girl scouts
usa girl scouts
overseas
paris

USA Girl Scouts Overseas
Paris, France

Paris Peace Patch

Email parispatches@usagso.org for order information.

The purpose of this patch is to encourage girls to

Resolve conflict
Reach out to others in peace and friendship
Dedicate themselves to acts of kindness
Understand our differences to avoid misunderstandings, and
Rejoice in our likenesses.

To receive the patch the following number of requirements should be completed by:
Girl Scout Daisies– 3, Girl Scout Brownies – 6, All other levels – 8

After completion of the requirements, hold a Peace Ceremony with your troop; include poems, songs, and readings. Invite your family and friends to participate.

Questions:

1. When you think of peace, what do you think about? It has different meanings for different people. Interview people in your family, school or troop, and find out what peace means to them. Are their views similar of different from your own?

2. Find out about women as peacemakers throughout the world, in your community, in your school. What are the qualities of a peacemaker? What women would you nominate for the Peacemaker of the Year or Nobel Peace Prize? Would you want to be like her? Why? Make a list of the ways you could be a better peacemaker in your home, school or troop.

3. Do simple acts of kindness for your friends and family. Make a list of these acts of kindness and share them with your troop. Make a poster or flyer with your troop to encourage others to do the same. Look up the Random Acts of Kindness Foundation at www.actsofkindness.org for ideas and information. (See appendix i).

4. With your troop, discuss how living the Girl Scout Promise and Law helps you to be a peacemaker.

5. How can understanding people from other cultures than your own help prevent conflict and misunderstanding? Practice communicating with people who have values and customs different from your own by playing the Living Game. After you played the game, talk about how you felt. (See appendix ii and iii).

6. With members of your troop, act out some disagreements that you have had in school, at home or that you have made up. Then offers ways the problems could be resolved. Act out the same disagreements but this time with the resolutions that you have agreed upon. (See appendix iv).

7. One of the first steps in becoming a peacemaker is being a good listener. Play the Telephone Game many times until you can pass on a fairly detailed message as a team OR play the Back-to-Back Game, and answer discussion questions. (See appendix v).

8. Learn one of the following songs and sing it with your troop: "Let There Be Peace On Earth", "Dona Nobis Pacem", "I Want to Live In A Friendly World", "This Little Light of Mine"

9. Everyone has their own way of seeing different situations. This is called their perspective. Multiple perspectives can change how we see the truth. Do the perspective activity using appendix vi and appendix vii.

10. People are forced to leave their homes, communities and even their countries because of disagreements between governments. They are called refugees. They are often put in refugee camps that only provide temporary housing. Find out what you can about refugee camps. Put yourself in the shoes of a refugee child. What might your priorities be? Why? What are the priorities in your life? Think about the following: living space, food, water, sanitation, school and clothing.

"There shall be peace on earth, but not until
All children daily eat their fill,
Go warmly clad against the winter wind
And learn their lessons with a tranquil mind.
And then, released from hunger, fear and need
Regardless of their color, race or creed
Look upward smiling to their skies,
Their faith in life reflected in their eyes."

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Dorothy Roigt

Appendix i

The Random Acts of Kindness Foundation

The kindness movement is an international movement dedicated to making the world a kinder place. Its goal is to demonstrate the extraordinary power and importance of simple human kindness promoting the practice of kind acts, large and small, on a regular basis.

The mission of the foundation is to support the kindness movement by encouraging and assisting individuals and groups who wish to perform kind acts. They provide leadership, inspiration, guidance, educational and promotional materials, and opportunities to connect with people around the world.

The foundation also provides help with brainstorming, project planning, publicity, training materials development, public speaking, interview assemblies and general consultation.

The foundation is building a network of kindness participants who wish to communicate with one another through e-mail and share ideas, suggestions, and their own experiences. If you would like to learn more about the foundation, browse kindness project ideas, share your kindness story or learn about other kindness stories, go to their website: www.randomactsofkindness.org.

- It is the hope of the foundation that it continues to create, improve and expand the collection of free materials for the promotion of kindness;
- as we are all reminded of the importance and power of kindness, we will be encouraged to practice kindness consistently in our daily lives.

Make a FRIEND.
Treat others AS YOU WOULD LIKE to be treated.
Be a good LISTENER.
Be KIND to animals.
PLAY fair.
Help RESOLVE a conflict.
TEACH someone something.
Tell someone in your family you LOVE them.
PLANT a tree.
RECYCLE.
READ about peacemakers.
Make a card for SOMEONE you think is SPECIAL.
SHARE.

