

PEACE CLUB GUIDE

TOGETHER FOR PEACE



Samvaad Peacebuilding and Reconciliation Program
Caritas India

**“If WE have no Peace,
it is because we have
forgotten that we belong to
each other”.**

Mother Teresa



Disclaimer

This book is dedicated to educating and empowering children and youth, cultivating their sense of responsibility towards society and the nation. Its content is carefully selected and aims to enlighten, educate, and inspire, enhancing knowledge, encouraging growth, and nurturing commitment to societal betterment. We seek to promote positive community interactions, propagate moral values, and uphold our rich cultural heritage. Our goal is to instill a deep appreciation for mutual respect, moral principles, and cultural preservation, contributing to a brighter future. This book is not for sale.

DIRECTOR DESK



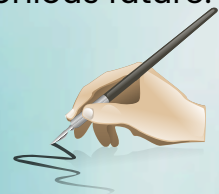
Dear Peace Club Children,

Your dedication to peace brings immense joy and pride. You are the young ambassadors at the heart of our mission for a harmonious world. Thank you for your unwavering commitment to understanding, empathy, and cooperation. Together, let's build bridges and break barriers, regardless of race, religion, or nationality.

In today's interconnected world, conflicts arise easily. But remember, we can shape a different reality with compassion and mutual respect for a brighter future. You, as Peace Club members, are agents of positive change. Our vision is to create a nurturing environment for you to grow as peace advocates. Your collective efforts have surpassed expectations, fostering tolerance and acceptance through dialogue and workshops in your communities.

True peace goes beyond conflict's absence; it embraces inclusivity, kindness, and celebrating diversity. You've taken the first steps toward this vision, so keep pushing with unwavering determination. Embrace challenges as opportunities to grow with open hearts and minds. Collaborate with your fellow Peace Club members and the community. Your efforts are noticed and appreciated by parents, teachers, and us. Let's sow seeds of peace for a brighter future. Each of you holds the power to inspire change and ignite understanding worldwide. Together, we walk the path to a more harmonious future.

**With warmest regards and boundless hope,
Rev Fr. Antony Fernandes
Executive Director
Caritas India**





MESSAGE -AED

Dear Peace Club Children,

I am writing to you today to express my sincere appreciation for your participation in the Samvaad Program as a member of Peace Club. This program is an important opportunity for you to learn about different cultures and perspectives, and to build bridges of understanding and peace.

I know that you have been working hard to prepare for this program, and I am confident that you will be the change maker for creating a peaceful environment in your communities . I am excited to hear about the new things you will learn from this Peace book which will help you in knowing your role and responsibility as a peace club member .

I wish you all the best in the Samvaad Peace Program. May it be a time of learning, growth, and friendship and giving the communities of peace .

Sincerely,

**With warmest regards and boundless hope,
Rev Fr. Anil Crasta
Assistant Executive Director
Caritas India**



CONTENT

1.ABOUT SAMVAAD	1-3
2.PEACE AND CONFLICT	4-7
3.ROLE OF PEACE CLUB	8-11
4.COMMUNAL STRIFE	12-14
5.CONFLICTS	15-21
6.FAKE NEWS	22-23
7.EDUCATION AND PEACE	24-27
8.PEACE AND CHILDREN	28-32
9.VIOLENCE AND RECONCILIATION	33-39
10.SUSTAINABLE DEVELOPMENT AND PEACE	40-44
11.CHILD RIGHTS	45-51
12.WASH	52-56



CHAPTER 1 - ABOUT SAMVAAD

Objective :The facilitator will communicate to the participants about Samvaad Peace Building and Reconciliation Program, CARITAS India, and PARTNERS and highlight the peace club characteristics for promoting peace and harmony.

WELCOME & PRAYER ATTENDANCE



About Samvaad Program and its Partners and CI: Samvaad Peace Building Program is a program of Caritas India that aims to promote peace and harmony in communities. The program works with multi-stakeholders, with community members, religious leaders, government officials, and Influential persons in society. This program is being implemented by six diocese partners in Uttar Pradesh.

SESSION 1

INTRODUCTION OF PARTICIPANTS

The facilitator will organize an interactive game to introduce all participants to one another, fostering a greater sense of familiarity and connection among the group.

Illustration – If there are 40 participants facilitator can put them in a circle and the name of the first person in line will be told by the second person about his hobbies, likewise second person's name will be shared by the third person, and so on. Before introducing the first participant to the second one a time duration of five minutes will be given to know each other.

After the Introduction, all will set down and will move for the session. The facilitator will select 2 captains from the participants who will document the day's activity and will share the newsletter of the event with good photographs. SHANTI SAMUH PATRIKA -Maasik (It can be magazine type or Tabloid newspaper type)

SESSION 2 PEACE CLUB AND CHILDREN

Facilitators need to interact with children on how the Peace Club can be made successful through these children who are in it as peacebuilder or peace ambassadors.

Facilitators need to encourage the peace club members to involve in the entire conversation to prepare the plan for peace promotion as peace club members.

Few Questions for Children to be asked through Group Role Play i.e. Skit

- Why you are here?
- Why do you want to be part of a Peace Club?
- What does peace mean to you?
- Why does it matter that young people work for peace?
- What do you hope to learn and do as a Peace Club?
- How do you want to operate?
- How often and where will you meet?
- Do you need a facilitator to mentor your work?

Speak about WHY, HOW, and WHAT

- Why does peace matter to your group?
- How will you pursue peace?
- What actions and attitudes will you uphold in your work to build peace?
- What do you hope to achieve?

SESSION 3 DECLARE YOUR PLEDGE

A group Exercise.

Write a charter, pledge, or statement of purpose for your Peace Club. This is an opportunity to explain your commitment and vision, and it can also be shared with others who want to learn more about your work.

Closing Remark with feedback and Vote of thanks by all Group leaders/representatives and finalizing the date of the next Class.

PLEDGE

**I am a peace builder with the way I act, talk and think.
I believe in being kind, understanding, and peaceful
every day.**

**I say no to violence and try to find peaceful ways to
solve problems at home, school, and with my friends..**

**I stand up against bullying and treat everyone as my
brothers and sisters, even if we're different.**

I treat others the way I want to be treated.

**Every day, I try to make my school, community, and
my India more peaceful and happy place.**



CHAPTER 2 - PEACE AND CONFLICT

The objective of the session – Introduction to Peace and Conflict?

WELCOME & PRAYER ATTENDANCE



SESSION 1:

The facilitator will appoint two participants to act as captains who will document the day's activities and share a newsletter of the event with photographs.

SHANTI SAMUH PATRIKA -Maasik (It can be magazine type or Tabloid newspaper type)



SESSION 2: GAME: THE BALLOON GAME

- I. Distribute balloons to each participant and instruct them to inflate them.
- II. Declare that the participant with the last remaining balloon will be declared the winner.
- III. Prompt the children to pop each other's balloons if it becomes necessary.
- IV. Allow the children to pop each other's balloons.

Facilitators Note:

The safety and well-being of the children are of utmost importance during the game. Let's take all necessary precautions to ensure a fun and enjoyable experience while preventing any risk of harm or injuries.

FACILITATE DISCUSSION

- If we consider the balloon as a metaphor for an individual's peace. How can we relate it to the idea of peace in our lives and the world?
- How does the act of inflating the balloon symbolize the importance of building and nurturing peace in our communities?
- What prompted the children to start popping each other's balloons?
- What happens when the children start popping each other's balloons? How can this relate to real-life situations where conflicts arise?
- Could there have been a scenario in which all participants could have emerged victorious instead of having only one winner?
- What were the costs and benefits of the game in terms of time, resources, and emotions, and what did the participants gain and lose?
- What lessons can we learn from this game about our actions' impact on others and the importance of pursuing objectives without causing harm?
- How can we explore alternative approaches to promote cooperation and understanding instead of conflict?

SESSION 3: DEFINING PEACE AND CONFLICT

Peace is when there is no fighting or disturbance, and people are living in harmony. Conflict is a disagreement or struggle between two or more parties because of opposing interests, opinions, or values.

SESSION 4: STORYTIME

Once upon a time, there was a village that lived in peace and harmony for many years. The villagers were farmers who worked together to cultivate their lands, and they had a strong sense of community. One year, a drought hit the village, and the crops started to fail. The farmers became anxious, and conflicts began to arise among them as they argued about how to deal with the situation. Some farmers suggested digging a well, while others believed that irrigation was the solution. As tensions rose, the village began to split into two factions, and people started to choose sides. Soon, the dispute escalated into a physical altercation, and some villagers were injured. Realizing that they were losing the peace they had enjoyed for so long, a group of wise elders intervened. They urged the villagers to put aside their differences and work together to find a solution.

