettejoyce@rcdow.org.uk.

Sport is basically understood as a recreation but to be more philosophical, it means a re-creation of who we are and what we do.

HUNDREDDAYSOFPEACE is an opportunity for us to re-create ourselves and our communities. It is a period of time we must use wisely. Finally, hold Jesus' words close to your heart: 'Treat others as you yourself would like to be treated' (Matthew 7:12).

In 1923 the famous German philosopher and theologian, Martin Buber, published a book called 'I and Thou' in which he describes how relationships are at the heart of our existence. This is another way of looking at Jesus' words.

Perhaps the longest and most difficult journey any one of us makes in our life is to move from the 'I' of self interest to the 'Thou' of the other. In effect peace and justice are about empathy. They are about realising the needs of others, putting them first and acting on them.

In the words of Jesus it means to:
'Love your neighbour'
and to 'Love your enemy'.

RELEASE PEACE
... NOW

Peace

ARABIC
سَلَامٌ

ROJ

KLINGON

GERMAN
Frieder

FOI'S
SCOTTISH

LATIN
pax

SPANISH
paz

ITALIAN
Pace

Hoa-binh
VIETNAMESE

CHINESE
平 和



UNIVERSAL
YIDDISH

Sholem

ਮਾਤਿ
PUNJABI

ΕΛΠΙΣ
GREEK

baris
TURKISH

Peace

One hundred days of ...

Peace ...

Reflections for use as
lesson starter or plenary

WALKING FOR PEACE - THE UNITED NATIONS AND THE OLYMPIC TRUCE

In October 2011, all 193 member states of the United Nations General Assembly will gather to sign a Resolution declaring their commitment to "pursue initiatives for peace and reconciliation in the spirit of the Ancient Games". In the past everyone signed it but no one has ever implemented it. I believe this is a missed opportunity and want to see the Resolution brought into reality. For this reason I am walking over 3000 miles to try and persuade all signatories to the Truce to do just one thing to implement it. Not only would this bring the flame of hope into conflict zones around the world, it would also permit us to rediscover the central purpose of the Ancient Games which was to provide for a pause in the endless cycle of violence through observing the Sacred Truce. If they could do it 3000 years ago, then surely we can do it now.

If you agree with me then please join me in this campaign at www.walkfortrue.org.

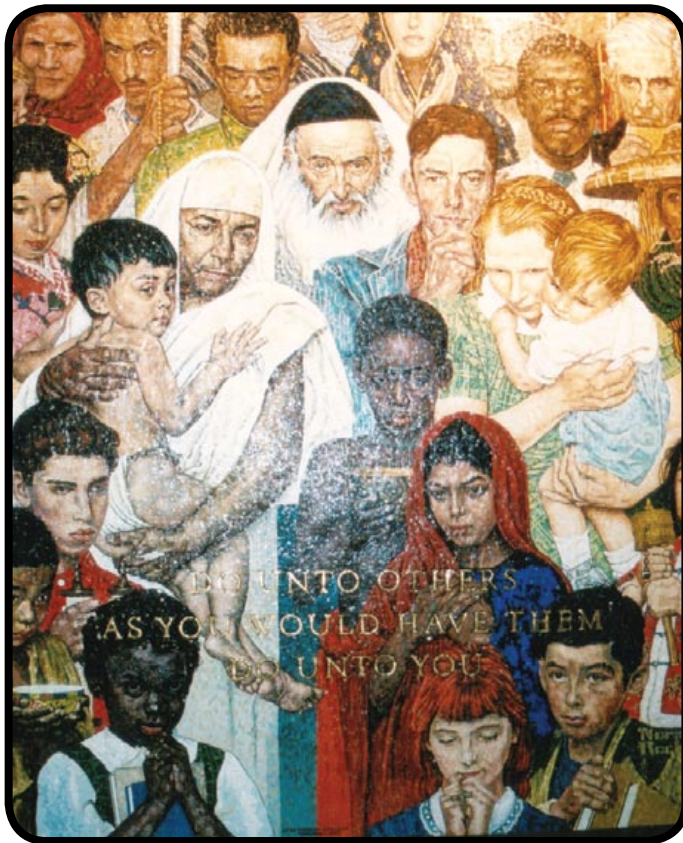
"The whole House will want to congratulate Lord Bates on his great feat. We will promote a fresh resolution at the UN calling for the continued observance of the Olympic truce for the 2012 games. We wish to make the most of that historic opportunity, [and] we are considering other international initiatives to promote the spirit of the truce" (Prime Minister, David Cameron, June 2011)



by Lord Bates

Lord Bates from his BlackBerry en route in Παμβώτιδος (Pamvotidos) in Greece, 13 June 2011

See Lesson 1 'The Olympic Truce – A great idea from Ancient Greece'



PEACE WITHIN

Since humankind first appeared in this world I doubt that there has ever been one day where peace was total and that day will probably never come.

This is because we cannot all be of a like mind and our individual and collective views shaped by what we have learned from experience or taught by our elders, is bound to sometimes make us disagree.

Peace, as the world on an almost daily basis reminds us, will probably always remain an aspiration.

Peace cannot be enforced. That would be a contradiction.

Peace has to begin individually in ourselves, deep in our souls.

If we can find it there then we can respect the need for peace in others with whom we may not always agree.

The quest for peace must acknowledge this, and should not make us despair.

Aspiration is another word for hope.

It is better to live in hope.

(London, 20 August 2011 copyright Leola Music)

See Lesson 2 'Peace through the Arts'

by **Ralph McTell**
who wrote and first recorded
'Streets of London' in 1969

LIVING PEACE

As a child in primary school, sports looked like fun and I wanted to have a go. I loved the way it utilised all my energy and got my heart racing. After trying various sports, I finally settled for basketball when I joined an out of school basketball club in Haringey. The club was a caring place – a home away from home, where people were generous with their time. Such selflessness got me into the game and I pursued it at St, Angela’s in the spirit of SERVIAM (I will serve).

Basketball for me is living peace because people from all different ethnic backgrounds come together and play harmoniously with one main goal – enjoying the game. Passion for the game also invokes fierce team spirit and a camaraderie that is second to none. Basketball for me represents a microcosm where there are never any problems; a hearty affectionate environment where respect, friendship and support comes first (after wining, that is).



by Brenda Kipewu

Year 10 St Angela’s Ursuline Convent School, Forest Gate. Brenda was crowned as most valuable player when St Angela’s became National Champions of under-14s basketball by England Basketball 2010-2011

See Lesson 3 Working Together for a more Peaceful Future – LASTING CHANGE

SAFE HAVENS IN LONDON



If we want to live in a more peaceful and cohesive society we need to build up our communities, and CitySafe Havens are a means of achieving it. Ultimately it's people taking responsibility for their own communities.

We are living more isolated lives than we used to, our communities are more broken, we hardly get to know the people we live amongst. This in turn engenders more anti-social behaviour and crime. We tend to wait for someone else to solve these problems for us, but the Government or Police cannot do this by themselves. To be really effective they need the support of each and every one of us.

CitySafe Havens work by fully engaging with local businesses, and forming relationships to help to build community. CitySafe Havens need co-ordinating and the local school is the ideal organisation to do this, it also enables the shopkeepers and the students to get to know each other. The whole point of CitySafe Havens is to build community into one where we all care and support each other. This is the Gospel message of Jesus and it is ours too.

Strong communities are safer communities, strong communities are peaceful communities and CitySafe Havens help communities become strong.

by Margaret Mizen

Jimmy Mizen's mother and co-founder of the Jimmy Mizen Foundation
(Jimmy was killed on a London street on a Saturday morning the day after his 16th birthday in May 2008)

See Lesson 4 'Organising for Peace Locally - Building CitySafe neighbourhoods'

FROM WHERE I SIT... FROM WHERE YOU SIT

The postcard reads:

One day... youngsters will learn words they will not understand.

Children from India will ask: What is hunger?

Children from Alabama will ask: What is racial segregation?

Children from Hiroshima will ask: What is the atomic bomb?

Children at school will ask: What is war?

I keep this on my desk to spur me on – to encourage me to keep going in my work for peace. As Christians we cannot accept violence, war, poverty and must speak up and act up through all the choices we make in our life to give peace a chance. We can get rid of the arms trade. We can find non-military ways of solving world problems. We can learn to turn conflict around so that it does not escalate into violence. We can discover that making peace together, whether in the family, school, community, builds deep friendships and makes a long- lasting difference to problems we, and the world, face.

So, let's do what we can to remove the words violence, war and poverty from the dictionaries because they are no longer relevant to our world.



by Pat Gaffney

General Secretary Pax Christi UK

*See Lesson 5 Global Peace Action for
on-line resources produced by Pax Christi
and CAFOD*

PEACE IN THE HOME



It has been said that the future of society comes by way of the family. If that is true, which I believe it is, then each of us needs to ensure that our own home is a place of peace and love. At the end of each day, I need to ask myself questions like:

Q. How have I treated the members of my family and how could I have done better?

Q. When I was wrong or hurt the feelings of another, did I have the humility and the regret within my heart to say, "Sorry, forgive me"?

Q. Did I contribute to a row with someone by deliberately doing or saying something I knew would 'wind them up'? Likewise, did I not do or say something just to 'get at them'.

Q. Did I blame someone else for something I did?

Q. Have I treated others as I would wish them to treat me?

Q. What can I do differently tomorrow that will make my home a place of peace and love?

If each one of us takes just a few minutes of time each day to reflect on how we can make a difference in our own home, what a difference that would make to the future of our own life, the life of our family, our neighbourhood, our country and our world. We can do it! Let us begin today! Let it begin with me!

See Lesson 6 'Previous London Olympic Games in 1908, 1948 and London as a 'City of Peace' for the 2012'

by Dr. Rosemary Keenan
Chief Executive of the Catholic Children's
Society (Westminster)

JOHN PAUL II FOUNDATION FOR SPORT

Launched by Pope Benedict XVI during his visit to Britain and inspired by John Paul II's vision for sport, which has as its primary focus the building of character through sport skills and fitness, this brand new charity aims to train leaders in sport so as to develop Catholic communities as well as improve the quality of life on our streets.

"Peace Through Sport" its motto. "Every Parish a Sports Club" is its dream.

Resources, contacts, summer sports camps and annual awards for those achieving most in the field of sport promotion and training – for all ages and physical abilities – will be on offer.

The Foundation will aim for holistic development of all interested in any sport as they develop their potential across the PIES of their life: The Physical, Intellectual, Emotional and Spiritual. The vision: a society transformed by its commitment to peace.

Soon all our schools and parishes around the country will be receiving details on how to get on board and benefit.



by **Mgr Vladimir Felzmann**

Catholic Chaplain to the London 2012 Olympics

See Lesson 7 'Hundred Days of Peace
Calendar'

TEACH PEACE



Resource: War No More - Eliminating Conflict in the Nuclear age (DVD) (14-minute film featuring Professor Rotblat, Bishop Tutu, Jon Snow, Caroline Lucas MEP, Martin Bell and others. Comes with information booklet.)

See Lesson 8 'Write and Present a Speech SCHOOL and NATIONAL COMPETITION'

'The difficulty lies not in the new ideas but in escaping from the old ones' (John Maynard Keynes)

Old ideas about securing peace for one's country are not easily dislodged. 'If you want peace prepare for war' went the old Roman saying as they piled up their weapons. That is what we have been doing for centuries. Lord Louis Mountbatten in 1979 called such ideas 'Absolute Nuclear Nonsense'. If you want peace work for peace.

That means moving from our war culture to a new culture of peace. We need to learn about the work of past peacemakers for arbitration and international law. The history of peace based on justice is as challenging as the history of war.

- Teachers: Help young people to understand that they are first of all global citizens and that wars are not inevitable
- Teachers: Help young people to understand that war is a rather stupid and an extremely expensive way of trying to resolve conflicts
- Teachers: Help young people to understand that justice is the new name for peace
- Teachers: Help young people to understand that we cannot say we are serious about peace while we prepare for war
- Young people: You can teach others these same lessons

by Bruce Kent

Vice President, Movement for the
Abolition of War

SPORT: DEVELOPING & MAINTAINING A PEACEFUL ENVIRONMENT

The practice of sport creates an environment whereby fierce rivals can go head-to-head in battle but still uphold and play by the rules - the antithesis of war! Over time you learn self-discipline, the only way that discipline works in a positive way.