Appendix ii

The Living Game

Objectives: To gain greater awareness within groups, to understand that behaviors have different meanings and may be based on different values and beliefs, and to experience what it is like to be "different" from another group.

Time: 30 minutes.

Materials: Hearts cut out of construction paper, ribbons, masking tape, one sign with the name Schmeeland on it and one sign with the name Gledville. Copies of appendix iii – The Living Game Country Descriptions, cut into four pieces. Make enough for each participant.

Background: Communication may be difficult when we don't understand differing values and customs.

Activity:

- Post the signs up on the far walls of a large room or on the doors of two separate rooms.
- Divide the participants into two separate groups. One group will be called the Schmees and the other group will be called the Gleds.
- Send each group to their "country", separate rooms or opposite side of a big room. It is important that each group NOT be able to hear the instructions that the other group is going to get.
- Give each participant of Schmeeland a handful of hearts and give each participant of Gledville several ribbons.
- Give each group the country descriptions with their specific instructions as to how they should represent their culture. In each room, have someone read only their group's instructions.
- Once each team has received its directions, allow time for them to practice these new beliefs and behaviors with each other. Each team will continue behaving this way throughout the duration of the game.
- Each group sends half of their members to visit the land of the other group for 5 minutes. Afterwards, the representatives go back to their team to report their findings.
- The entire group comes back together to discuss what happened.

Appendix ii continued

The Living Game

Processing:

- How did you feel? What made you feel this way?
- Did you feel like leaving the country you were visiting or did you feel like staying?
- How were you able to communicate?
- How would you describe the culture that you visited?
- Did you sense any specific differences? Similarities?
- Did you treat the other group differently when they did not communicate with you?
- Did you speak louder? Why?
- Did others make assumptions about your beliefs? How did that make you feel?
- What might have helped make it easier?
- Can you think of examples in your daily lives where this could occur?
  Examples:
  1. A new student in your class has just moved to this country. Ask the participants to explain how they think the student feels when coming into the "culture" of a different classroom.
  2. A leader in your troop consistently does not come to events on Saturdays. Only after the troop calendar for the year has been planned do you discover her religious beliefs make it impossible for her to attend Saturday non-religious events. What do you do? How do you create a climate where people are comfortable bringing this up sooner?

Summation: Different traditions, beliefs and backgrounds may make us more interesting to each other, but they may also make communication more challenging. It is our hope that successfully responding to this challenge will enrich each of us.

It may take some effort to see shared values when someone else's behaviors seem to be at odds with our own. If we just judge each other by ascribing our own beliefs to another's behavior, we may miss some wonderful opportunities. Part of joining the Girl Scout movement is a willingness to participate in dialogue, to make the effort to find out how to truly be a sister to another Girl Scout. Educating ourselves and being willing to openly share our own understandings and beliefs and list to the beliefs of others may help the process; nevertheless, there may be frustration along the way.

Appendix iii

The Living Game Country Descriptions

Schmeeland	***Schmeeland***
Your country of Schmeeland has an abundance of hearts. Everyone has their own heart supply. Giving away hearts is very important to your culture and you must never be without them. You avoid facing others when speaking, it's disrespectful. You only speak to people when you're behind or beside them. You believe that it is very offensive when people directly face you when asking questions. However, if someone speaks to you from behind or beside you, you are willing to listen and will give them a heart in friendship. If you overhear someone behind or near you asking for a heart even if this question is being directed to someone else) you will give a heart to that person. You like ribbons for your hair; it is a sign of beauty. You do not like being touched.	Your country of Schmeeland has an abundance of hearts. Everyone has their own heart supply. Giving away hearts is very important to your culture and you must never be without them. You avoid facing others when speaking, it's disrespectful. You only speak to people when you're behind or beside them. You believe that it is very offensive when people directly face you when asking questions. However, if someone speaks to you from behind or beside you, you are willing to listen and will give them a heart in friendship. If you overhear someone behind or near you asking for a heart even if this question is being directed to someone else) you will give a heart to that person. You like ribbons for your hair; it is a sign of beauty. You do not like being touched.
Gledville	***Gledville***
Everyone in Gledville has a large supply of ribbons. It is your cultural belief that wearing ribbons wards off evil spirits. You wear them on your wrists, legs, around your neck, but NEVER in your hair. It is taboo to wear a ribbon in your hair. You believe that it is important to establish eye contact when talking to people. You also believe in hugging and touching people when you interact with them as a sign of respect. You need hearts because you believe they hold special powers.	Everyone in Gledville has a large supply of ribbons. It is your cultural belief that wearing ribbons wards off evil spirits. You wear them on your wrists, legs, around your neck, but NEVER in your hair. It is taboo to wear a ribbon in your hair. You believe that it is important to establish eye contact when talking to people. You also believe in hugging and touching people when you interact with them as a sign of respect. You need hearts because you believe they hold special powers.