After much discussion and compromise, they decided to dig a well and use the water to irrigate their crops. With the conflict resolved, the villagers returned to their peaceful way of life, and the community thrived once again. From that day on, the villagers learned the importance of cooperation and compromise in the face of conflict, and they resolved to work together to maintain their hard-won peace.



QUESTION FOR REFLECTION

What is the moral of the story?

Facilitators Note:

The moral of the story is that unity, cooperation, and compromise are essential for maintaining peace and harmony in a community.

When faced with challenges, it is crucial to put aside differences and work together towards a common goal. By finding solutions through collaboration rather than conflict, a community can overcome obstacles and preserve the peace they cherish.

Way Forward shared with participants based on the next session.

FEEDBACK

Participants two males and two Females with documentation print, photo, and video. Next month's date of the meeting will be discussed and finalized.

Closing Remark and Vote of THANKS –FACILITATOR AND PARTICIPANTS

Quotes on Peace

"Without peace, all other dreams vanish and are reduced to ashes."

Jawaharlal Nehru

"Peace cannot be kept by force; it can only be achieved by understanding."

Albert Einstein

"Conflict cannot survive without your participation."

Wayne Dyer

"There is no development without peace and no peace without development."

Kofi Annan

CHAPTER 3 - ROLE OF PEACE CLUB MEMBER

Objective: The facilitator will lead a session on peace club member duties and responsibilities, and appoint a new captain for daily documentation.

WELCOME & PRAYER ATTENDANCE



SESSION 1

FACILITATOR -Warm Welcome of all Participants with a recap of the last class by the CAPTAIN of the previous class through the "SHANTI SAMUH PATRIKA"

DUTIES AND RESPONSIBILITIES FOR PEACE CLUBS

Peace Clubs have the objective of promoting peace and, as such, engage in various activities to foster peaceful relations within their local communities.

- i) To identify, organize and discuss important conflict issues affecting communities and to develop possible solutions where possible.
- ii) To carry out stakeholder analysis exercises and document conflict issues obtained in the community.
- iii) To mobilize residents to participate in community activities.
- iv) To organize cost-free activities that promote peaceful relations.

SESSION 2

Based on the duties and Responsibilities Facilitator needs to conduct the group exercise. (5-10min)

- Form the groups as per participants' presence.
- Give the chart papers and Bold Markers to the group.
- Ask them to write the first duty in the chart paper and write their views discussed in the group.
- Now they need to write the second duty and responsibilities in the chart paper and respond to it after discussion in the group.
- Identify the community activities and write on the chart paper in which the resident can partake in it.
- Point down the activities that promote peaceful relations and try to engage the community in it.

SESSION 3

- Presentation on the output of the group activities.
- The facilitator will identify the top 2 Group exercise results.
- These group members will be acknowledged and rewarded in the next class.

SESSION 4 - STORYTELLING

Once upon a time, in a small village, there was a group of animals who lived together in peace and harmony. One day, a rumor started spreading that a dangerous predator was lurking in the village. The rumor spread like wildfire, and soon, all the animals were scared and started hiding in their homes.



The rumor was so convincing that no one questioned its authenticity. However, as time passed, nobody saw any evidence of the predator's existence. Some animals even started to doubt the rumor's validity, but they were afraid to speak out.

One day, a wise old owl came to the village and listened to the animals' fears. He knew that something was not right and decided to investigate. He soon discovered that the rumor was fake, started by a mischievous monkey who wanted to create chaos and confusion. The owl called a meeting of all the animals in the village and explained the situation. He reminded everyone that spreading fake news can cause harm and that it is essential to verify information before believing and sharing it.

The monkey who started the rumor was ashamed of his actions and apologized to the other animals. The animals forgave him, but they also made it clear that spreading fake news is not acceptable. From that day onwards, the animals in the village became more cautious about the news they heard and shared. They learned that it is important to be truthful and responsible in everything they say and do. The village became a happier and more peaceful place to live in, and the animals lived happily ever after. The story teaches children the importance of being careful with the news they hear and share. It shows them that fake news can cause fear and confusion, and it is essential to verify the information before believing and sharing it.

Session 5: Feedback on the day activity - Learnings & Takeaways.

Closing Remark with Vote of Thanks to all Participants and Facilitator. CAPTAIN assigned the duty of dissemination of the SHANTI SAMUH PATRIKA in public.

STAKEHOLDERS ANALYSIS

Identifying the stakeholders who are the stakeholder in promoting peace and **preparing an Engagement Plan**

Illustration SAMPLE STAKE HOLDER ANALYSIS

**RATING
SCALE**



STAKEHOLDERS	ACCESS	INFLUENCE	STRENGTH	INTEREST
Teacher				
Leader				

CHAPTER 4 - COMMUNAL STRIFE

Objective – The facilitator will present a film centered around the themes of peace and communal strife, followed by a group discussion to gather feedback and insights. Another session will focus on providing an overview of communal riots in India. During this session, a new captain will be chosen to lead the documentation efforts for the day.

WELCOME & PRAYER **ATTENDANCE**

SESSION 1

Movie on communal strife of Muzaffarnagar, UP.

<https://youtu.be/tXkWRYklwKw>

SESSION 2

Feedback on the learnings from the movie will be taken through the group exercise. Use of Char paper and marker will be done for the group exercise.

1. What Message is Communicated through the movie?
2. Which scene from the movie touched you the most or evoked strong emotions in you?
3. Participant opinion on the movie.
4. Participants learning & message for all.

Presentation of Group Exercise

SESSION 3

Closing Remark with Vote of Thanks to all Participants and facilitator and way forward for the Next class.

CAPTAIN assigned the duty of dissemination of the SHANTI SAMUH PATRIKA in public.

SESSION 4



COMMUNAL RIOTS

Communal riots are when people from different religious, ethnic, or social groups in a community fight and clash with each other. These conflicts happen because of long-standing tensions, past problems, or differences in how they live.

The word "communal" is used because it involves groups with specific identities, like religious groups. In these riots, there can be violence, breaking things, and even people getting hurt or worse. It's very sad and causes a lot of pain to the communities involved.

Some notable incidents:

PARTITION RIOTS (1947):

The partition of India and the creation of Pakistan led to widespread violence and communal riots between Hindus, Muslims, and Sikhs. Mass killings, forced conversions, and large-scale migrations took place on both sides of the border.

ANTI-SIKH RIOTS (1984):

Following the assassination of Prime Minister Indira Gandhi by her Sikh bodyguards, anti-Sikh riots erupted in Delhi and other parts of India. Thousands of Sikhs were killed, and numerous Sikh properties were destroyed in the violence.

BABRI MASJID DEMOLITION (1992):

The demolition of the Babri Masjid, a 16th-century mosque in Ayodhya, Uttar Pradesh, sparked widespread communal violence across the country. The incident led to clashes between Hindus and Muslims, resulting in numerous deaths and extensive property damage.

MUMBAI RIOTS (1992–1993):

After the Babri Masjid demolition, Mumbai (formerly Bombay) witnessed communal riots. The violence lasted for several months, claiming the lives of over 1,000 people and displacing thousands more.

GUJARAT RIOTS (2002):

The Godhra train burning incident, in which a train carrying Hindu pilgrims was set on fire, led to communal riots in Gujarat. The violence primarily targeted Muslims, resulting in the deaths of around 1,000 people, widespread destruction, and displacement.

MANIPUR 2023

Manipur riots were a series of ethno-religious clashes that erupted in India's north-eastern state of Manipur between the Meitei people, a majority that lives in the Imphal Valley, and the Kuki tribal community from the surrounding hills. The riots began on 3 May 2023 and continued for several weeks, with sporadic violence continuing until July 23. The violence was sparked by a proposal to extend reservation in government jobs and education to the Meitei community. The Kuki community opposed the proposal, arguing that it would unfairly disadvantage them. The two communities have a long history of conflict, dating back to the British colonial period.

The riots resulted in the deaths of at least 181 people, including women and children, and the displacement of over 54,000 people. The violence also caused widespread damage to property, including homes, businesses, and religious places.

CHAPTER 5 - CONFLICTS

Objective - In today's session, we'll discuss conflict, and how to resolve conflicts in communities.