Sport is a school of life and the best environment after the family to learn what life is all about and how to lead and develop your own life. So many life skills are available and the best thing is that these skills are harnessed subconsciously by the practitioner as he or she is having fun and at the same time improving their health.

You get to know and admire your body, you raise your self-esteem, you find friendship, you learn to communicate face-to-face; fair-play and honesty are natural consequences, you become part of, or even lead, a team, aggression and frustration are harnessed and finally, you learn to give to the team, rather than always taking. Respecting yourself, your team mates, officials and your opponents are also key benefits.

When you consider that all these skills are acquired through practising sport then it becomes pretty obvious that sports people will always choose peace and human communication instead of war.



by Sir Philip Craven MBE

President, International Paralympic Committee
Peace and Sport Ambassador

See Lesson 9 'At Peace with Yourself'

EAST LONDON'S SHAMEFUL WORLD EVENT



The Olympics is not the only world-class event that brings people from all over the world together in East London. However, most people have not heard of the other event because it is not something to boast about: the world's largest arms fair takes place in the Docklands every two years (in 2011 from Tuesday 13 September – Friday 16 September). In 2011 it was bigger than ever, hosting 1,280 business exhibitors from 98 countries.

People the world over have witnessed the horror of what happens when the UK puts weapons in the hands of repressive regimes. Algeria, Bahrain, Libya and Saudi Arabia were at the fair in 2009 to shop for weapons. Crowd control equipment, tear gas and military equipment were sold by the UK to these countries which in 2011 have turned their weapons on civilians calling for democracy.

Just months after its attack on Gaza in 2008-9, Israel hosted a huge pavilion of its weapons exports. In 2011, its unmanned drones, tried and tested on Palestinian civilians were showcased at the event.

Campaign Against Arms Trade (CAAT) is working to stop the UK arming repressive regimes. In collaboration with Justice & Peace groups throughout the UK, the CAAT Christian Network prays for an end to the arms trade and campaigns to let Government know that just because these sales are legal does not mean they are moral or legitimate.

See Lesson 10 'Selling and Buying Peace'

by **Anne-Marie O'Reilly**
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 For more: www.caat.org.uk/not-ok



THE OLYMPIC TRUCE - A GREAT IDEA FROM ANCIENT GREECE

Aim

For each student to understand the purpose and modern relevance of the Sacred Truce of Olympia, and to put it into practice in their own context.

Objectives

- To understand the historical and religious background of the Truce
- To understand the ancient values placed upon sport and physical excellence
- To use values and concepts of the past to promote action for peace today

Activities

- Recall previous knowledge of Greek myth and culture. Look at ancient and modern reasons for war
- Watch film explaining Greek understanding of relations between gods and humans
- Discuss the importance today of physical sport and excellence, and link with Faith
- Internet research on modern revival of Olympic Games
- Letter to a current leader informing them of Olympic Truce and how it could help a situation today

by **Barbara Kentish**

Justice and Peace Fieldworker for the Diocese of Westminster

Greek Wars

Greece was not a single country in the 8th Century BC, but instead, a collection of little 'city-states' or 'poleis', which were constantly fighting over scarce land and trade routes, and, yes, women and honour. Most of us know the story of the Trojan War, fought, supposedly, over the beautiful Helen of Troy. The easiest way to travel was by sea, since rugged mountains divided little coastal settlements, where the only fertile land provided livelihoods. Think Jason and the Argonauts, or the return of Odysseus from Troy, who experienced numerous dangers at sea.

Action 1

Look at a relief map of Greece (showing mountains and natural features), and look at modern roads, as well as where the cities of today are situated. Find Olympia, the home of the games, but also Olympus, which was the home of the gods. Do you know any legends involving dangerous monsters of roads and seas? (Look up summaries of the Odyssey, or stories of Theseus). Can you think of any wars today which are being fought over land? Over trade routes, fishing limits?

The gods of the Greeks

Despite their wars, the Greeks were very religious, and all of life was explained by divine spirits. The god of Water was Poseidon, War was governed by Ares, Life and Growth by Demeter, Joy and Celebration by Dionysius, while the Sun and Prophecy were under the power of Apollo. But the greatest of all was Zeus (Jupiter in Roman religion), who governed the gods, themselves, as well as Thunder, Lightning and all the weather. Unlike our Christian God, who for us represents Love and Peace, however, the Greek gods, or immortals fought amongst themselves, and stirred up fighting amongst mortals.

Action 2

Watch the old film *Jason and the Argonauts* which gives you a good idea of how the Greeks saw the behaviour of the gods, who seemed to manipulate them like puppets (*The Truman Show*, starring Jim Carrey, is a modern film showing a manipulative god, but doesn't have the Greek 'flavour'!)

Games & physical strength

In a world where the after-life was not looked forward to, the physical was everything. Achilles, the Greek hero of the Trojan war, said that he would rather be a servant on earth than a hero in the Underworld, so dreary did he find it. So the Greeks trained and practised all kinds of sport. What was often a peacetime hobby was after all vital in times of war. The pottery at the British Museum is full of examples of javelin contests, chariot races, wrestling and running. Games were organised for major life events, such as weddings, the arrival of visitors, and, strangely for us, funerals.

3

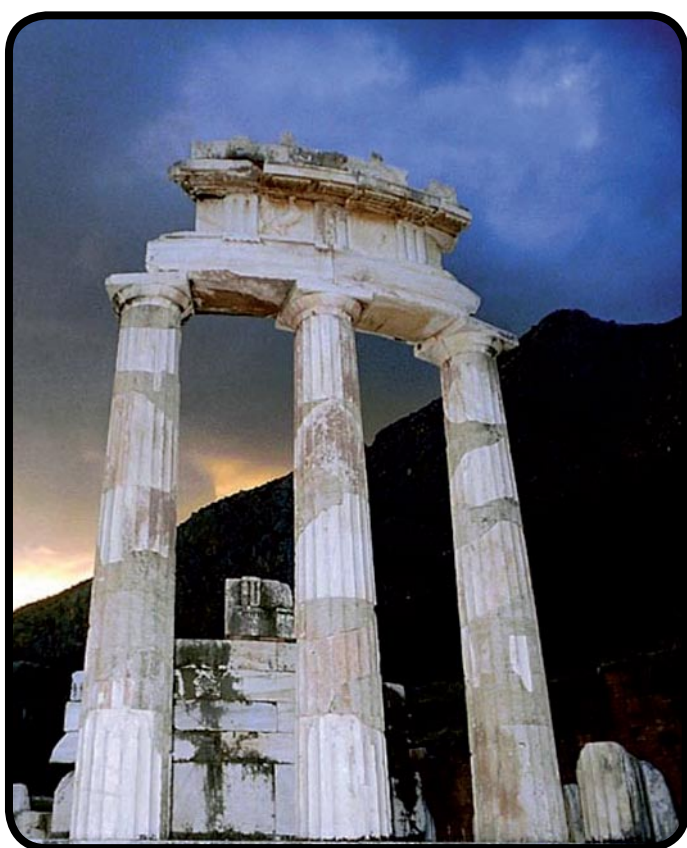
Action 3

Discuss the importance of physical perfection for us today: e.g.

- How much do we value physical health in our own lives?
- How much is it valued in our own culture, in other cultures we may know?
- Is physical excellence valued by everybody?
- Is sport valued by our culture as a way of dignifying society, or as a passive entertainment?
- What are some of the different reasons, good or bad, that sport might be valued?
- Are sport and religion connected in any way?
- Is physical excellence connected with religion?

Debate topic

'The pursuit of physical excellence has nothing to do with spirituality.'



How the Olympic Games and the Olympic Truce were established

4 Early in the 8th century (BCE), King Ifitos of Elis, seeking to establish peace, consulted the Oracle at Delphi. He was advised, it is said, to break the cycle of conflict every four years by replacing war with friendly athletic competition. Ifitos sought the cooperation of other kings, and they agreed to a truce, known as the 'Ekecheiria', and organised the first Olympic Games, in 776BC. These were held in honour of Zeus, and the Games were always preceded by sacrifices and religious ceremonies. Heralds were sent out from Elis to proclaim the truce, which originally lasted for seven days before, and seven days after the Games. This was later extended to 50 days. The Games, and the Truce, lasted for nearly 1200 years.

Action 4

Look up the history of the ancient Olympic Games. When were the Olympic Games revived, and what were some of the reasons? How far did the ancient reasons correspond with the modern reasons? (Internet research on Pierre de Coubertin and others) eg. www.olympictruce.org

How could the Olympic Truce help us today?

5 Significant symbols of Peace during the Olympics have been incidents such as the following:

Lillehammer, Norway Winter Olympics, 1994 Sarajevo was at war, but the appeal for observance of the Olympic Truce allowed the participation of athletes from the former Republic of Yugoslavia. IOC delegation visits Sarajevo, and UNICEF inoculates thousands of children.

Sydney Australia, Olympic Games, 2000 During the opening ceremony a powerful symbolic event takes place. The South and North Korean delegations parade into the stadium together, under the single flag of the Korean peninsula, united by the peaceful power of 'Olympism'

Athens, Greece, Olympic Games, 2004 Afghanistan and Iraq participate in the Games, though there were ongoing conflicts there. Their highly symbolic presence was greatly welcomed and showed the whole world that, in spite of numerous difficulties, reconstruction through sport is underway. A video message from United Nations Secretary Kofi Annan, recalling the contribution of the Olympic Truce and sport to world peace, was broadcast before the opening ceremony.

London Evening Standard (Friday 25th March 2010) 'Britain goes to the UN again ... to seek a truce for 2012' by Matthew Beard

“ Ministers are to go to the UN to secure a resolution backing an Olympic truce next summer.

Calling a halt to hostilities during the Games dates back to the Greek Olympics of 778BC. The truce was sacred and violations rare. The tradition has been carried out in the modern era, although the truce has been seen as symbolic.

Since the revival of the Games just over a century ago, it has been broken nearly every time. The event has been cancelled because of war three times, subjected to mass boycotts five times and twice faced terror attacks. Tory peer Lord Bates has called for the truce to be made longer, so it lasts from the start of the Cultural Olympiad on June 21st next year to International Peace Day on September 21st.

He said: "What is it that we have lost in three thousand years of civilisation that we should find it so difficult to exercise restraint in the conduct of warfare and can we rediscover it in time for London 2012? I believe we can."

”

Action 5

Write a letter (class, group or individual) explaining the Olympic Truce, and suggest one conflict that could be highlighted during the Olympics. Propose that both sides could stop fighting for some days, weeks, months, years or for ever. Send the letter to your bishop, your MP, or other leader.

Discuss other ways to publicise your idea: a Facebook page, article in your local paper etc [Send a copy to the peace legacy website: www.peacelegacy.org.uk]



PEACE THROUGH THE ARTS

Music

Streets of Berlin 1939

In 1939 the Olympic Games took place in Berlin. In 1933 The National Socialist German Workers' Party (NSDAP), or Nazi Party, had come to power and its leader, Adolf Hitler, was responsible for the building of the first concentration camp. It was called Sachsenhausen and situated 35km north of Berlin. Initiated by the desire for the world to see Berlin in its pure and Arian light the streets of Berlin where 'cleared' of all 'undesirables' and placed in the camp.

On their prison uniforms, prisoners had to wear different colour triangles for identification.

RED	Communists
GREEN	criminals
BROWN	gypsies
PURPLE	Jehovah Witnesses
PINK	homosexuals
YELLOW	Jews

Streets of London in 1969

In 1969 Ralph McTell first recorded 'Streets of London' reflecting on the plight of the homeless and those on the margins of society.