Appendix iv

Ten Rules for Resolving Conflict

R.N. Lowe, University of Oregon School of Education

The following was taken from the Ten Commandments for Resolving Conflict that were suggested by Dr. F.J.C. Seymor, Assistant General Secretary of the Alberta, Canada Teacher's Association. They were presented in an opening address before a training session concerned with helping teachers improve their salary status. The session was held in the National Education Association Center in Washington, D.C., November 11-14, 1959. They are reproduced here as having broader application for several kinds of conflict.

1. Don't lose your temper; you'll lose your point.
2. Remember, you are trying to win an agreement, not an argument.
3. Apologize when you're wrong, even in a minor matter.
4. Don't imply (give the idea of) superior knowledge or power.
5. Acknowledge with grace the significance of the other's comment or statement of fact.
6. Know and admit the impact of your demands.
7. Remember that the ability of separating facts from opinion is the mark of a clear mind and reflects intellectual integrity.
8. Stay with your point; pursue your objective but don't devastate (destroy) others.
9. Don't quibble; say what you mean and mean what you say. If you want truth, give it.
10. Bargain in good faith. Your intellect will tell you when you're bargaining and your conscience will tell you whether you have good faith.

Disagreements don't have to be disagreeable

- Observe how you respond when you are faced with conflict situations
- Understand why you fell and respond the way you do
- Feel the discomfort of not being in control of the situation
- Take responsibility for your actions
- Commit yourself to changing your behavior
- Find better ways to handle these types of situations.

In addition, it is helpful to realize that conflict also can help us grow as human beings.

- When your beliefs are challenged and you are forced to defend them, you grow intellectually
- When you learn to resolve disputes, you grown socially
- When relationships become so close that basic thoughts and feelings are exposed, you grown emotionally.

Appendix v

Back-to-back Game

Objective: Participants will practice giving specific directions to understand the importance of being clear when they are communicating.

Materials: Paper, crayons or markers.

Procedures: Pair up the participants. Have them sit back-to-back so that they cannot see each other's paper. One girl draws a simple picture. She must get her partner to reproduce her picture as exactly as possible. She must not look to see if her partner is drawing properly. When the new picture is complete, have the girls compare the pictures. The pairs can take turns drawing and communicating until they feel they are as accurate as they can be.

Discussion questions:

- What did they discover about the first picture?
- Were they able to add additional directions to clarify what they wanted their partner to do?
- When they were being asked to draw the other person's picture, did they feel they needed more directions?
- Did they make assumptions about things like the location and size of the picture?

Telephone Game

Objective: Participants will practice listening and speaking skills.

Materials: Two sets of several cards with a simple message on each one.

Procedures: Pair up the participants into two groups. Have each group stand in a straight line. Give the same message to the first participant in each group. See which group can pass the most accurate message to the participant at the end of each line.

Discussion questions:

- Were you able to understand what the person in front of you was trying to say?
- Did she speak too quickly? Too slowly?
- Had you already forgotten the words she bag with by the time she ended the sentence?
- Did you misinterpret what you heard and pass the incorrect message?
- If the message was not accurate, did you try to make a plan to help everyone get the next message properly communicated?

Appendix vi

Perspective Activity

Source: ODE/OCDRCM 2002

Objectives: Participants will understand how people may have different perceptions of the same event and appreciate that seeing things differently does not necessarily mean that someone is right or wrong.

Procedures:

1. Explain to the participants that you are going to show a picture. You want them to look at it and think about what they see but not say yet.
2. Show the picture in appendix vii without giving a title.
3. As participants what they see in the picture.
4. Select one participant who sees the young woman to point her out to the others. Do the same for the old woman.
5. Ask:
    a. Why did some people see a young woman while others saw an old woman? Is there a correct way to see the picture?
    b. What did you fell towards those who saw the drawing the same way you did? Towards those who saw it differently?
    c. What did you feel when you "discovered" the other aspect of the picture?
    d. Was there ever a time when you saw something one way and someone else saw it differently?

Closure:

If it's true that two people can look at the same picture and see something different without either being wrong, how might this affect conflict?

What if each person sees the situation a different way? How can they figure out a resolution to the conflict if they are both right about what they see?

Appendix vii

Perception Picture –

My Wife and My Mother-in-Law, first published in Puck, 1915.
Designed by the American Psychologist E.G. Boring