WELCOME & PRAYER ATTENDANCE

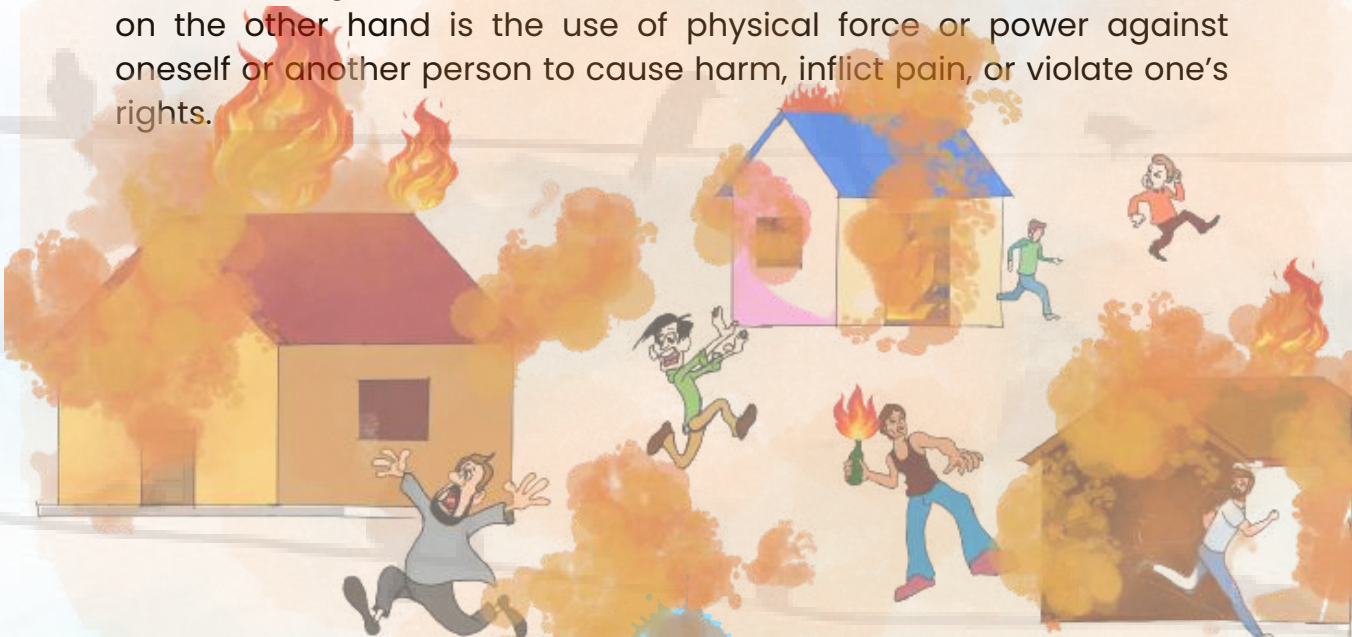


SESSION 1: UNDERSTANDING CONFLICTS

A conflict is a struggle and a clash of interests, opinions, or even principles. Conflict will always be found in society; as the basis of conflict may vary to be personal, racial, class, caste, political, and international.



Conflict is a result of disagreements or differences in understanding issues. Also, conflict can be positive or negative. It can be positive if helps people to deal with their problems. However, conflict can be viewed as negative if it leads to hatred, violence, and death. Violence on the other hand is the use of physical force or power against oneself or another person to cause harm, inflict pain, or violate one's rights.



RESOLVING CONFLICTS WITHIN COMMUNITIES

There are many ways to resolve or prevent conflicts as individuals or as communities. Conflicts can be resolved using the following approaches can be used depending on existing situations.

1. **Communication and Dialogue:** Encouraging open and honest communication between parties involved in the conflict can lead to better understanding and empathy, often paving the way for resolution.
2. **Negotiation:** This involves parties discussing their interests and concerns to reach a mutually acceptable agreement. It requires flexibility and compromise from both sides.
3. **Mediation:** A neutral third party (mediator) facilitates discussions between conflicting parties to help them find common ground and reach a resolution.
4. **Arbitration:** In this process, a neutral arbitrator listens to both sides and makes a decision that the parties agree to accept, often binding.
5. **Collaboration:** Working together towards a mutually beneficial solution, emphasizing cooperation and collective problem-solving.
6. **Compromise:** Finding a middle ground where each party gives up something to reach an agreement.
7. **Accommodation:** One party agrees to the other's wishes or demands, often used when the issue is of lesser importance to one side.
8. **Avoidance:** Deliberately sidestepping or postponing the conflict, which can be useful in situations where emotions are running high and cooler heads are needed.
9. **Problem-solving:** Identifying the root causes of the conflict and jointly developing solutions that address those underlying issues.
10. **Forgiveness and Reconciliation:** In cases where the conflict is deeply rooted in past grievances, forgiveness, and reconciliation can lead to healing and moving forward.

SESSION 2 - STORY TELLING

A Ray of Harmony

Once upon a time in a diverse land called India, there was a small village named

Sarvodaya, which means "Universal Upliftment." Sarvodaya was known for its beautiful landscapes, lush fields, and vibrant community that celebrated various cultures and traditions. In this village, there was a Peace Club where children gathered to learn about peace, empathy, and understanding.

The children of Sarvodaya Peace Club came from different backgrounds—Hindu, Muslim, Sikh, Christian, and others. They played together, shared stories, and celebrated each other's festivals with joy and respect. However, outside the peaceful cocoon of Sarvodaya, the country was facing some conflicts due to misunderstandings and prejudices among different communities.

One day, while the children were sitting under the ancient banyan tree—the heart of their Peace Club—a heated discussion began. Rahul, a bright young boy, and Aisha, a kind-hearted girl, found themselves disagreeing about a recent incident that occurred in their city. It involved a misunderstanding between a Hindu and a Muslim family, leading to unnecessary tension and fear.

Rahul believed that people of different religions could never coexist peacefully because of their differences. He said, "Our beliefs and customs are just too distinct; we can't understand each other."

Aisha, on the other hand, was determined to find a way to bridge the gap between their communities. She replied with a compassionate tone, "But Rahul, we have so much in common too. We all love our families, want to be happy, and wish for a peaceful life. Let's not focus on what divides us but on what brings us together."



STORY TELLING CONTD.

Their discussion caught the attention of their fellow club members. As each child shared their perspective, they began to realize that the conflicts in India were fueled not by their inherent differences, but by misunderstandings and preconceived notions. They knew they had to do something to make a difference in their community.

The children decided to organize a "Harmony Day" in their village to celebrate unity amidst diversity. They reached out to religious leaders, elders, and influential figures from all communities, inviting them to participate in the event. Surprisingly, many of them agreed, intrigued by the young ones' determination to promote peace.

On the day of the event, the village was adorned with colorful banners and decorations representing various religions. The air buzzed with excitement and curiosity as people gathered at the village square. Each child took the stage and spoke about their religion, emphasizing the shared values of love, compassion, and respect.

Rahul, with a newfound understanding, spoke about the teachings of Hinduism that promote unity with all living beings. Aisha beautifully recited verses from the Quran that highlighted the importance of peace and harmony in Islam. The other children followed, representing their respective faiths with pride and respect.



SESSION 3 – STORY TELLING

Story of a hummingbird: https://youtu.be/A42Cp_RUJdQ

Ask the participants to take a seat or other comfortable position. Motivate and empower them with the fairy tale “Story of a Hummingbird” by Wangari Maathai, a Nobel laureate and internationally acclaimed environmental policy and women’s rights activist from Kenya.

The story of the hummingbird is about this huge forest being consumed by fire. All the animals in the forest come out and they are transfixed as they watch the forest burning and they feel very overwhelmed, very powerless, except this little hummingbird.

It says, ‘I’m going to do something about the fire!’ So, it flies to the nearest stream and takes a drop of water. It puts it on the fire, and goes up and down, up, and down, up and down, as fast as it can. In the meantime, all the other animals, much bigger animals like the elephant with a big trunk that could bring much more water, they are standing there helpless. And they are saying to the hummingbird, ‘What do you think you can do? You are too little. This fire is too big. Your wings are too little, and your beak is so small that you can only bring a small drop of water at a time.’ But as they continue to discourage it, it turns to them without wasting any time and it tells them, ‘I am doing the best I can.’ And that to me is what all of us should do. We should always feel like a hummingbird. I may feel insignificant, but I certainly don’t want to be like the animals watching as the planet goes down the drain. I will be a hummingbird; I will do the best I can.”