In the lyrics he suggests that we hardly notice, let alone see and empathise with: 'Have you seen the old man?', 'Have you seen the old girl?' and in the chorus;

*So how can you tell me you're lonely,
and say for you that the sun don't shine?
Let me take you by the hand and lead you through
the streets of London.
I'll show you something to make you change your
mind.*

Streets of London in 2011

What is your experience of walking the streets of London? For good and ill, what have you seen this summer and autumn? What are your thoughts? What are your hopes and dreams for the streets of London or your home town?

'Last night I had the strangest dream'

Another famous song of the 1960s was Simon and Garfunkel's 'Last night I had the strangest dream' written by Ed McCurdy in 1950 and more recently recorded by Serena Ryder in 2006.

*Last night I had the strangest dream
I ever dreamed before
I dreamed the world had all agreed
To put an end to war
I dreamed I saw a mighty room
The room was filled with men
And the paper they were signing said
They'd never fight again*

*And when the papers all were signed
And a million copies made
They all joined hands and bowed their heads
And grateful prayers were prayed
And the people in the streets below
Were dancing round and round
And guns and swords and uniforms
Were scattered on the ground*

*Last night I had the strangest dream
I ever dreamed before
I dreamed the world had all agreed
To put an end to war*

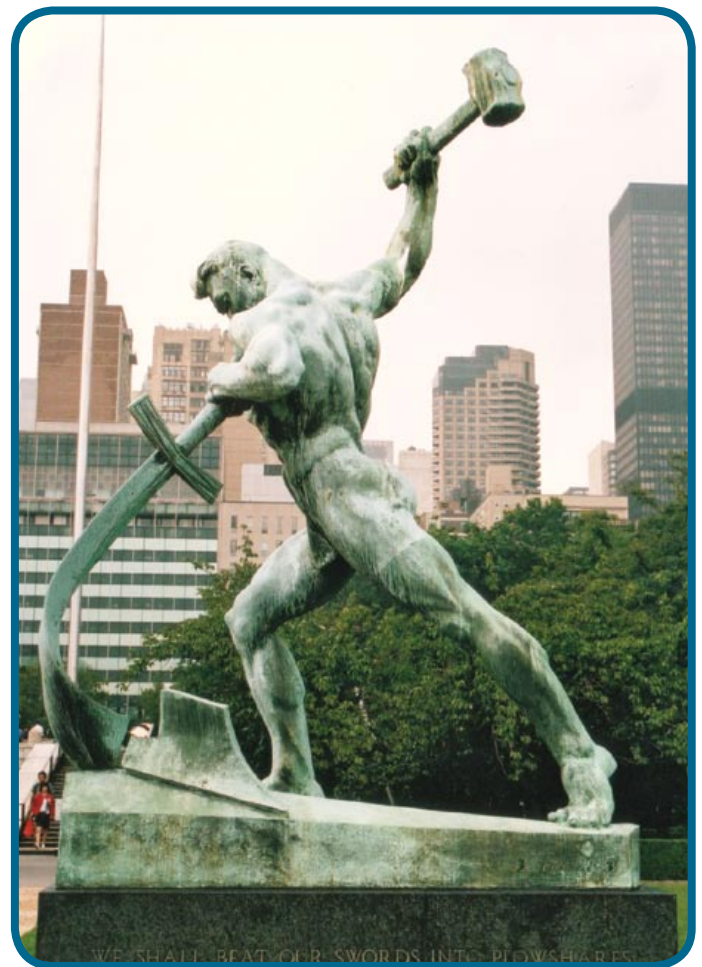
- Sing these songs
- Act them out
- Reflecting on the streets of London and the conflicted world we live in; compose a song, rap or video message featuring your own vision for 2011-12

Art

Right: A sculpture in the United Nations Garden, New York. Presented by the U.S.S.R. in the 1950s

'They will hammer their swords into ploughshares and their spears into sickles. Nation will not lift sword against nation, no longer will they learn how to make war' (Isaiah 2:4).

- Discuss why the Soviet Union might use a quotation from Isaiah in their gift to the United Nations
- Produce works of art that illustrate the visionary image of Isaiah of the conversion of a weapon into an implement of peace or even sporting equipment



Use art, music, drama, dance, photography and media studies to stimulate discussion and develop creativity on the themes of PEACE, RECONCILIATION and CONFLICT

WORKING TOGETHER FOR A MORE PEACEFUL FUTURE – LASTING CHANGE

Peace starts with the person, with family, with our immediate environment, and then with wider society. We need to reflect on events in the past, analyse current tensions and in order to tackle issues which impact on peace and a just society, we need to look and work on our individual and shared values and beliefs and how we exercise our rights and take ownership and responsibility for our stake in society.

At home and at school, students develop their sense of who they are and need to navigate a path with others who may share their values but may be influenced by their different experiences and circumstances.

Aim:

- To affect the quality of the lives of young people at home, at school and in the community
- To encourage a commitment to action, and the development of personal growth and lasting change

Objectives:

- To explore students perception of themselves, their school, their communities
- To empower students to be positive social advocates in their school and communities

by Patsy Cummings

Young People's Forum Development Worker,
Catholic Association for Racial Justice (CARJ)

- To build relationships and understanding between different individuals and groups to promote peace

[use/display handout 1 on p.30]

ACTIVITIES

Activity 1

Who are you? Describe yourself? What is your identity? How do you see yourself?

Before we can work on our relationships with others we need to know who we are. The way we define/describe ourselves to ourselves control how we respond to different people and in different situations. (It is like holding a mirror up in front of yourself.)

Action

Consciously define yourself – no labels. Each student and teacher, orally or in writing, describes who they are by way of: emotions, roles, ancestry, capabilities, talents, characteristics, ethnicity and culture.

Facilitate the exploration of the thought processes behind this examination. Listen, ask questions and observe to understand the student's/teacher's perception of self.

Examine shared values and experiences and those that differ.

Differentiate between perceptions and reality.

Learning Outcome

Development of self-awareness; development and recognition of talents. Understand and become aware that your life can be defined by your beliefs and convictions of your perceptions of who you are.

Be honest, and be aware of your 'blind spots' – identify and process the 'baggage' that you bring. Does the 'baggage' limit you, does



this control you? Changing your behaviour alone is not enough; changing your belief of who you are and what you can achieve can affect lasting change.

You can change the results you generate in your life. You can discover how you see and treat other people. And you can discover how you act in certain situations by changing your thinking and attitude to self and others.

Activity 2

- What do students feel are the most important feature of a school/a community?
- What are the best thing(s) about their own school/community?
- What are the worst thing(s) about their own school/community?
- What are the tensions in school/community and what are the causes?
- What are the difficult questions and issues you and they need to reflect on?

Action

Select students of a different gender, culture, with different abilities, skills, backgrounds to lead small group discussions. The groups should be mixed and, where possible, small enough so that everyone has an opportunity to be heard. Feedback to the larger group and record/retain the written responses.

Compare and contrast different attitudes and analysis.

Illustrate how the differences identified are manifest in school/the community

Substitute the different opinions to different situations – ‘walk in their shoes’

- A grid of words will help with discussions. Notes should be taken to start an action plan [see handout 2 on p.31]
- Incorporate use of different tools (e.g. discussion, role play, hot seat)

Learning Outcome

Development of group discussion and analysis of our immediate environment and how we influence society.

Build on observations and start challenging the norms.

Together start to implement change for positive outcomes.

Listen to others and appreciate/understand why their beliefs conflict with others

Tolerance and understanding of each other leads to making lasting change which allows participation by those who believe they have a stake in society and those who feel they do not.

Below is a list of issues, actions and areas to reflect upon within the school environment or in wider society, for use to develop action plans, for discussion or further analysis:

- value-oriented actions
- school regulations
- joy in learning; desire to learn
- taking action with integrity
- willingness to be accountable
- the balanced person within community
- development of all talents
- development of self-awareness
- help to understand how we learn
- integrate values into practice
- examine our preconceptions or assumptions about ourselves and others
- help to solve problems in a creative rather than formulaic way
- use metaphors and images that bring fresh insights
- effective communication skills
- preparation for life
- developmental stages of growth
- curriculum centered on the person
- personal relationships
- responsibilities within the community
- personal study
- opportunities for personal discovery
- reflection
- desire to learn
- adult members open to change
- school regulations
- system of discipline
- self-discipline
- awareness of the social effects
- realization that persons and structures can change
- justice informed by values
- action for peace
- a new type of person in a new kind of society
- justice issues in the curriculum
- school policies and programs that witness to peace and justice
- involvement in serious issues of the day
- talents: gifts to be developed for the community
- stress on community values
- witness of adults in the educational community
- witness of adults in positions of authority
- serve the local civil and religious community
- active in the local community
- concrete experiences in the community
- development of individual capabilities
- leadership training
- cooperation with other schools and educational agencies
- a common mission
- willingness to assume responsibilities
- common sense of purpose
- close cooperation with parents
- understanding the school character
- consistency between values promoted in the school and those promoted in the home
- shared responsibility
- sharing of ideas and experiences

- exchange of teachers and students
- individual care and concern for each person
- encourage openness to growth
- common vision and common goals
- identifying and processing the baggage we bring
- liberating ourselves from false expectations
- encouraging and equipping
- empowering and leading
- be honest with yourself
- be aware of your 'blind spots' (personal baggage)
- identify experiences that merit examination
- taking action and moving on
- who do you listen to? Ignore?
- where do we find our worth, identity, purpose and significance?
- what should we be more or less passionate about
- what should you do more or less of?
- Is tolerance enough when relating to those who are different?
- What is a creative way of presenting the issue and a challenge to address it?
- Write your own 'TEN COMMANDMENTS' to affect change
- What can I learn about myself?

At the end of World Youth Day August 2011, Pope Benedict XVI said:

"This is the work of the Holy Spirit, who makes Jesus Christ present in the heart of young people in every age, and shows them the grandeur of the divine vocations given to every man and women. We were also able to see how the grace of Christ tears



down the walls and overcomes the barriers which sin erects between people and generations...."

For further resources to continue this dialogue and action planning for conflict resolution, community cohesion, peace and justice initiatives contact:

Catholic Association for Racial Justice (CARJ),
 9 Henry Road, Manor House, London, N4 2LH
 Telephone: 020 8802 8080
www.carj.org.uk
info@carj.org.uk

Handout 1

LASTING CHANGE

- L** Listen
 - A** Analyse
 - S** Shape the future
 - T** Take Action
 - I** Identify
 - N** Nurture
 - G** Grow
-
- C** Conversation
 - H** Honour
 - A** Attract/Adjust/Amend
 - N** Neighbours – building relationships
 - G** Gather – work together
 - E** Encourage

Key values

Create an ethos of respect, dignity, inclusion, accountability, taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional articulacy.

Key skills

Include active listening, facilitating dialogue, problem-solving, listening to others, expressing emotion and empowering others to take ownership of problems.

Handout 2

affirming	anger	aspirations	atmosphere
attitudes	behaviours	beliefs	character
consistent	communication	context	culture
customs	depressed	disappointment	diversity
emotional environment	equality	encouragement	fair
fear	frustration	guilt	hopeless / hopeful
hurt	inadequacy	inspiring	learning
lonely	morals	norms	organisational values
overloaded	personal values	physical environment	priorities
purpose	relationships	rights	responsibilities
regret	trust	uncomfortable	vision

ORGANISING FOR PEACE LOCALLY - BUILDING CITYSAFE NEIGHBOURHOODS

In memory of all those who left us too early and in gratitude to all those who have been organising their community to reclaim our streets.

Table of Contents

1. Where does the CitySafe Campaign come from?
2. Building relationships with other institutions
3. Why shops? And how to approach shopkeepers?
4. Strengthening relationships, and reaching out to other institutions
5. Sustaining relationships with shopkeepers
6. Identifying other allies
7. Developing talents, relationships, and creativity
 - About London Citizens
 - Other resources about CitySafe

1 Where does the CitySafe Campaign come from?

In 2008, London Citizens, a broad-based alliance of over 200 civil society institutions (including primary and secondary schools, colleges, churches, mosques, synagogues, trade unions, charities, and residents associations), launched the CitySafe Campaign.