As the day progressed, the atmosphere of the village shifted. People started to see beyond their prejudices and recognize the beauty of diversity. They realized that the conflicts they had experienced were not due to religion itself but rather a lack of understanding and empathy.

The Harmony Day left a lasting impact on Sarvodaya and neighboring villages. The children's efforts to promote peace and understanding inspired adults to set aside their differences and embrace each other's uniqueness. Regular interfaith dialogues began, fostering trust and cooperation among communities.

Over time, the wave of harmony spread across the country. The children of Sarvodaya Peace Club grew up to become advocates for peace, leading their nation towards a brighter and more united future. Their story became a shining example of how empathy, love, and understanding could overcome conflicts and create a world where everyone could live together in peace.

And so, the ray of harmony that started under the ancient banyan tree in Sarvodaya Village illuminated the entire nation, teaching the world that even in the face of conflicts, the children of today could pave the way for a peaceful tomorrow.



Session 3

Debrief and discuss the story with the group:

- Why didn't the other animals do anything?
- Did the hummingbird make a difference?
- What could the hummingbird do to encourage other animals to participate?
- Have you encountered a problem that you felt you couldn't do anything about?
- Why would it be good if we all acted like the hummingbird?
- How does this story relate to peacebuilding?

In the end, the facilitator can tell that conflicts are like the forest fire in this fairy tale: they may seem impossible to solve and you may feel overwhelmed and powerless in front of them. But we can all be hummingbirds in our own communities, we can try our best and inspire others.

DO YOU KNOW?

The Nobel Peace Prize is one of the five Nobel Prizes established by the will of Alfred Nobel, the inventor of dynamite, and is awarded annually to individuals, organizations, or movements that have made significant contributions to promoting peace and resolving conflicts. The Nobel Peace Prize is awarded in Oslo, Norway, unlike the other Nobel Prizes that are presented in Stockholm, Sweden.

Since its inception in 1901, the Nobel Peace Prize has been awarded to a diverse range of recipients, including politicians, activists, diplomats, human rights advocates, organizations, and even entire nations. Some notable recipients of the Nobel Peace Prize include Martin Luther King Jr., Mother Teresa, Nelson Mandela, Malala Yousafzai, the International Campaign to Ban Landmines, and the United Nations.

CHAPTER 6 - FAKE NEWS

Objective:-In today's session, we'll discuss Fake News, its causes, types, and effective conflict resolution methods. The objective is to enhance participants' understanding of conflicts related to misinformation.

WELCOME & PRAYER ATTENDANCE



SESSION 1 - ABOUT FAKE NEWS

Q. What is Fake News?

Fake news is any piece of misleading, maliciously false information circulating through print, electronic, or social media. It affects the law and order of the state as well as the safety and security of the citizens.

Q What Happens from the Fake News?

Due to these fake news and rumors, many must cost their lives. It can also spread communal hatred and disturb communal harmony in a society. It also affects the election through fabricated articles, graphics, posts, audio, videos, and election campaigns.

FAKE NEWS CAN DISRUPT PEACE: DISCUSSION

Points for discussion

- Misinformation Spreads Rapidly
- Erosion of Trust
- Polarization and Division
- Manipulation of Public Opinion
- Escalation of Conflicts
- Distrust in Authorities
- Impact on Elections and Political Stability
- Economic Consequences
- Long-Term Reputational Damage

SeOur Role as a Peace Club Member

- We as aware citizens can avoid this fake news through simple measures, we must just recheck the information from some authentic sources like different government websites.
- We must verify carefully all the photos, audio, and videos before forwarding them because they may be edited or fabricated. After getting any doubtful and misleading messages we should immediately report to the cyber cell or local police station.
- We should always apply our common sense without getting biased after getting any messages of our interest. This little effort of ours can save many innocent lives.

<https://www.dw.com/en/india-fake-news-problem-fueled-by-digital-illiteracy/a-56746776>

Q. How to Spot Fake News?

Q. How to differentiate between fake news and real News?

Social media forward is the main source of Fake News if it is a simple message without any link. Do not trust such messages these messages are purely fake news.

Such messages contain high praise of any person or abusive messages for anyone

<https://youtu.be/Ezcng6hyWp4>

Alt News: One of the source for fact-checking

CHAPTER 7 - EDUCATION AND PEACE

Objective – The facilitator will Highlight the importance of education and what role it plays in the development process of any nation. This session will also cover how education contributes to promoting peace and harmony.

WELCOME & PRAYER ATTENDANCE



SESSION 1 - EDUCATION

Education is about learning new things, like facts, abilities, and what's right or wrong. It starts when we're born and keeps going as we grow up. Education is crucial because it helps us understand the world better, gain skills, and know how to make good choices in life.

- Acquiring knowledge and understanding about the world.
- Developing important skills for everyday life.
- Preparing for future careers and opportunities.
- Building critical thinking and problem-solving abilities.
- Fostering creativity and imagination.
- Promoting social and emotional development.
- Instilling moral values and ethics.
- Empowering individuals to make informed decisions.
- Contributing to personal growth and self-confidence.
- Improving communication and interpersonal skills.
- In short, education is essential for individual and societal well-being. It is key to a better future for everyone.

SESSION 2 EDUCATION AND PEACEBUILDING

Education is crucial for peacebuilding, addressing conflict's root causes like poverty and inequality. It fosters understanding, and tolerance among groups, and equips individuals with conflict resolution skills and attitudes. Education plays a vital role in peacebuilding. Here's why:

- **Promoting Understanding:** Education helps people understand different cultures, perspectives, and beliefs, fostering tolerance and empathy among individuals and communities.
- **Conflict Resolution:** Education equips individuals with problem-solving and communication skills, essential for resolving conflicts peacefully.
- **Reducing Prejudice:** Education challenges stereotypes and prejudices, promoting inclusivity and acceptance of diversity, which are crucial for peaceful coexistence.
- **Empowering Communities:** Education empowers individuals and communities by providing them with knowledge and tools to address issues peacefully and constructively.
- **Building Trust:** Education builds trust between different groups, as it encourages dialogue and cooperation, leading to stronger relationships.
- **Addressing Root Causes:** Education can help address the root causes of conflicts, such as poverty and inequality, by promoting social and economic development.
- **Creating Active Citizens:** Education fosters active citizenship, encouraging individuals to participate in their communities and work towards peaceful change.
- **Breaking the Cycle of Violence:** By providing education, especially to children, we can break the cycle of violence and promote a more peaceful future.
- **Promoting Human Rights:** Education instills a sense of respect for human rights and promotes a culture of peace based on equality and justice.

Overall, education contributes significantly to building a more peaceful and harmonious society by empowering individuals with knowledge, understanding, and the skills needed to create positive change.

ANY QUESTIONS??

RESPONSES

SESSION 3

Skit on Importance of Education-To be performed by Participants

SCENE: A VILLAGE IN RURAL INDIA.

Characters:

- **Father:** A poor farmer who is illiterate.
- **Son:** A young boy who is eager to learn.
- **Teacher:** A young woman who is passionate about education.

Dialogue:

- **Father:** Son, why do you want to go to school? You don't need the education to be a farmer.
- **Son:** But I want to learn how to read and write. I want to know about the world outside of this village.
- **Father:** But school is expensive. We can't afford it.
- **Son:** Please, father. I promise I will work hard and help you with the farm.
- **Father:** (sighs) Okay. You can go to school.

The son goes to school and learns how to read and write. He also learns about science, math, and history. He becomes a bright and intelligent young man.

Years later, the son returns to his village. He is now a teacher. He opens a school in the village so that other children can have the opportunity to learn.

The father is proud of his son. He realizes that education is the key to a better future.

This skit illustrates the importance of education in India. In a country where many people are illiterate, education can be a powerful tool for social and economic mobility. It can help people break the cycle of poverty and improve their lives.

The skit also shows the importance of having role models in education. The son's teacher is a young woman who is passionate about education. She inspires the son to learn and to become a teacher himself. This shows that teachers can play a vital role in helping to educate the next generation.

CHAPTER 8 - PEACE AND CHILDREN

Objective –In today's session, the facilitator will discuss how children can promote peace and harmony in their communities.