The CitySafe campaign has been developed through conversation and research involving hundreds of young people, youth workers, teachers and community leaders. At the heart of this process

has been the voice of young people saying we are not the problem, we are the solution.

In April of that year, thousands of London Citizens members gathered at Methodist Central Hall for its 2008 Mayoral Accountability Assembly. In front of its own members, but also in front of the main candidates for the Mayoralty of London, ordinary citizens, united in power, committed to working together to make our streets safer.

Since then, we have been building links between local institutions, working together across our neighbourhoods, and developing CitySafe zones. Local clusters of schools, faith communities, and charities are reclaiming the streets from crime, addressing local problems with innovative action.

Local leaders have been working with their Citizens Organiser to come up with practical solutions to many of the issues we face in our neighbourhoods.

This pamphlet aims to capture some of the work that has been taking place in institutions in membership of London Citizens, showing that peace can be built across our city, and that young people and their teachers can take a lead.

Reflecting on issues of safety and the importance of action

"Realising that others felt the same about safety issues in my local neighbourhood, I feel like we can work together. I don't feel powerless anymore."

Raquel Hortencio,
(Year 12 Student at Cardinal Pole Catholic School in Hackney)

Reflecting is the first step:

A child spends about 85% of their time outside their school. Only 15% of their time is spent in the classroom.

Understanding what goes on outside the school gates is crucial if we want to make sure that children enjoy the childhood they deserve.

by **Sebastien Chapleau**
London Citizens

At the heart of the CitySafe campaign is the wish to address issues which many of us face in our local communities, but very often ignore because:

- we feel powerless
- it's easier to pretend that everything is fine
- we don't know where to start

These feelings are legitimate.

However, young people getting involved in the CitySafe campaign have been challenging the status quo, and have been working together to find solutions, building links between institutions and neighbours, and have been reclaiming our neighbourhoods, one street at a time.

Relational power is key:

Someone on their own cannot change their neighbourhood. However, if alliances are created – if the local school works with the local mosque, or if the local church works with the local residents association, etc. – then things become easier and a sense of solidarity is created.

Acting is necessary:

We cannot just talk about making our neighbourhoods safer. We have to roll up our sleeves and get going.

In the pages that follow, examples of actions will show that power and action can bring change to local neighbourhoods.

Case Study 1

Cardinal Pole Catholic School, Hackney

Get people talking:

At Cardinal Pole School, Year 12 students meet weekly to reflect on issues that affect their lives as young adults.

During one of their sessions, all students sit around the room and their organiser/teacher gives them a simple instruction:

"I'm going to ask you all two simple questions. One



by one, I would like you to answer – while others listen carefully, without interrupting – and share with us some of your experiences. The questions are: Where do you feel safe and why? Where don't you feel safe and why?"

I feel safe:

One by one, the students answer the first question, sharing stories of comfort while at home, with their family and friends. Some mention the feeling of safety when at school. Some mention certain areas when, during the day, lots of people gather, associating this with a feeling of community. Being with others – especially familiar faces – makes us feel safe.

I don't feel safe:

On the other hand, when thinking about feelings of insecurity, it is striking to see that common stories emerge too.

"I don't feel safe walking home when it's dark."

"I don't feel safe on the upper deck of the bus."

"I don't feel safe waiting at the bus stop in the evening."

Challenge

Thinking about the answers, the need to understand why we (don't) feel safe in certain situations is crucial. The conclusion is always the same: if there are people around us whom we know and to whom we can relate, we feel safer. In other words: knowing our neighbours, and looking after each other, is what will make our streets safer. Simple. If not us, who? If not now, when?

As stories are shared, we start hearing specific issues (times, locations, people involved) and we can direct the discussion towards action. In other words: "What are we going to do about it?"



2 Building relationships with other institutions

"I wish there were safe havens that my children could turn to on their way home from school."

Michelle Franklin

(Our Lady of Lourdes Church, Lewisham)

Institutions:

A neighbourhood is made up of institutions where people gather on a regular basis. Faith institutions, schools, sports clubs, etc. Understanding our neighbours helps us connect to them around issues of the common good.

Neighbourhood and common purpose:

In order to strengthen a neighbourhood, it is important to connect institutions. After all, what is outside of these institutions – the streets, the parks, the playgrounds – is shared by the whole community. It is in everyone's self-interest to work together to look after and protect shared spaces.

Power:

No-one can change their neighbourhood on their own. Connecting institutions – groups of people who are already in relationship – gives us a sense of power and makes things simpler.

Collective Action:

In Lewisham, in the summer of 2008, a group of 30 leaders met to reflect on issues of safety. Parents like Michelle Franklin shared their concerns. Barry and Margaret Mizen, whose 16-year old son had lost his life a few months before, were in the room. Barry Mizen is a shopkeeper and he shared his experience in Sidcup, where his shop is.

"Almost everyday, we saw graffiti on the walls and broken windows. And no-one was doing anything

about it. What we decided to do is make sure every incident was reported to the police.

Many people on the street thought: "What's the point?"

We were able to challenge them: "That's just the point! If we don't report anything, the police will never come. But if we do it together, they must do something about it."

CitySafe Havens:

Barry suggested we approach shopkeepers in our local neighbourhoods and get them to pledge to report 100% crime and anti-social behaviour. From this simple idea, the campaign began. Later, we identified key shopkeepers who could offer their premises as places of safety for those needing help.

Case Study 2

St Joseph's Primary School, Greenwich

"We need to work with our neighbours if we want to create a strong community."

Alexandra Okoibhole

(St Joseph's Primary School, Greenwich)

Map your local area:

A Year 5 class at St Joseph's Primary School began working on CitySafe and agreed to build relationships with neighbouring institutions.

They got out a big map of their local area, looked at it, and put pins on it, identifying who they should get in touch with. Near their school, there are quite a few institutions:

- a nursery
- two other primary schools
- two secondary schools
- two churches
- lots of shops

As the pupils had spent some time thinking about

Why shops? And how to approach shopkeepers?

3

areas where they feel safe and where they do not feel safe, they wanted to find out from other schools what they thought.

Get in touch:

Some pupils contacted other schools directly, or asked friends who go to other schools to tell their teachers.

Keen to hear about their work, it was quite easy to set up visits and begin conversations. As conversations developed – unsurprisingly – similar hopes and worries were voiced by pupils from other schools. Halstow Primary School (10 minutes away from St Joseph's Primary School) and St Alfege with St Peter's Primary School (15 minutes away from St Joseph's Primary School) became keen to work together, and find ways to make shared areas safer for all.

Identify a common target:

Between the three schools now working together, there are almost 100 shops. These shops, pupils and teachers agreed, are key places in our neighbourhood. Therefore, a plan was developed so we could get to know the shopkeepers.

Act:

Soon after they met, children and teachers from the three schools agreed to organise neighbourhood walks to approach local shopkeepers to see which ones could become CitySafe Havens.

"There are so many shops near my school. It totally makes sense to get to know the shopkeepers."

Laura Piedrahita

(Year 12 Student at Our Lady's Convent High School in Hackney)

Why:

Because there are dozens of shops in most of our neighbourhoods. Shops are a central part of our communities. And, when you ask young people where they would go when they are not feeling safe while walking the streets, they say: "I'd run inside a shop!"

The world as it is:

Shopkeepers often see people coming to their shops only as customers. Shoppers who go to local shops often see the shopkeepers as people who sell them things, but no more than that. This is a sad view of society, based on people seen as 'commodities', almost like computers, with no feelings.

The world as it should be:

Challenging the seller/buyer status quo, the CitySafe campaign brings a bit of humanity into the equation. Building trust between the shopkeepers and those who buy from them, what is created is a sense of 'togetherness'.

Reciprocity (or mutual self-interest):

It works both ways. If I feel that you care about me (i.e. you will help me make my streets safer) then I am more likely to come to your shop. I work with those who work with me.

Case Study 3 Our Lady's Convent High School, Hackney

Go out and talk to them:

Once we know that the people we want to work with are our local shopkeepers, we need to go out and talk to them.

Hopes and worries:

As before, when we started thinking about our feelings about our local area, it is useful to find out from shopkeepers too. And guess what, very often, they think like us.

A group of Year 12 students from Our Lady's Convent High School mapped their local area and agreed that approaching shopkeepers made sense. On their way home, most students from Our Lady's have to catch a bus. And on their way to the bus stop, there are at least 20 shops.

One lunchtime, dividing themselves in groups of 5, the students went out to talk to their local shopkeepers.

Action:

Gabby: Hi, my name is Gabby, and these are my friends Inez, Priscilla, Laura, and Ryihana. We're from the local school. Can we speak to the manager, please?

Shopkeeper: Of course. This is me. How can I help?

Inez: What's your name, sir?

Shopkeeper: My name is Ali.

Laura: We're here as we're trying to improve our local area, and we'd like to ask you a couple of questions. How long have you worked here?

Ali: I've been here for ages. It's been 17 years.

Ryihana: Wow, that's a really long time. I'm turning 17 in a few months! Do you like this area?

Ali: It's alright. Not bad, but not great either. It could be better, but I guess it's the same everywhere.

Priscilla: What do you mean? Is there anything you'd like to improve?

Ali: Well, there's a lot of litter round here, and some people don't really respect the area. There's some anti-social behaviour too, sometimes.

Inez: Would you like to do something about this? Not on your own, though. But would you like it if the whole street worked together to improve things?

Ali: That'd be great.

Gabby: Well, we have a plan. We're talking to all the shopkeepers on the street. See out there? You can see our classmates across the street talking to other shopkeepers. Can we come back in a couple of weeks to share with you what we've found out from other shopkeepers?

Ali: Sure.

Students: See you soon, Ali. Take care!

Ali: Thanks. See you soon.

Do it again:

Once you have done it once, and you see that most shopkeepers will be receptive, do it again. Call them by their name. Tell them what other shopkeepers are saying. Encourage them to speak to their neighbours and build a sense of community.

4 Strengthening relationships, and reaching out to other institutions

"From a team of five, I feel like we've now taken over our neighborhood. Hundreds of us are involved: from our school and other schools around. We're having such a massive impact. It's great."

Alice Schweigert

(Year 9 Student at Prendergast-Ladywell Fields College in Lewisham)

Why: Remember, the aim is to build strong relationships. This cannot be done in 2 or 3 visits. It is a patient process which can take months. We have to be patient, but determined, as it pays off in the long term.

But also: We want to be selective and make sure we work with those shopkeepers who 'get it'.

Building our power is at the heart of this, let's not forget: As we develop our work, we need to involve other institutions so that we can make our work more effective and have a greater impact.

Cementing the relationship:

Once the relationships are clearly reciprocal, we can ask shopkeepers to become CitySafe Havens. A CitySafe Haven is a shop where the manager of the shop agrees to get all his staff to:

1. report 100% crime and anti-social behaviour to the police

2. spend some time building relationships with their neighbours

3. offer their premises as a place of safety for those in immediate danger

A visible sticker appears on the shop's window to formalise relationship. Not all shopkeepers visited will get one. Only the champions who we can really trust and work with. This is a process that takes time.

Case Study 4**Prendergast-Ladywell Fields College, Lewisham**

Prendergast-Ladywell Fields College is in the middle of Brockley, in Lewisham. Starting with a team of 5 students, our CitySafe campaign there is now led by hundreds of students and local residents. Making it a habit – visiting shops on a regular basis – students and teachers got other institutions involved, always involving people.

Presenting our work – building our leadership – inspiring others:

Presenting our work to other students in our school and in other schools, we were able to involve new leaders every time. We told them what we had done and suggested they could do it too. And all those we spoke to got really excited about it.

Make it a habit:

We organise regular walks to visit shopkeepers. We bring them 'Thank You' cards or even flowers (for Valentines Day) or chocolates (for Easter!) to thank them for looking out for us. We ask them how we can help them. We show them we care. Every time we do a neighbourhood walk, we invite other local institutions to join us.