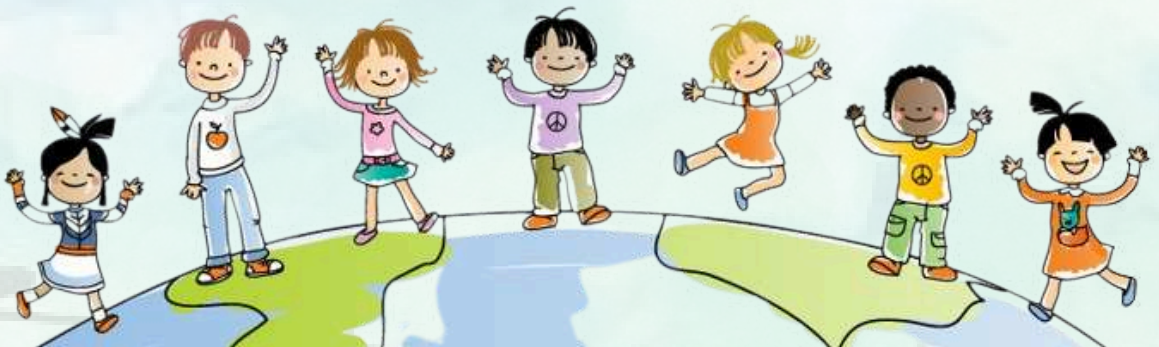
WELCOME & PRAYER ATTENDANCE



SESSION 1

Children play a crucial role in establishing and maintaining peace in society. Children can be viewed as ambassadors of peace, and if they engage in peaceful dialogue, they are sure to succeed. Here are some reasons why children are important for peace:

- **Kindness and Empathy:** Encouraging children to be kind and empathetic towards others fosters a culture of understanding and support within the community.
- **Respect for Diversity:** Teaching children to respect and appreciate differences in culture, religion, and background helps create an inclusive and harmonious environment.
- **Conflict Resolution Skills:** Equipping children with conflict resolution skills empowers them to handle disagreements peacefully and find constructive solutions.



- **Communication and Listening:** Encouraging open communication and active listening helps children understand different perspectives, leading to better relationships.
- **Volunteering and Service:** Engaging in community service and volunteering instills a sense of responsibility and promotes a spirit of cooperation and unity.
- **Promoting Tolerance:** Teaching children to be tolerant of others' beliefs and opinions helps reduce prejudice and fosters a more accepting community.
- **Cultural Exchanges:** Organizing cultural exchange programs allows children to learn from one another's traditions and values, fostering mutual respect.
- **Environmental Awareness:** Instilling a sense of environmental responsibility in children helps create a community that values sustainability and preservation.
- **Conflict Mediation:** Encouraging children to act as mediators in conflicts among their peers teaches them valuable negotiation skills and promotes peaceful resolutions.

SESSION 2 BRAINSTORMING

Facilitator will take lead get the below exercise done by the children.

Group Activity: divide them into nine groups, and each group will participate in activities that promote peace and harmony based on the actions mentioned above. Let them present their ideas for actions through roleplays.

Facilitators Notes: Examples for the above exercise

- **Kindness and Empathy:** Random Acts of Kindness Challenge: Encourage children to perform small acts of kindness for their peers and teachers throughout the week.
- **Respect for Diversity:** Cultural Show and Tell: Have children share their unique cultural practices, traditions, or foods with the group to foster understanding and appreciation.
- **Conflict Resolution Skills:** Role-Play Scenarios: Create various conflict scenarios and have children act out how they would resolve them peacefully.
- **Communication and Listening:** Listening Circle: Form small groups and have children take turns sharing their thoughts and feelings while others practice active listening.
- **Volunteering and Service:** Community Clean-Up Day: Organize a clean-up activity in the neighborhood or school premises to instill a sense of responsibility and teamwork.
- **Promoting Tolerance:** Tolerance Pledge Wall: Have children write down pledges to be more tolerant and accepting of others on a designated wall.
- **Cultural Exchanges:** International Food Day: Host an event where children and their families bring dishes from different cultures to share with others.
- **Environmental Awareness:** Nature Scavenger Hunt: Organize a scavenger hunt in a local park or nature area, encouraging children to observe and appreciate the environment.
- **Conflict Mediation:** Mediation Role-Play: Have children practice mediating conflicts between their peers, helping them develop negotiation skills.

SESSION 3

STORY ON PROMOTING PEACE BY CHILDREN IN INDIA

A Ray of Peace: Children Promoting Harmony in India

Once upon a time in the bustling city of Mumbai, India, there were children from various backgrounds living in a close-knit neighborhood. Despite their cultural, religious, and economic differences, the children played together, laughed together, and shared their dreams under the same sun.

One sunny afternoon, as the children played cricket in the park, a heated argument arose between two boys, Raj and Aamir, over a decision made during the game. The small squabble quickly escalated into a bitter dispute, drawing a line between the children based on their communities. The vibrant harmony that once filled the park was replaced with tension and animosity.

Watching from a distance, a wise elderly woman named Aparna, who was fondly known as Granny decided to intervene. Granny had seen many such conflicts in her lifetime, and she believed that children were the key to fostering peace. She gathered all the children in her cozy living room that evening, where she served them freshly baked cookies and warm milk.

With a gentle smile, Granny began narrating stories of India's rich history, highlighting the nation's unity amidst diversity. She spoke of how great leaders like Mahatma Gandhi and Mother Teresa had dedicated their lives to promoting peace and harmony. The children listened intently, captivated by the stories and the depth of Granny's wisdom.

Inspired by the tales, the children felt the urge to do something meaningful themselves. They decided to form a "Peace Club," with Raj and Aamir leading as co-presidents. The club aimed to bring together children from different communities to foster understanding, empathy, and friendship.

The Peace Club's first initiative was organizing a "Unity Day" in the park, where children from every background were invited to participate in fun games, cultural performances, and food-sharing.

With the support of Granny and other elders in the neighborhood, the event gained widespread attention and quickly became a symbol of hope for peace in the community.

As the Peace Club continued to thrive, it extended their activities beyond the park. They organized workshops on tolerance, non-violent communication, and cultural appreciation, inviting parents and other members of the community to join. Soon, the elders began to realize the potential of the younger generation and their commitment to creating a harmonious society.

Word of the Peace Club's efforts reached schools and organizations across the city. Soon, similar clubs sprouted in various neighborhoods, all working together under the shared goal of promoting peace and unity.

The impact of the children's initiatives rippled far and wide, reaching even the corridors of power. The government officials recognized the potential of these young ambassadors of peace and decided to integrate peace education into the school curriculum.

Over the years, as the children grew into responsible young adults, their message of peace echoed across India. Their story inspired countless others to put aside their differences and work together for a brighter future.

The children of Mumbai proved that no matter how small or young, anyone could contribute to peace and harmony. They taught the world that the path to lasting peace began with understanding, acceptance, and friendship – values that knew no boundaries.

And so, their legacy continued, creating a chain reaction of peace promotion by children throughout India, bringing hope, love, and understanding to the hearts of all who embraced the spirit of unity in diversity.

Facilitators note:

Moral of the story :Even in the face of deep-rooted differences and conflicts, the innocent hearts and actions of children have the power to inspire harmony, bridge divides, and sow the seeds of peace in society

CHAPTER 9 - VIOLENCE AND CONFLICT RESOLUTION

Objective: This Chapter will talk about Violence and conflict resolution. The facilitator will define violence and how conflict resolution can be done.

WELCOME & PRAYER ATTENDANCE



SESSION 1

Violence and conflict are complex issues that have been a part of human history for a long time. Conflict can arise due to various reasons, such as differences in values, beliefs, interests, or limited resources. It is essential to find ways to address and resolve conflicts peacefully to minimize the destructive consequences of violence.

Here are some key points on violence and conflict resolution:

- **Understanding the root causes:** To effectively address conflict, it's important to identify and understand the underlying causes. This involves recognizing the needs, fears, and concerns of all parties involved. By understanding the root causes, it becomes easier to find mutually acceptable solutions.
- **Communication and dialogue:** Open and constructive communication is crucial in conflict resolution. Parties involved should be encouraged to express their perspectives, interests, and grievances.

- Active listening and empathy are essential to promote understanding and build trust. Mediation and negotiation processes can help facilitate dialogue between conflicting parties.
- Nonviolent approaches: Violence often leads to more violence and can cause long-lasting damage. Nonviolent approaches to conflict resolution seek to find peaceful solutions that respect the dignity and rights of all individuals involved. This includes promoting dialogue, negotiation, diplomacy, and reconciliation.
- Mediation and negotiation: Mediation involves the intervention of a neutral third party who assists conflicting parties in finding a mutually agreeable solution. Negotiation involves direct discussions between the parties involved to reach a compromise or settlement. Both processes aim to find common ground and resolve disputes peacefully.
- Conflict resolution frameworks: Various conflict resolution frameworks exist, such as principled negotiation, interest-based negotiation, and win-win approaches. These frameworks emphasize problem-solving, collaboration, and creative solutions that address the underlying needs and interests of all parties involved.
- Peacebuilding and reconciliation: Peacebuilding efforts focus on addressing the root causes of conflict and promoting sustainable peace. It involves activities such as promoting social justice, human rights, and equitable access to resources. Reconciliation processes aim to heal the wounds caused by conflict and foster long-term peace, often through truth and justice mechanisms.