We do it step by step:

As we get to know many of the shopkeepers, we ask them to work with us. Very often, we find out



that they face many issues in the local area: theft, vandalism, harassment, etc. We also realise that many of them do not report these crimes to the police.

As a first step, we get them to pledge to report all crimes to the police. We give them cards with the numbers of their local Safer Neighbourhood Team and urge them to call them whenever they see something wrong, even if it's not in their shop, or just outside their shop. It's for the whole street.

Asking the shops to become CitySafe Havens: Once the relationships are strong, we can ask those shopkeepers whom we really trust and feel we can rely on, to become CitySafe Havens. A CitySafe Haven is a place where we can go when we are not feeling safe. The shopkeepers agree to protect us and call our parents/carers and the police if necessary.



London Citizens is developing a plan of town centre and neighbourhood centre Assemblies on 9 June 2012 across London where CITIZENS members (and friends) announce plans to build CitySafe Zones across the capital and produce a detailed map with names of the zones (streets) and the named CITIZENS member institutions which will sustain and manage them by 27 October 2012.

Identifying other allies

5

"We take ourselves seriously, and we want our public officials to join us."

Denise Castro

(Parent at Lilian Baylis Technology School in Lambeth)

Who else can you work with?

Taking responsibility for our streets, we can seek the support of public officials: the police and council officials. All schools who have organised CitySafe neighbourhood walks have engaged with the Police, inviting them to join in.

Why?

Because we all share the same hopes. The Police cannot make our streets safer on their own. As much as we need their support, they need ours too.

Case Study 5

Lilian Baylis Technology School, Lambeth

At Lilian Baylis Technology School, we have been developing links with other schools and our local shopkeepers, involving police officers from our local Safer Neighbourhood Team.

After some local successes, we decided to take our work further and, with the support of our London Citizens Organiser, we made some contacts with Lambeth Council.

We presented our work to them and, after some negotiations, got them to agree to make some civic buildings (i.e. buildings run by the council, including all libraries and the Town Hall) CitySafe Havens.

Building on our local work, the council have taken us seriously and have agreed to work with us, helping us build a stronger sense of trust between all across our neighbourhoods.

6 Developing talents, relationships, and creativity

"We have organised talent shows between schools in the same local area to build trust and celebrate our achievements. We have also taken part in sports activities, mixing teams from different schools, inviting the police to join us as well as the shopkeepers who have become CitySafe Havens!"

Paul Amuzie

(Ex-student at St Bonaventure's School in Newham)

7 Sustaining relationships with shopkeepers

"We organise neighbourhood walks on a regular basis. That's because strong relationships take time to build. Every week we get a team of students from a different class to undertake some visits"

Simon Jones

(Teacher at Prendergast-Ladywell Fields College in Lewisham)

About

Over the past few years, we have been building links between local institutions, working together across our neighbourhoods, and developing CitySafe zones. Local clusters of schools, faith communities, and charities are reclaiming the streets from crime, addressing local problems with innovative action.

Local leaders have been working with their Citizens Organiser to come up with practical solutions to many of the issues we face in our neighbourhoods.

Sebastien Chapleau has been a professional Community Organiser with London Citizens since 2008, and is based in Hackney, East London. He has trained hundreds of community leaders of all ages and backgrounds in schools, faith communities, and local civic institutions. He has been organising leaders build CitySafe zones across various neighbourhoods in London. Before joining the staff team at London Citizens, he worked in a primary school in south-east London where he integrated Community Organising methods into his role as a teacher, working closely with parents/carers, children, neighbours, and local institutions. Sebastien is the Senior Organiser at London Citizens looking at issues of Community Organising in schools.

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For more details about London Citizens and our work with schools:

Sebastien Chapleau

Address: 112 Cavell Street, London E1 2JA

Email: sebastien.chapleau@londoncitizens.org.uk

For more details about London Citizens, visit our website: www.citizensuk.org

LONDON CITIZENS CITYSAFE RECORD SHEET

Name of Citizen _____ Date of Visit _____

City Safe Zone _____

Name of Shop _____

Address of Shop _____

Manager/Shopkeeper's Name _____

Phone Number of Shop _____

We spoke to the spoke to the Manager / Assistant *(please circle)*

This shop currently is / is not a Safe Haven *(please circle)*

Comments

Stories Shared

Next Steps *(please circle)*

- Return to this shop Yes /No/Maybe
- Take materials: Sticker / Guide / Poster / other
- Brief / Train Staff Team — Yes / No / Saturday / Wednesday / Time

Rate This Safe Haven *(please give a score from 1 - 10)*

- Location _____ Attitude _____
- 100% Reporting _____ Actively supporting Young People _____

Front

1 Visiting a Shop which is a Safe Haven

Step 1: Introduction

- a We clearly introduced ourselves by name
- b We said the name of our local group (church/school)
- c We said we are with South London Citizens
- d We thanked them for being a Safe Haven and said what it means to us

Step 2: Conversation

- a We delivered materials: thank-you card/invitation/token of appreciation
- b We asked if everything has been OK
- c We asked if they have written in the log-book
- d We asked how we can help

Step 3: Evaluation

- a We evaluated the interview together afterwards
- b We checked our record-sheet and marked any follow-up actions needed
- c We discussed how customers were prioritised during the visit
- d We prepared for the next visit and agreed roles

2 Visiting a Shop which is not a Safe Haven

Step 1: Introduction

- a We clearly introduced ourselves by name
- b We said the name of our local group (church/school/organisation)
- c We said we are with London Citizens
- d We told them how we are trying to look after the street and make it safer

Step 2: Conversation

- a We asked how long they have been here and any hopes/worries
- b We asked if they know other shopkeepers/police
- c We asked how we can support or help them
- d We asked if we can visit them again next month

Step 3: Evaluation

- a We evaluated the interview together afterwards
- b We checked our record-sheet and marked any follow-up actions needed
- c We discussed how customers were prioritised during the visit
- d We prepared for the next visit and agreed roles

Back

METROPOLITAN POLICE Working together for a safer London

CITY SAFE HAVEN DEDICATED TO YOUNG PEOPLE

MAYOR OF LONDON

CitySafe 'Safe Haven': A Guide for Staff

What is a Safe Haven?
A place where people work in partnership to report and discourage crime and anti-social behaviour and to offer temporary shelter to young people in immediate danger.

What situations could we face?
The most typical situations involve a young person seeking to avoid others who they believe are a threat to them. In extreme cases this may involve them being chased by people they fear will physically harm them - fortunately this is relatively rare.

How can we help?
In most situations you can help by simply allowing the individual/s to wait in your venue and by offering to contact someone who can help. In a dangerous situation where there is immediate risk of physical violence towards someone, consider:

- Directing them to the safest place whilst asking them for information on what is happening
- Activating an alarm and/or radio link for help, if you have one
- Dialling 999 and asking for the police - and an ambulance in a medical emergency
- Noting evidence for the police e.g. descriptions of people and vehicles, details of witnesses, CCTV etc.

Remember: You are not expected to place yourself at risk by getting physically involved in a situation - just calling for help can make a difference.

Help to prevent trouble by:

- 1 Reporting to the police 100% of incidents of crime and anti-social behaviour at this location and immediate vicinity.
- 2 Recording all incidents in the Log Book and reporting them to the Safer Neighbourhoods Team.
- 3 Working with neighbours and the local Police and CitySafe.

Useful contact numbers:
Emergency: Dial 999 for Police and/or Ambulance
Local Police Station (non emergency)
CitySafe Scheme Coordinator
Victim Support number

supported by conflict specialists
maybo

CitySafe is supported by the Metropolitan Police

To order copies of the CitySafe Record Sheet and the CitySafe: Guide for Staff please contact London Citizens. Details on the opposite page.

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GLOBAL PEACE

On Line Resources produced by Pax Christi and CAFOD

The Olympic Games draws people together from every corner of the globe. Athletes and spectators will be travelling to London from every country in the world. It is important for us to consider what is happening in these countries in terms of peace and conflict.

Perhaps your school is involved in an exchange programme or a link project so this may be a good place to start. Also, look beyond the countries on the following pages which are supported by Pax Christi and CAFOD.

Remember, knowledge is important; questioning and discussing leads to understanding and action through prayer and engagement can lead to change.





International Catholic Movement for Peace

To view and use all the resources below go to Pax Christi's web site at:

<http://www.paxchristi.org.uk/PeaceEd.HTML>

Introduction to Pax Christi

A slideshow for RE lessons and assemblies

http://www.paxchristi.org.uk/Documents/PeacEd/Pax_Christi_powerpoint09.pps

Conflict and Violence

How does conflict affect young people? Why does conflict sometimes lead to violence? Is conflict such a bad thing? Explore these and more in our Impact! issues sheet A resource produced in collaboration with YCW/Impact

[http://www.paxchristi.org.uk/Documents/PeacEd/conflictandviolence\(1\).pdf](http://www.paxchristi.org.uk/Documents/PeacEd/conflictandviolence(1).pdf)

Human Security

A workshop exploring the models of security, from 'might is right' to human security. This resource was produced as part of the Livesimply Youth Network 'Why Bother?' resource for the 2010 UK General Election

<http://www.paxchristi.org.uk/Documents/PeacEd/WhyBotherHumanSecurity.pdf>

The Armed Forces

The armed forces might offer adventure, training, travel and a career but the life can be tough. Use this resource to reflect upon the effect of the armed forces on young people. A resource produced in collaboration with YCW/Impact

<http://www.paxchristi.org.uk/Documents/PeacEd/armedforcesimpactsheet.pdf>

The Wall

A workshop exploring the ongoing conflict between Israel and Palestine with a particular focus on the separation wall in the West Bank. Accompanying resources to this workshop can be found @ <http://www.paxchristi.org.uk/thewall.html>

Peace in Action

A guide to the work of Pax Christi for young people.

http://www.paxchristi.org.uk/Documents/PeacEd/Peace_in_action_schools_leaflet.pdf

Printed copies of this resource can be ordered from the Pax Christi office see contact below

Photos: The Work of Pax Christi

A photo collection highlighting some of the aspects of the work of Pax Christi.

This link is to the Pax Christi Stream on Flickr

<http://www.flickr.com/photos/paxchristiuk/sets/>

Primary School Resources

<http://www.paxchristi.org.uk/PeaceEd1.htm#Primary>

Where is the Love?

A video produced by some year 9 students in East London in response to the arms fair held locally

<http://www.youtube.com/watch?v=KsB0YZk-VrY>

Conscientious Objector

Inspired by the Edna St Vicent Millay poem this is a moving film that captures the opposing senses of helplessness and determination we all experience when faced with the huge issue of peace in our time. <http://theatricx.co.uk/>

To request a Pax Christi schools resource pack please email Matt at the education desk education@paxchristi.org.uk



Catholic Agency for Overseas Development

To view and use all the resources below go to CAFOD's web site at:

<http://www.cafod.org.uk/primary>

or <http://www.cafod.org.uk/secondary/conflict>

CAFOD peace activities

Our Olympic activities pack for schools contains resources to promote peace that cover many different curriculum areas, including: RE, Citizenship, PE, Art, Music, Photography, Drama, English and Science. The activities have been written so that young people can lead the sessions, although they are easily adaptable for the classroom.

cafod.org.uk/olympicactivities

Also take part in our online relay

cafod.org.uk/passiton

At the early Olympic Games athletes travelled safely during 100 days truce. You can join us online at cafod.org.uk/passiton where we've started a big, online relay passing messages of friendship and peace to young people all around the world. Please show these to your classes and encourage pupils to make a film and add a message. Pass it on to people who will not be living in peace at 2012.

All to play for

(Suitable for: Citizenship, Design and Technology, Geography, Maths, RE, Science)

In this unfair game of handball, young people will learn about the causes of poverty and some of the solutions. They will also have to think hard about how to work together, while having fun.

On your marks: a sporting fundraiser

(Suitable for: Art and Design, Business Studies, Citizenship, Drama, History, ICT, Media, Maths, Music, PE)

This is a 'how to' guide to putting on a fundraising event which will raise awareness of global issues in a fun way. The guide includes tips on involving local media and promoting your event.