- Education and awareness: Promoting education and awareness about nonviolence, conflict resolution, and peaceful coexistence can help prevent conflicts and create a culture of peace. Teaching children and adults about empathy, tolerance, and effective communication can contribute to reducing violence and resolving conflicts peacefully.
- International cooperation: Many conflicts transcend national borders, requiring international cooperation and diplomacy to find lasting solutions. International organizations, such as the United Nations, play a vital role in peacekeeping, mediation, and providing humanitarian assistance.

SESSION 2: ROLE OF CHILDREN IN CONFLICT RESOLUTION

Children play a significant role in conflict resolution, both as participants and as agents of change. While conflicts are often seen as adult issues, children are often affected by conflicts and can contribute to their resolution in various ways. Here are some key aspects of the role of children in conflict resolution:

Building understanding and empathy: Children have the capacity to develop empathy and understand different perspectives. By engaging children in dialogue and promoting empathy, they can learn to see conflicts from multiple angles, which can contribute to finding peaceful solutions.



Mediation and peer conflict resolution: Children can act as mediators or facilitators in resolving conflicts among their peers. They often have the ability to mediate disputes and find common ground, offering fresh perspectives and creative solutions that may not occur to adults.

Education for peace: Integrating peace education into school curricula helps children develop conflict resolution skills, social and emotional competencies, and critical thinking abilities. By equipping children with these skills, they can become active participants in resolving conflicts in their communities and beyond.

Youth-led initiatives: Many youth-led organizations and initiatives focus on peace building and conflict resolution. Children and young people can form groups, clubs, or organizations dedicated to promoting peaceful coexistence, dialogue, and reconciliation. Their collective efforts can have a significant impact on resolving conflicts and fostering positive change.

Participatory decision-making: In conflicts that directly affect children, it is important to include their voices and perspectives in decision-making processes. Their involvement ensures that their needs and concerns are addressed, and it empowers them to contribute to the resolution of conflicts that affect their lives.

Advocacy and raising awareness: Children can raise awareness about the impact of conflicts on their lives and advocate for peaceful solutions. Through art, media, storytelling, and social media platforms, they can highlight the consequences of violence and promote the importance of dialogue, tolerance, and understanding.

Long-term peace building: Investing in children's well-being, education, and mental health is crucial for long-term peace building. By providing them with opportunities for education, skill development, and social support, children can become agents of positive change and contribute to sustainable peace in their communities.

It is important to note that the involvement of children in conflict resolution should always consider their safety, well-being, and age-appropriate roles. Children should be protected from harm and exploitation, and their participation should be guided by ethical guidelines and appropriate support systems.

Overall, recognizing the potential of children as active contributors to conflict resolution and peace building can lead to more inclusive and sustainable solutions, ensuring a better future for generations to come.

SESSION 3: ROLE PLAY CONFLICT RESOLUTION BY CHILDREN

Embracing Harmony: A Peace Club's Conflict Resolution Role Play in India

Characters:

- Aarav - A member of the Peace Club
- Riya - A member of the Peace Club
- Aditi - A member of the Peace Club
- Sanjay - A member of the Peace Club
- Mrs. Kapoor - Peace Club Advisor

(Scene opens in a community center in India where the Peace Club members are gathered to address a conflict between two groups of children from different religious backgrounds.)

Aarav: (enthusiastically) Namaste, everyone! Today, we have a very important task at hand. Our Peace Club can make a difference by resolving the conflict between the children from different communities in our neighborhood.

Riya: (nodding) Yes, it's crucial to bring them together and foster understanding and respect.

Aditi: I agree. We need to encourage them to communicate openly and embrace diversity.

Sanjay: Maybe we can organize a role play to demonstrate how to handle this conflict peacefully?

Aarav: Excellent idea, Sanjay! Let's divide ourselves into the two groups involved in the conflict and act out the scenario.

(They divide into two groups. Group A represents one of the conflicting groups, and Group B represents the other.)

Mrs. Kapoor: (acting as the mediator) Alright, Group A, you can begin. Please share your feelings and concerns.

(Group A members act out their frustrations and concerns, expressing their viewpoints.)

Riya: (acting as a member of Group B) We understand that you feel upset and hurt, and we want to listen to you.

Aditi: (also acting as Group B) Let's remember that we all share this community, and together we can make it stronger.

(They continue the role play, focusing on active listening, empathy, and finding common ground.)

Sanjay: (acting as Group A) We should stop generalizing and stereotyping each other based on religion. It only deepens the divide.

Aarav: (acting as Group B) Yes, let's focus on the things we have in common and celebrate our diversity.

Mrs. Kapoor: (stepping in as the mediator) It's heartening to see both groups willing to listen and understand each other. Remember, India is a land of diverse cultures, and it's our strength.

Riya: (smiling) Absolutely! Let's organize a cultural exchange event where we can showcase and learn about each other's traditions.

Aditi: (enthusiastically) That's a wonderful idea, Riya! It will help us bridge the gap and build friendships.

(They continue brainstorming ideas, including joint activities, community service projects, and interfaith dialogues.)

Sanjay: (acting as Group A) I believe we can make this community a more harmonious place by working together.

Aarav: (acting as Group B) And let's promote unity and respect for all religions and cultures.

Mrs. Kapoor: (proudly) Well done, everyone! Your role play showcased the true spirit of India, where people from different backgrounds can come together and build a peaceful and inclusive society.

(They all join hands, symbolizing unity and solidarity.)

Riya: (determined) Let's implement these ideas and show others that conflicts can be resolved peacefully through dialogue and understanding.

Aditi: (nodding) Yes, let's be ambassadors of peace and harmony in our community!

Aarav: (smiling) And let's remember that we have the power to make a positive change, no matter our age.

(They all leave the community center, ready to spread the message of peace and unity in their neighborhood.)



CHAPTER 10 SUSTAINABLE DEVELOPMENT AND PEACE

Objective – The facilitator will discuss Sustainable Development, emphasizing its significance for individuals and nations. The session will highlight the complementary relationship between development and peace.

WELCOME & PRAYER ATTENDANCE



SESSION 1: ABOUT SUSTAINABLE DEVELOPMENT

Sustainable development means making the world better for people today, while also saving enough for the future so that the next generations can have good lives too. It's about using things wisely and not using them all up.

Children can play an essential role in sustainable development in several ways:

- **Learning and Awareness:** Children can learn about sustainability and its importance, which helps create awareness from an early age. They can understand the impact of their actions on the environment and society.
- **Conserving Resources:** Children can actively participate in conserving resources at home and school. Simple actions like turning off lights when not needed, reducing water usage, and recycling can make a difference.

- **Promoting Eco-friendly Practices:** Children can encourage their family and friends to adopt eco-friendly practices, such as using reusable bags, reducing plastic waste, and supporting sustainable products.
- **Supporting Green Initiatives:** Children can participate in local green initiatives, like tree planting, community clean-ups, and supporting environmental organizations.
- **Advocacy and Education:** Children can be advocates for sustainability by sharing their knowledge and inspiring others to make positive changes in their communities.
- **Innovation and Creativity:** Children can come up with innovative ideas to solve environmental challenges and contribute to sustainable solutions.
- **Empowering Others:** Children can be powerful voices in motivating adults to take action on sustainability, encouraging them to make more responsible choices.

SESSION 2 : STORY TIME

Once upon a time, there was a young girl named Priya who lived in a small village in India. Priya loved to play in the forest near her village, but she was starting to notice that the forest was not as green and healthy as it used to be. There were fewer trees, and the animals seemed to be disappearing.

Priya was worried about the forest, so she decided to do something about it.



She talked to her parents and her teachers, and they helped her to start a project to save the forest. Priya and her friends planted new trees, cleaned up the trash, and educated the villagers about the importance of protecting the environment. Over time, Priya's project was a success. The forest started to recover, and the animals began to return. Priya was proud of what she had accomplished, and she knew that she had made a difference in the world.