Right on cue

(Suitable for: Citizenship, Drama, English, Geography, History, RE)

This activity uses Peace Theatre to explore new ways of resolving conflict. It is based on the use of the technique by CAFOD's partners in Kibera, Kenya.

Run the good race

(Suitable for: Art and Design, Citizenship, PSHE, ICT, Media, PE, RE)

Match the Olympic and Paralympic values with Scripture and Catholic social teaching, then reflect on how young people can demonstrate these values in everyday life. Visit cafod.org.uk/olympicactivities to download the values and quotes.

Olympics quiz

(Suitable for: Art and Design, Citizenship, PSHE, History, PE)

Try our quiz with Olympic questions that bring the global justice message home. You can download the answers from cafod.org.uk/olympicactivities.

Conflict - Scheme of Work (160 kB)

Objectives and outcomes, five separate lesson plans, and resources list

<http://tinyurl.com/cafodconflict1>

Classroom resources for Scheme of Work (1.25 MB)

Peace Charter template; Forgiveness quotes from different faiths; Story of a mother in Rwanda; Story of former child soldier in the DRC; Multiple choice quiz; Teachers' notes on key themes; Reflections from Mindanao; Pope Paul VI quotes.

<http://tinyurl.com/cafodconflict2>

also see the resources below

**Building peace in the Philippines (481 kB)**

Downloadable 16-slide powerpoint with photos

<http://tinyurl.com/cafodphil>

Resolving conflict around the world (478 kB)

KS3 Powerpoint: Photogallery depicting key issues from focus countries for conflict - Sudan, Rwanda, Philippines, and Democratic Republic of Congo

<http://tinyurl.com/cafodconflict3>

PREVIOUS LONDON OLYMPIC GAMES IN 1908 & 1948 AND LONDON AS A 'CITY OF PEACE' FOR THE 2012

Last Wednesday (29th June 2011) I visited the BBC site at White City to see the finishing line of the 1908 Olympic Games.

For those Games all the Judges were from Great Britain and there is a list of all the medallists on the BBC walls together with the touchline. (There were only one or two women's events). Great Britain were the winners. They had staged the Games by default - as also was the case for the 1948 Games.

I ventured further and went over to Wembley where there is a big display of the 1948 Olympics including Fanny Blankers-Koen the Dutch athlete who won four gold medals and was pregnant at the time. Also the Czechoslovakian distance runner, Emil Zátopek who won the 10km race. Recalling the 1948 Olympics he said:

“ For me, the 1948 Olympics was a liberation of the spirit. After all those dark days of the war, the bombing, the killing, the starvation, the revival of the Olympics was as if the sun had come out. I went into the Olympic Village in 1948 and suddenly there were no more frontiers, no more barriers. Just the people meeting together. It was wonderfully warm. Men and women who had lost five years of life were back again. ”

I also discovered that German Prisoners of War (POWs) imprisoned in Britain had built the road leading up to the Wembley stadium.

My own personal recollection of the games is of building a high jump in the garden and my mum not congratulating me - but being very upset as I had built it over her garden and ruined her new seeds. I also remember that the British competitors were on food rations and that many entrants were housed with ordinary families around London.

Read: Websites on both previous London Olympic Games.

Discuss: What was happening world-wide in 1908 and 1948 and why London was chosen.

Development: Invite someone to speak to your class about their memories of the London Olympic (or any Olympic Games) and ask them about the sense/spirit of peace and unity.

Diary/Blog/Scrapbook: Begin writing and recoding your personal observations and feeling now, as a build up to the Olympics, continue during the Olympics and Paralympics, and for the rest of the year. Follow the theme of PEACE, RECONCILIATION and CONFLICT. Keep it daily and let it be a reflection of what you experience locally and what you learn about global issues from school and the media. It may be appreciated by your grandchildren in years to come!

by **Maureen Cahalane**
Pax Christi member



HUNDRED DAYS OF PEACE CALENDAR

Through sport - and through every curriculum area and extra curricular activity - engage in motivating and moving individual pupils and teams from fear to trust:

- Placing the person before trophies
 - promoting inner peace
- Having a clear awareness of the team dynamic
 - promoting peaceful co-existence
- Recognising the good of all humanity is attainable
 - promoting international peace

Pope John Paul II in 1984, in his homily on the Jubilee of Sport, spoke of the Olympic Charter:

“ *Sport is the occasion for a better mutual understanding and friendship for the building of a better and more peaceful world.*

Let your meetings be a symbolic sign for the whole of society and a prelude to that new age in which 'nations will not lift up sword against nation' (Isaiah 2:4). Society looks to you with confidence and is grateful to you for your witness to the ideals of peaceful, civil and social living together for the building up of a new civilisation founded on love, solidarity and peace.

”

- **Create** your own PEACE CALENDAR for the year of the London 2012 Olympic and Paralympics. (e.g. Use prayers, school feast days, walks to sites of local peace or visit local sites)
- **Make** a fixtures list of your entire school sports fixture
- **Make** awards for displays of the virtues and values shown by students on the field of sport (and off it for others who contribute as spectators or volunteers)
- **Incorporate** ways of affirming the opposition and colleagues (e.g. in speech making)
- **Celebrate** the 50 days before the opening ceremony of the Olympics (Friday 8 June) and 50 days after the closing ceremony of the Paralympics (Sunday 28 October)
- **Work out** what you can contribute to peaceful initiatives before, during and after the Games
- **Produce** a wall chart or display. Add PEACE events as they arise

2012

January						
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February						
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September						
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October						
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28	29	30	31			

November						
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December						
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23	24	25	26	27	28	29
30	31					

15 Jan	Peace Sunday	4 Jun	Int'l Day: Children victims of war	21 Sep	International Day of Peace
5 Feb	Education Sunday	8 Jun	Launch Olympic 100 days of peace	28 Oct	End Olympic 100 days of peace
24 Mar	National Youth Congress	6 Aug	Anniversary of Hiroshima bomb	11 Nov	Remebrance Day/Youth Sunday
15 May	Int'l Conscientious Objector Day	9 Aug	Anniversary of Nagasaki bomb	10 Dec	Human Rights Day

WRITE AND PRESENT A SPEECH

(School and National Competition)

Philip Noel-Baker (1889 – 1982) was a British Olympic athlete of track and field who competed in the 1908, 1912, 1920 and was captain of the team in 1920 and 1924. He is regarded as an Olympic statesman having dedicated his life to the Olympic movement and the Olympic ideals. These are quotations from some of his speeches, taken from a book by Don Anthony called; 'Man of Sport, Man of Peace'.

London 1948

“ Baron de Coubertin is regarded as the father of the modern Olympics. He believed that by bringing the youth of the world together in friendly contests, he could show the rising generation the folly and futility of war.

“ Consider the phenomenon of the 'Torch'. The 'Torch', the Olympic flame, was borne in relays by runners of many nations two thousand miles from Olympia to Wembley. It was handed in Bari to the first Italian runner with these words: *'Go tell them that this is the torch of love triumphant over hatred, of peace triumphant over war, a flame of love and faith.'*

Loughborough University 1979

“ I hope and believe that in the coming years, sport will have the prestige which these people deserve and brought to it and which, by their efforts and by the efforts of those who come after them will make of sport perhaps the instrument which at long last pacifies mankind and allows true civilisation at last to begin.

Loughborough University 1980

“ I feel sick with shame and pity when I think of the violence and vandalism in our land; of the wrong doing, the life-long unhappiness of those who inhabit our borstals, our detention centres and our prisons. I long that we should use our wealth to sweep away violence from our British society and some day, it must be soon, from the world's society as well. I long that we should use our national wealth to give every citizen, male and female, young and old, a life of self-fulfilment, of great achievement for himself or for her self for Britain and for the world.

Baden-Baden, Germany 1981

“ From 1963 to 1972 the United States fought a bitter war in Vietnam. In these years the US lost 51,000 US soldiers. But in the same ten years Americans in America killed not 51,000 but 102,000 Americans. The murder rate at home was precisely double the battle rate in Vietnam. Last month an eminent American spoke of 'the reign of terror' in the cities of his native land. Violence is increasing in Great Britain. In 1973 the cost of crime to our nation was £200,000,000. In 1981 it is £5,000,000,000 (only a small percentage of the enormous increase is inflation).”

Later in a radio interview the presenter asked Philip Noel-Baker:

In his 'Ode to Sport', the founder of the modern Olympic Games, Pierre de Coubertin, coined the phrase; 'O sport, you are peace', which has become famous. How do you view the close relationship between sport and peace on the basis of your rich life experience?

This was part of his response:

“ Pierre de Coubertin understood that when people play games together or compete in friendly rivalry in football, on the track, or in rowing, or in swimming they come to respect each other, they come to make friendship, they come to understand the point of view of the other person. And for all these reasons the Olympic movement has been a powerful factor for good understanding among the nations and for world peace ... ”

ACTIVITY

As Edward Bulwer-Lytton wrote in 1839: *'The pen is mightier than the sword'* so write a speech for the Closing Ceremony of the London 2012 Olympic or Paralympic Games and present it at a school assembly.

- Think carefully of your audience
- Word limit Years 4-6 200 words
 Years 7-13 400 words
- Use no audio or visual aid

Teachers

You will have to organise this exercise. You may wish to award prizes for winning entries.

You may want pupils to use a *nom de plume* so that the judges, from inside the school or from the local community, are unaware of their identity.

Headteachers

Your WINNING entry from each of the Year Groups; 4-13 are to be submitted for a national competition. Please see below for address:

Mark Nash

Vaughan House, 46 Francis Street,
LONDON, SW1P 1QN

Deadline for receipt at Vaughan House:
FRIDAY 27 JULY 2012 @ 12noon

Awards will be announced in 'The Universe' on:
FRIDAY 7 SEPTEMBER 2012

The two winners; one from the Primary and one from the Secondary age group will be invited to present their speeches and receive a cash prize of £150 (there will be three further runner-up prizes in each of the two age categories) on SUNDAY 28 OCTOBER 2012 – at the last day of 'Hundred Days of Peace' celebration in London (venue TBA).

Photocopy, complete and attach this slip to each entry:

Pupil Name: _____

Pupil Year Group: _____

Name and Address of School: _____

Name of Teacher Responsible for the Student:

Diocese of the School:

Signed below (to confirm the piece of work is authentically the pupil's own work):

(Pupil)

(Parent)

(Headteacher)

_____/_____/_____ (Date)

AT PEACE WITH YOURSELF

St. Paul wrote in 1 Corinthians 12:14-27
'And indeed the body consists not of one member but of many.

If the foot were to say, 'I am not a hand and so I do not belong to the body,' it does not belong to the body any the less for that. Or if the ear were to say, 'I am not an eye, and so I do not belong to the body,' that would not stop its belonging to the body. If the whole body were just an eye, how would there be any hearing? If the whole body were hearing, how would there be any smelling?

As it is, God has put all the separate parts into the body as he chose. If they were all the same part, how could it be a body? As it is, the parts are many but the body is one.

The eye cannot say to the hand, 'I have no need of you,' and nor can the head say to the feet, 'I have no need of you.'

What is more, it is precisely the parts of the body that seem to be the weakest which are the indispensable ones.

It is the parts of the body which we consider least dignified that we surround with the greatest dignity; and our less presentable parts are given greater presentability which our presentable parts do not need. God has composed the body so that greater dignity is given to the parts which were without it, and so that there may not be disagreements inside the body but each part may be equally concerned for all the others.

If one part is hurt, all the parts share its pain. And if one part is honoured, all the parts share its joy. Now Christ's body is yourselves, each of you with a part to play in the whole.'

Brian Keenan was taken and held hostage, often in solitary confinement, for over four years in the 1980s. At the press conference in Beirut, after his release, he read *'The human body has two hands'*, a poem he had written while in captivity:

*The human body has two hands
with one I can make a fist
I can hit
I can destroy
I can make a wasteland about me.*

*And with the other, I can create
I can paint a picture
I can play a piece of music
I can make a friend
But above all, I can contain the first.*

ACTIVITY

The imaginative and creative mind of human beings, gifted by God, provides us all with the capacity to overcome so many obstacles.

Cost is measured in time and money but the possibilities are enormous but 'where there is a will there is a way' to make disabled able in every aspect of life.

- Invite our pupils to look afresh, to research their home, school and local environment and to recognise the needs of the most vulnerable
- In Science and Technology lessons engage students in the creation, design and manufacture of an item for sport or for everyday life that will be for the benefit of all
- Mount an exhibition of student work and present prizes



'Blade Runner' to meet the best by Michael Gleeson 10 August 2011

He is known as the Blade Runner. He has no legs below the knees. Yet he is a runner. And later this month (August 2011) he will run on his blades against the quickest men in the world.

South African Oscar Pistorius will become the first athlete to bridge the gap between "disabled" and "able-bodied" athletes when he competes head-to-head against the fastest men in the world in a World Athletics Championships event.

Having finally achieved an "A" standard, qualifier Pistorius was yesterday named in the South African team to compete in Daegu, South Korea later this month.

Wheelchair Fencing - A Sport for disabled athletes

Wheelchair Fencing is an edition of the sport, fencing, for disabled (paralysed) athletes. This sport is governed by the International Wheelchair Fencing (IWF) Committee. The federation is a part of the International Paralympics Committee (IPC).

The Black Spot

We have no right to the stars,
Nor the homesick moon,
Nor the clouds edged with gold
In the centre of the long blueness.

We have no right to anything
But the old and withered earth
That is all in chaos
At the centre of God's glory.

(Hedd Wyn)

SELLING AND BUYING PEACE



Above: London's City and Docklands investment banking sector engages in global banking on the financial trading markets. Canary Wharf Docklands.

Weapons are being sold and bought at the UK 'arms fair' in Dockland's in September 2011 but what else are we all engaged with through our financial dealings with banks and basic shopping?



Above: The 2012 Olympic Park boasts Westfield, Stratford City - Europe's largest shopping centre.

Sport is one of the fastest growing industries in the world today. Professionalisation of athletes, commercialism and related sponsorship all threaten to undermine original values. Is there a need for us to rediscover sport's basic meaning and value?



Left: London's local shops and supermarkets.

Perhaps we need to connect with what we buy, to inquire where things come from and the conditions in which they are made. One group of Year 11 students wrote to Sebastian Coe and LOCOG to ask if the gold, silver and bronze used for the 2012 Olympic medals was fairly traded.

“ ‘Jesus said; ‘Happy are the poor in spirit...’ This is a way of being, thinking and loving. It is a gift of the Spirit. Poverty is detachment and freedom and above all truth. Go into almost any middle-class home, even a Christian one, and you will see the furniture, the curtains, the whole atmosphere are stereotyped, determined by fashion and luxury, not by necessity and truth. This lack of freedom, or rather, this slavery to fashion, is one of the idols which attracts a great number of Christians. How much money is sacrificed on this altar, without taking into account that so much could otherwise be done with it? I don’t buy a blanket because it is the fashion; I buy it because without it my child shivers in bed. Bread, a blanket, a table, a fire, all these things are necessary in themselves. To use them is to carry out God’s plan. But all the rest comes from the evil one (to quote St. Paul). And the ‘rest’ is fashion, habit, luxury, over-indulgence, greed and slavery to the world.’ ”

from ‘Letters from the desert’ by Carlo Carretto

Pope Benedict XVI also had something to say about our materialistic society when in 2009 he said:

“ How can we be surprised by the indifference shown towards situations of human degradation when such indifference extends even to our attitude towards what is and what is not human? What is astonishing is the arbitrary and selective determination of what to put forward today as worthy of respect. Insignificant matters are considered shocking, yet unprecedented injustices seem to be widely tolerated. While the

poor of the world continue knocking on the doors of the rich, the world of affluence runs the risk of no longer hearing those knocks, on account of a conscience that can no longer distinguish what is human.

from Caritas in Veritate (Love in Truth)

A SUGGESTION for PSHE

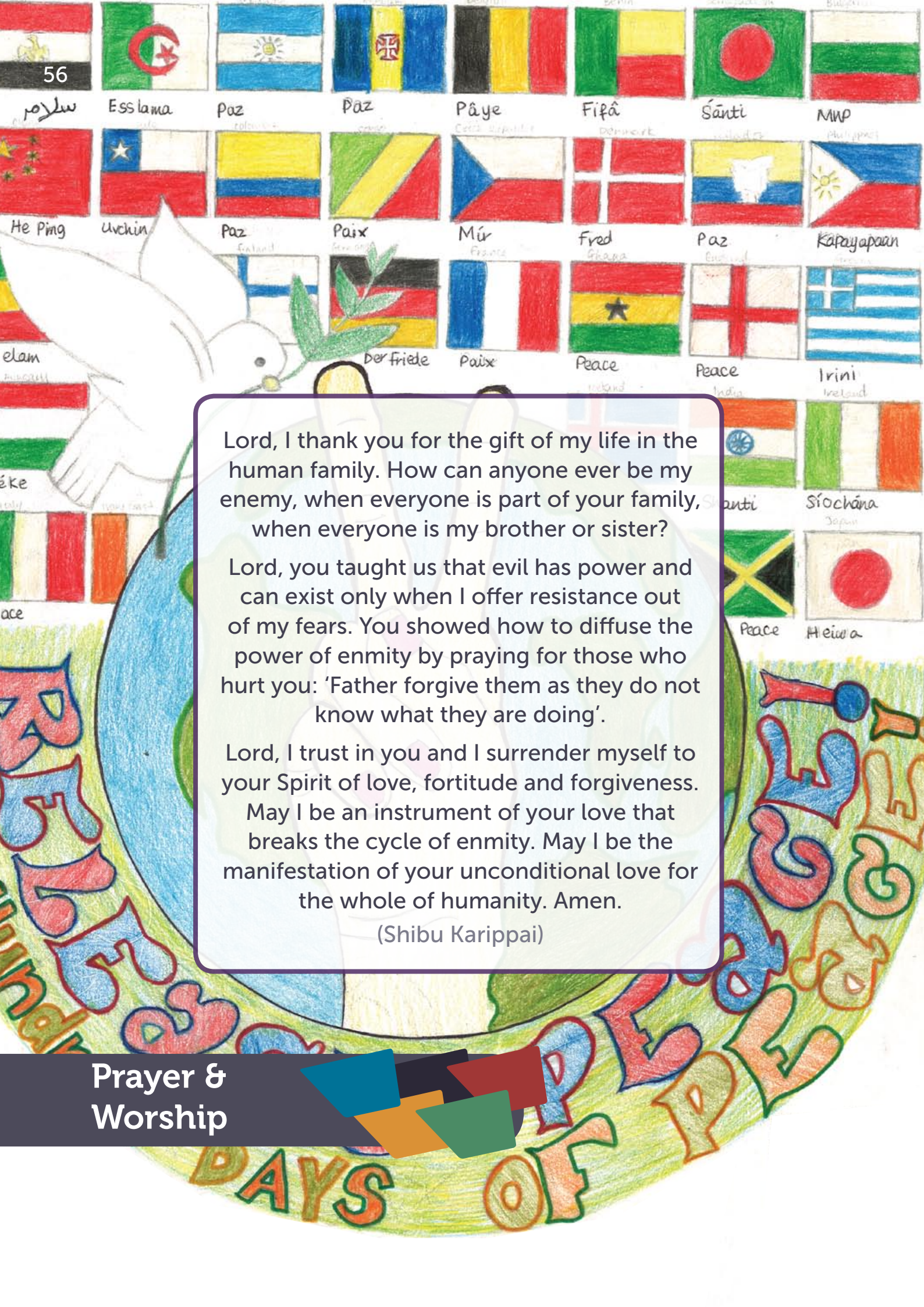
OPEN A BANK IN SCHOOL

Aim

To encourage ECONOMIC Education and the practical experience for young children and teenagers to understand money matters within a Christian environment.

- Why not open a bank in school BUT an alternative banking system such as a Credit Union NOT a high street bank
- Teach pupils about supporting the weakest in society in very practical ways
- Engage parents and the local community in the project
- Teach the virtues and values of prudence and the common good
- Pupils can be board members and every member of the school community can become a saver

Also, how close is your school to being a FAIRTRADE SCHOOL? Perhaps you are already there or have a little bit more to do.



Lord, I thank you for the gift of my life in the human family. How can anyone ever be my enemy, when everyone is part of your family, when everyone is my brother or sister?

Lord, you taught us that evil has power and can exist only when I offer resistance out of my fears. You showed how to diffuse the power of enmity by praying for those who hurt you: 'Father forgive them as they do not know what they are doing'.

Lord, I trust in you and I surrender myself to your Spirit of love, fortitude and forgiveness. May I be an instrument of your love that breaks the cycle of enmity. May I be the manifestation of your unconditional love for the whole of humanity. Amen.

(Shibu Karippai)

PRAYER & WORSHIP

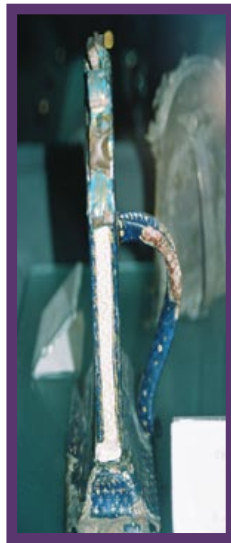
- Consider the number of times the words 'Peace' and 'Reconciliation' are used in the celebration of the Eucharist
- Write and use your own school or class prayer for the Hundred Days of Peace
- Think of the most suitable hymn, song or music to use for the theme of Peace & Reconciliation
- Research how different nationalities and cultures mark the sign of peace during the celebration of the Eucharist or during a Service of Reconciliation

Then consider how best to mark this moment within your own liturgical celebration.

A Peace Treaty



(Front elevation)



(Side elevation)

This is a rare 15th Century liturgical object called a 'Peace Treaty'. Its approximate size is 25cm high and is to be found in the Amalfi Cathedral, Italy.

At the sign of peace it was presented to the congregation by the priest. It was passed from one person to another and kissed. (Note the handle on the reverse side seen in the side elevation.) This particular object is a paint decorated ceramic consisting of a small shrine of enameled copper containing a miniature image of the Annunciation (Luke 1:26-38).

The Communion Rite

All:

Our Father, who art in heaven

Celebrant: Deliver us, Lord, we pray, from every evil, graciously grant peace in our days, that, by the help of your mercy, we may be always free from sin and safe from all distress, as we await the blessed hope and the coming of our Saviour, Jesus Christ.

All:

For the kingdom, the power and the glory are yours now and for ever.

pause and...

- **Acknowledge** our unity with one another in Jesus Christ which his death and resurrection have brought to us
- **Remember** that Jesus is the peace between us
- **Pause** and reflect on a situation, an event or a country where conflict needs to be resolved. Perhaps focus on your link or exchange school abroad
- **The sign of peace** echoes Christ's own resurrection greeting to his disciples in the upper room

Celebrant:

Lord Jesus Christ,

who said to your Apostles:

Peace I leave you, my peace I give you,

look not on our sins,

but on the faith of your Church,

and graciously grant her peace and unity in accordance with your will.

Who live and reign for ever and ever.

All: Amen.

Celebrant: The peace of the Lord be with you always.

All: And with your spirit.

Celebrant: Let us offer each other the sign of peace.

A Place of Peace

Westminster Cathedral North West Door
'May this door be the gate to peace'

This mosaic was not installed until the visit of Pope John Paul II in 1982. It can be seen above the northwest entrance of the cathedral.