Priya's story is a reminder that even small actions can make a big difference. Children can play a leading role in sustainable development, and they can help to create a better future for themselves and the planet.

Here are some other things that children can do to promote sustainable development:

- Reduce, reuse, and recycle
- Conserve water and energy
- Plant trees
- Choose sustainable products
- Get involved in environmental activism

Every little bit helps!

SUSTAINABLE DEVELOPMENT AND PEACE

Peace is essential for sustainable development because it creates a more stable and predictable environment in which to invest and grow.

Sustainable development can help to create a more peaceful world by addressing the root causes of conflict, such as poverty, inequality, and environmental degradation.

Reflect on how development is affected in **Ukraine Russia and Manipur** and how conflict has affected their lives and development process.

Closing Remark with Feedback from participants on today's sharing Vote of thanks and next class date finalizing and way forward discussion. Facilitator will announce the Quiz session in the Next class on SDG so participants.

CAPTAIN assigned the duty of dissemination of the SHANTI SAMUH PATRIKA in public.

Story

In the small village of Sankalpa was once a peaceful place. The people lived off the land, growing crops and raising livestock. They were a close-knit community, and they helped each other out in times of need.

But then, the war came.

The fighting was brutal, and the village was destroyed. People were killed, and many others were forced to flee. Those who remained were left to fend for themselves.

In the midst of the chaos, a group of young people came together. They were determined to rebuild their village and create a better future for themselves and their children.

They started by planting trees. They knew that trees would provide them with food, shelter, and fuel. They also knew that trees would help to protect the environment.

The young people also worked to rebuild the village's infrastructure. They repaired the roads, built new schools, and established a health clinic.

They also worked to promote peace and reconciliation. They organized workshops and meetings where people could come together to talk about their differences. They also helped to establish a community-based conflict resolution mechanism.

Over time, the village of Sankalpa began to heal. The people rebuilt their homes, and they started to farm again. The trees grew tall, and the air was clean.

The young people who had led the rebuilding effort were proud of what they had accomplished. They had shown that it was possible to create a peaceful and sustainable future, even in the midst of war.

The story of Sankalpa is a reminder that peace and sustainable development are not just ideals. They are achievable goals that can be reached through hard work and dedication. When people work together, they can create a better future for themselves and for their children.

Questions for discussion

Q. What made the Youth of Sankalpa Village to come together?

Q.What are the Character sticks we see in the youths of Sankalpa village ?

Q.Are these character stick were helpful for the youths in their task?

Q.What was the objective of the youths ?

Q.What does this story focuss on ?



CHAPTER 11 - CHILD RIGHTS

Objective – In today's session facilitator will talk about Child Rights. Where the children will learn about the child rights and how these rights will help the children to grow and develop in society and can be a successful citizen of the country.



WELCOME & PRAYER ATTENDANCE



RECAP of the last class discussion through the Shanti Samuh Patrika which will be done by the last class captain. RECAP of the last class discussion through the Shanti Samuh Patrika which will be done by the last class captain.

SESSION 1

Q. What are Child Rights?

Child rights refer to the fundamental entitlements and protections that should be afforded to every child. These rights are based on the United Nations Convention on the Rights of the Child (UNCRC), which is an international human rights treaty adopted by the UN General Assembly in 1989.

In other words, Child rights are special protections and promises for kids to stay safe, healthy, and treated fairly. They include going to school, having enough food, and being protected from harm. Child rights ensure every child grows up happy, healthy, and with a chance to reach their full potential.

The key principles of Child Rights are non-discrimination, the best interests of the child, the right to life and development, respect for the child's views, the right to education, health, and protection from violence and exploitation.

The rights of a child include:

1. **Right to Life:** Every child has the **right to survival** and to live in a safe and healthy environment.
2. **Right to Education:** Children have the **right to free and compulsory education** to reach their full potential.
3. **Right to Health:** Children have the right to good health and medical care to ensure their well-being.
4. **Right to Play and Leisure:** Children have the right to relax, play, and engage in recreational activities.
5. **Right to Protection:** Children should be protected from all forms of violence, abuse, neglect, and exploitation.
6. **Right to Identity:** Every child has the right to a name, nationality, and identity.
7. **Right to Family and Parental Care:** Children have the right to live with their parents and be cared for, except in cases where it is not in their best interests.
8. **Right to Expression:** Children have the right to express their opinions, and their views should be given due consideration in matters that affect them.
9. **Right to Non-discrimination:** Every child has the right to be treated fairly, without any discrimination based on race, religion, gender, or any other factor.
10. **Right to Protection in Armed Conflicts:** Children caught in armed conflicts have special protections to keep them safe.

These rights are based on the United Nations Convention on the Rights of the Child (CRC), which sets out the fundamental human rights that all children are entitled to.



QUIZ: TEST YOUR KNOWLEDGE OF CHILD RIGHTS!

1. What are child rights? a) Special toys and treats for children b) Protections and entitlements to ensure children's safety, well-being, and development
2. True or False: Every child has the right to free and compulsory education.
3. Which right ensures that children have the right to relax, play, and engage in recreational activities? a) Right to Health b) Right to Play and Leisure c) Right to Family and Parental Care
4. True or False: Children have the right to be protected from all forms of violence, abuse, neglect, and exploitation.
5. What does the right to non-discrimination mean? a) Children can choose not to go to school if they don't want to. b) Children have the right to be treated fairly, without any discrimination based on race, religion, gender, or any other factor.
6. Which international convention sets out the rights of the child? a) United Nations Convention on Child's Play b) United Nations Convention on the Rights of the Child
7. True or False: Children caught in armed conflicts have no special protections to keep them safe.
8. Which right ensures that every child has the right to a name, nationality, and identity? a) Right to Education b) Right to Identity c) Right to Life
9. True or False: Children have the right to express their opinions, and their views should be given due consideration in matters that affect them.
10. What is the primary goal of child rights? a) To make children work hard and achieve high grades in school b) To ensure every child has the chance to grow up happy, healthy, and with the opportunity to reach their full potential

Answers:

1. **(b)** , 2. **True**, 3. **(b)**, 4. **True**, 5. **(b)** ,
6. **(b)**, 7. **False**, 8. **(b)**, 9. **True**, 10. **(b)**

Examples of child rights violations include:

1. **Child Labor:** When children are forced to work at a young age, often in hazardous conditions, and are denied their right to education and play.
2. **Child Marriage:** Forcing or arranging marriages for children below the legal age, depriving them of their right to a safe and healthy childhood.
3. **Child Trafficking:** When children are illegally bought, sold, or taken away from their families, denying them the right to protection and a loving environment.
4. **Child Abuse:** Physical, emotional, or sexual mistreatment of children, violating their right to safety and well-being.
5. **Lack of Education:** Denying children access to quality education, preventing them from exercising their right to education, and limiting their future opportunities.
6. **Forced Soldiering:** Involving children in armed conflicts or using them as child soldiers, putting their lives at risk and violating their right to protection.
7. **Child Neglect:** When children are not provided with basic necessities like food, shelter, and healthcare, compromising their right to survival and development.
8. **Child Exploitation:** Making children work in dangerous or harmful conditions, denying their right to a safe and healthy environment.
9. **Discrimination:** Treating children differently based on their gender, religion, race, or other factors, violates their right to non-discrimination.
10. **Denial of Identity:** Not registering children at birth, denying them the right to a name, nationality, and identity.



SESSION 2 : STORYTELLING

Maya's Journey: Empowering Children's Rights"

Once upon a time, in a small village nestled in the heart of a lush green countryside, lived a young girl named Maya. Maya was a bright and curious child who possessed a strong sense of justice and compassion. She believed that every child deserved to be treated with kindness, and respect, and allowed to thrive. One day, Maya stumbled upon a tattered book in her village library. It was the United Nations Convention on the Rights of the Child (UNCRC). As she flipped through its pages, she realized that many children around the world were not fortunate enough to enjoy the same rights and privileges that she had taken for granted.

Inspired by the stories she read, Maya decided to take action. She gathered her friends and classmates, forming a small group called the "Children's Rights Advocates." Their mission was to raise awareness about child rights and make a positive impact in their community.

Maya and her friends organized a series of workshops in their school, where they shared stories, discussed the importance of child rights, and brainstormed ways to make a difference. They realized that education was a powerful tool, so they focused their efforts on promoting the right to education.

They started a campaign to collect books, stationery, and funds to support underprivileged children in their village who lacked access to education. Maya and her friends approached local businesses and community members, explaining the importance of investing in children's education. Their passion and determination inspired many, and soon donations began pouring in.