The full text reads in Latin:
'Porta sis ostium pacificum par eum qui se ostium appellavit'

And translated into English:

'May this door be the gate of peace through him who called himself 'the gate', Jesus Christ'

- Pax Christi suggest creating your own school 'Peace Garden'. (See Pax Christi website)
- What else could you do? Perhaps create a door, mosaic, wall, path, garden to provide time for reflection and prayer
- Research people who have worked or who are currently working for peace. They may be locally or internationally renowned
- Celebrate the seasons of the liturgical year and feast days which provide a peace and reconciliation focus (perhaps begin with your Advent service)



A PRAYER FOR PEACE

God of power and mercy,
we have heard the words of your Son,
whose farewell gift was that of peace.
As we seek to follow his example may you banish
the violence and bitterness within us and fill us
with the spirit of your love.
Guide us, your children, on the path of love,
and help us to work and pray without ceasing for
justice that results in peace.

We ask this through our Lord Jesus Christ, your Son,
who lives and reigns with you and the Holy Spirit,
one God, for ever and ever.
Amen.



Beyond 2012:
Legacy

PEACE – IF NOT NOW, WHEN? AND IF NOT US, WHO?

We live in Tottenham and Stoke Newington. We go to school in Hackney. We have friends and relatives all across London. With the recent disturbances that took place across the neighbourhoods where we spend most of our time with our families and friends, the importance of building peace has never been so present in our thoughts.

We've been growing up in a society where conflict and hostility between one another are too often treated as normal, which can leave one with little hope that change is actually possible. However, as Catholic schools across London are building leadership amongst our youth, community projects like CitySafe prove that when we all come together, we can begin to reshape what is thought of as the norm.

The power of people with different stories from different backgrounds but all with the common aim of peace and harmony cannot be underestimated. It's been inspiring to see so many shop owners signing up to be a part of CitySafe along the high road where our schools are situated. It just goes to show that everyone believes in the idea that our communities can be safer once we all realise what unites us, rather than what sets us apart.

The London 2012 Olympic and Paralympic Games will also mean a great deal to our communities. The world will be watching us. The pride that comes with hosting the world's most

prestigious sporting event is immeasurable and we know some of that pride will overflow to our streets and beyond. The Games should be a symbol of unity and oneness as all nations gather in the name of sports and achievement. This mustn't fade away as soon as the Games are over, but should leave a lasting legacy for years to come that our communities can aspire to.

We are reminded that we are taught to love our neighbours. We are also reminded that 'we must go in peace' and build the Kingdom of God on earth as it is in heaven. This means rolling up our sleeves and getting stuck in...

Peace for the future needs to happen in the present. If not now, when? And if not us, who?



by **Inez Sarkodee-Adoo**

Our Lady's Convent High School, Hackney

and **Christian Cunalata**

Cardinal Pole School, Hackney

PASSING THE BATON - FROM LONDON 2012 TO RIO DE JANEIRO 2016

Christ the Redeemer Corcovado Mountain
Rio de Janeiro, Brazil



Jesus Christ welcomes everyone with open arms and embraces the entire city below.
It is said to be the stance of 'Jesus Prince of Peace'

World Youth Day
August 2013

FIFA World Cup Finals
June 2014

Olympic and Paralympic Games
August 2016

A PEACE LEGACY - FROM LONDON 2012 TO RIO DE JANEIRO 2016

Brazilians in London are looking forward to the 2012 Games, and we will be delighted to greet the Brazilian competitors in London, and also the thousands of athletes from all countries, to this epic international sporting event. We welcome the 100 Days of Peace initiative of the Catholic schools and parishes of London and encourage all to seek peace in their communities and city. We see peace as a basic element of the Games, since these prove that international cooperation is not only possible, but inspiring, when countries come together in pursuit of human excellence.

Brazil also needs peace! In Rio we see how children are open to getting involved in sports, but without the opportunities, they can easily choose the path of drugs and violence, which leads only to war and death. But in poor communities, such as the favelas, when government motivates people to participate, both young people and adults get involved, and have less time and space for a focus on violent activities. Furthermore, Brazil has great growth and development, but one of the largest gaps between rich and poor in the world. Economic injustice has in fact caused many to emigrate in search of work. De-forestation, also, by multi-national companies, threatens not only traditional communities but also causes climate change.

The Brazilian chaplaincy in London, therefore, would like to take part in some ceremony where the peace legacy is symbolically passed on for the Rio 2016 Games – in a city known for its statue of Christ the King, symbolising the peace of the world. Aware of the original peaceful aim of the Ancient Greek Olympics, and of the Churches' London efforts, we are keen to ensure that peace will be a dominant theme of the Rio games.

by **Father Vanderley Alves de Oliveira**
Chaplain of the Brazilian Catholic Chaplaincy
of London

Pe. Vanderley Alves de Oliveira
Capelão da Capelania Católica Brasileira
de Londres

Os Brasileiros em Londres estão ansiosos pelos Jogos de 2012, e teremos o maior prazer em saudar os atletas brasileiros, em Londres, e também os milhares de atletas de todos os países, que virão para este evento internacional, épico e esportivo. Saudamos a iniciativa dos 100 dias de Paz promovidos pelas escolas católicas e pelas paróquias de Londres incentivando todos a buscarem a paz nas comunidades da cidade. Vemos a paz como um elemento básico dos Jogos, uma vez que estes comprovam que a cooperação internacional não é apenas possível, mas inspirador, quando os países se reúnem em busca da promoção humana.

O Brasil também precisa de paz! No Rio, vemos como as crianças estão abertas a se envolver em atividades esportivas, mas, sem tais oportunidades, elas podem facilmente escolher o caminho das drogas e da violência, que só levam à guerra e à morte. Porém em comunidades pobres, como as favelas, quando o governo promove iniciativas esportivas, as pessoas participam, jovens e adultos se envolvem, dando, assim, menos tempo e espaço para atividades geradoras de violência. Além disso, o Brasil está passando por grande crescimento econômico, mas possui, ainda, uma das maiores diferenças entre ricos e pobres no mundo. Injustiça econômica, de fato, fez com que muitos deixem o país em busca de trabalho. O problema ecológico também, como por exemplo os desmatamentos, a poluição dos rios por empresas multi-nacionais, ameaçam não só as comunidades nativas, mas também faz com que as mudanças climáticas influenciem no comportamento humano.

Por isso a Capelania Católica Brasileira em Londres, com muita alegria participará de uma cerimônia em que um legado de paz será, simbolicamente, repassado para os Jogos do Rio em 2016 - cidade mundialmente conhecida pelo Cristo Redentor, simbolizando a paz do mundo. Ciente do objetivo original pelos quais os Jogos Olímpicos foram criados, na Grécia Antiga, e dos esforços das Igrejas de Londres, também nós, da Capelania Católica Brasileira, estamos empenhados e asseguramos que a paz será um tema dominante nos Jogos Olímpicos no Rio de Janeiro em 2016.

THE OLYMPICS COME TO BRAZIL

by Clare Dixon

CAFOD (Latin American Section)

According to Brazilian folklore, when God created the world, the angels complained: "Why have you given so much to the people of Brazil: its awesome beauty, fertile land, plentiful water, minerals and natural resources, when others have so little?" And God replied: "Just wait and see the problems I'm going to give them."

When Rio de Janeiro was declared the venue for the 2016 Olympics, joy exploded around the country. President Lula wept at this international recognition of Brazil's growing importance and influence. His hope – shared widely by his people – was that this would be a source of pride and achievement, a stimulus for Brazilian youngsters to excel at sporting endeavour and a sign to the world that the country truly deserves to be the first South American country to host this global celebration of sport and peace among nations.

Despite all the social and economic progress that Brazil has made since 2000, the legacy of successive venal governments last century left enormous challenges. The gaping chasm between the wealthy minority and the 60 million people who live in abject and shocking poverty is an affront in

this country with the biggest Catholic population in the world. Persistent crime in the cities, violence against peasant farmers, environmental activists and indigenous communities in the Amazon, defy the government's efforts to bring the benefits of peace and democracy to all its inhabitants.

The Olympics will bring opportunities for renewal and recommitment. Church and community leaders insist that this must not just be cosmetic change. The poorest people must not pay the highest price – seeing their shanty homes bulldozed to make way for the stadiums and Olympic facilities – but must see lasting improvements in their lives.

The exuberance of the Brazilian spirit is matched only by the majestic beauty of Rio. As the country makes preparations for the Olympics this spirit will surely be a driving force for change. Brazil's hosting of World Youth Day in 2013 and the World Cup in 2014 will focus the eyes of the world on this fascinating country as it takes up the Olympic challenge.



“The torch is a dancer, glowing with pride, dancing and flickering she swirls round the world”

Galatia Demetriou, Year 13

And finally RELEASE PEACE

Like the angels at Christmas proclaim:
'Peace on earth'.

Make your own origami cranes, write personal messages of peace on them and send them to one of the Japanese schools listed on the sheet enclosed in time for them to be distributed to children in August 2012 (during the London Olympics) for the 67th anniversary of the atomic bomb attacks on Hiroshima and Nagasaki (6 and 9 August).

Thanks to Sr. Cecilia Ishikawa for co-ordinating this Japanese link. Should you wish to communicate your solidarity with the Japanese schoolchildren in words as well as by cranes please contact:

Japan Catholic Council for Justice and Peace
2-10-10 shiomi Koto-ku, Tokyo, Japan 135-8585
E-mail: jccjp@cbcj.catholic.jp



Above: The monument marking ground zero, of the atomic bomb explosion over Nagasaki.

The whole book of this book can be found on-line at: www.peacelegacy.org.uk

Please use it and please contribute by sending your ideas and projects to Colette Joyce:
colettejoyce@rcdow.org.uk

FURTHER REFERENCE AND RESOURCES

Campaign Against Arms Trade

The Campaign Against Arms Trade in the UK works to end the international arms trade.

www.caat.org.uk

Catholic Association for Racial Justice (CARJ)

They work to support people from diverse backgrounds. Including black and minority ethnic young people through a schools project and young people's forum for World Citizenship.

www.carj.org.uk

Catholic Children's Society (Westminster)

Their work addresses the issues that prevent children from reaching their full physical, emotional and educational potential and which affect the well-being and stability of the family.

www.cathchild.org.uk

Catholic Social Teaching

This is a fairly new website providing in-depth material for faith in a better world

www.catholicsocialteaching.org.uk

Families United

Working with bereaved families

www.familiesutd.com

James Parker, Catholic Executive Co-ordinator for the 2012 Games, Bishop's Conference of England and Wales

www.catholic2012.com

John Paul II Foundation for Sport

www.jp2sport.org

Justice and Peace Commissions

Westminster
Brentwood
Southwark

www.rcdow.org.uk/justicepeace
www.dioceseofbrentwood.net
www.southwarkjandp.co.uk

London Citizens

There, you will find more details about London Citizens and our work as community organisers.

www.citizensuk.org

London Metropolitan Police

Find details about your local Police teams.

www.met.police.uk

More than Gold

www.morethangold.org.uk

Movement for the Abolition of War

The first aim is to spread the belief that the abolition of war is both desirable and possible.

www.abolishwar.org.uk

Peace Pledge Union

Working for Peace Education since 1934.

www.ppu.org.uk

Spirit of London Award

Find out about some inspirational work done by young people to make London safer.

www.spiritoflondonawards.com

The Jimmy Mizen Foundation

There, you will find out about the great work of the Mizen family, in memory of their son.

www.jimmymizen.org

The John XXIII Peace Lab in Malta

A small charity working with refugees fleeing from Africa to Europe.

www.peacelab.org

The Peace and Sport International Forum 2011

Aims to build sustainable peace through sport.

www.peace-sport.org

To the weak, I, Paul, made myself weak, to win the weak. I accommodated myself to people in all kinds of different situations, so that by all possible means I might bring some to salvation. All this I do for the sake of the gospel, that I may share its benefits with others. Do you not realise that, though all the runners in the stadium take part in the race, only one of them gets the prize? Run like that - to win. Every athlete concentrates completely on training, and this is to win a wreath that will wither, whereas ours will never wither. So that is how I run, not without a clear goal; and how I box, not wasting blows on air. I punish my body and bring it under control, to avoid any risk that, having acted as herald for others, I myself may be disqualified.

(1 Corinthians 9:21-27)