With the funds they had raised, the Children's Rights Advocates set up a small library in their village, providing a space for children to explore the joy of reading and learning. They also organized tutoring sessions and after-school programs to support children in their studies. Maya and her friends ensured that children with disabilities were not left behind, and they made the library accessible to all.

News of their remarkable efforts spread beyond the village, catching the attention of a renowned children's rights organization. They invited Maya and her team to speak at an international conference on child rights. Maya was nervous but excited for the opportunity to share their experiences and learn from others.

At the conference, Maya shared their journey and the impact they had made in their community. She emphasized the importance of empowering children and giving them a voice. Her heartfelt speech resonated with everyone in the audience, and Maya and her team received a standing ovation.

Inspired by Maya's story, other children from different parts of the world formed their own Children's Rights Advocates groups. They collaborated and shared ideas, forming a global network of young advocates working towards a common goal—protecting and promoting child rights.

Maya's dedication and the efforts of children worldwide led to positive changes. Governments and communities began recognizing the significance of child rights, implementing policies and programs to ensure the well-being and development of every child. Schools became inclusive and nurturing environments, and children were given opportunities to participate in decision-making processes that affected their lives.

Maya's story became a symbol of hope and inspiration, reminding people that no matter how young, they can make a profound difference in the world. Children's rights became a central focus, creating a society where every child's dreams were cherished, and their rights were safeguarded.

And so, Maya's passion and determination set in motion a wave of change, bringing child rights to the forefront and ensuring a brighter future for generations to come.



CHAPTER 12 - WASH

Objective – In today's session facilitator will take the session on WASH and its role in living in good health. The session will also talk about WASH and its component and how it helps in living a healthy life. A case Story of Sukanya is shared to define WASH and its importance.

WELCOME & PRAYER ATTENDANCE



RECAP of the last class discussion through the Shanti Samuh Patrika which will be done by the last class captain.

SESSION 1

WASH is an acronym that stands for Water, Sanitation, and Hygiene. It is essential for children for several reasons, as it directly impacts their health, well-being, and overall development.



WASH (Water, Sanitation, and Hygiene) is essential for children because:

1. **Healthy Bodies:** Clean water and good hygiene keep children from getting sick.
2. **No Germs:** Washing hands stops germs from spreading and prevents illnesses.
3. **Grows Strong:** Clean water and proper nutrition help children grow healthy and strong.
4. **Learning Well:** When kids stay healthy, they can focus better in school and learn more.
5. **Feeling Good:** WASH helps children feel good about themselves and be confident.
6. **Girls' Education:** Having clean toilets helps girls attend school without worry.
7. **Safe During Disasters:** WASH keeps children safe during emergencies and disasters.
8. **No Poverty Traps:** WASH helps families break free from poverty by staying healthy and productive



WASH PRACTICES SELF-ASSESSMENT QUIZ:

Instructions: Choose the best answer for each question and circle the letter corresponding to your choice.



1. Water:

a) Why is it important to drink clean water?

- A) Because it tastes better.
- B) To stay hydrated and healthy. [Answer: B]

b) Where does clean water come from?

- A) Any source like rivers or ponds.
- B) Water treatment plants or clean wells. [Answer: B]

c) True or False: It's okay to drink water from a puddle on the ground.

- A) True
- B) False [Answer: B]

2. Sanitation:

a) What is the proper way to dispose of human waste?

- A) Leave it on the ground.
- B) Use a toilet or latrine. [Answer: B]

b) Why is it important to use a toilet or latrine?

- A) Because it's fun.
- B) To keep the environment clean and prevent diseases. [Answer: B]

c) True or False: It's okay to poop in the bushes or open fields.

- A) True
- B) False [Answer: B]

3. Hygiene:

a) When should you wash your hands with soap?

- A) Only after playing outside.
- B) Before eating, after using the toilet, and after playing outside. [Answer: B]

b) True or False: Washing your hands with water only is enough to get rid of germs.

- A) True
- B) False [Answer: B]

c) Why is it important to cover your mouth and nose when sneezing or coughing?

- A) To show good manners.
- B) To prevent the spread of germs to others. [Answer: B]

4. Safe Drinking Water:

a) How can you make sure the water you drink is safe?

- A) Drink water directly from a river or lake.
- B) Drink water from a trusted source or use a water filter. [Answer: B]

b) True or False: It's okay to drink water from any source as long as it looks clear.

- A) True
- B) False [Answer: B]

5. Keeping Your Surroundings Clean:

a) Why is it important to keep your living area and school clean?

- A) So that adults are happy.
- B) To prevent diseases and stay healthy. [Answer: B]

b) How can you help keep your surroundings clean?

- A) Throw trash on the ground.
- B) Use trash bins and recycling bins. [Answer: B]

6. Using Toilets Responsibly:

a) What should you do after using the toilet?

- A) Wash your hands with soap and water.
- B) Leave without doing anything. [Answer: A]

b) True or False: It's okay to throw trash in the toilet.

- a.A) True
- b.B) False [Answer: B]

Scoring:

For each correct answer, give yourself 1 point.

Add up your points to see how well you did:

6 points: Excellent! You know a lot about WASH practices.

4–5 points: Good job! Keep learning and practicing WASH habits.

3 points or below: No worries! Keep studying and asking questions to improve your knowledge of WASH.

SESSION:2 : VIDEO ON WASH

[https://www.google.com/search?](https://www.google.com/search?q=plan+india+WASH+video&rlz=1C1ONGR_enIN1029IN1029&oq=plan+india+WASH+video&aqs=chrome..69i57j33i10i160i4.7931j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:613bc107,vid:zAFu70gSO8M)

[q=plan+india+WASH+video&rlz=1C1ONGR_enIN1029IN1029&oq=plan+india+WASH+video&aqs=chrome..69i57j33i10i160i4.7931j0j7&sourceid=chrome&ie=UTF-](https://www.google.com/search?q=plan+india+WASH+video&rlz=1C1ONGR_enIN1029IN1029&oq=plan+india+WASH+video&aqs=chrome..69i57j33i10i160i4.7931j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:613bc107,vid:zAFu70gSO8M)

[8#fpstate=ive&vld=cid:613bc107,vid:zAFu70gSO8M](https://www.google.com/search?q=plan+india+WASH+video&rlz=1C1ONGR_enIN1029IN1029&oq=plan+india+WASH+video&aqs=chrome..69i57j33i10i160i4.7931j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:613bc107,vid:zAFu70gSO8M)

[https://www.google.com/search?](https://www.google.com/search?q=cholera+video&rlz=1C1ONGR_enIN1029IN1029&oq=cholera+video&aqs=chrome..69i57j0i512i2j0i22i30i2j0i390i650i4.7167j0j9&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:a0f8e8ca,vid:jG1VNSCsP5Q)

[q=cholera+video&rlz=1C1ONGR_enIN1029IN1029&oq=cholera+video&aqs=chrome..69i57j0i512i2j0i22i30i2j0i390i650i4.7167j0j9&sourceid=chrome&ie=UTF-](https://www.google.com/search?q=cholera+video&rlz=1C1ONGR_enIN1029IN1029&oq=cholera+video&aqs=chrome..69i57j0i512i2j0i22i30i2j0i390i650i4.7167j0j9&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:a0f8e8ca,vid:jG1VNSCsP5Q)

[8#fpstate=ive&vld=cid:a0f8e8ca,vid:jG1VNSCsP5Q](https://www.google.com/search?q=cholera+video&rlz=1C1ONGR_enIN1029IN1029&oq=cholera+video&aqs=chrome..69i57j0i512i2j0i22i30i2j0i390i650i4.7167j0j9&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:a0f8e8ca,vid:jG1VNSCsP5Q)



PRAYER

itanii shakti hame. dena daataa

manakaa vishvaas kamazor ho naa
ham chale.n nek raaste pe hamase
bhuulakar bhii kol bhuul ho naa...

har taraf zulm hai bebasii hai
sahamaa-sahamaa-saa har aadamii hai
paap kaa bojh ba.Dhataa hii jaaye
jaane kaise ye dharatii thamii hai
bojh mamataa kaa tU ye uThaa le
terii rachanaa ka ye ant ho naa...
ham chale...

duur gyaan ke ho ke ho andhere
tu hame.n GYaan kii raushanii de
har buraaii se bachake rahe.n ham
jitani bhii de, bhalii zindagii de
bair ho naa kislkaa kisiise
bhaavanaa man me.n badale kii ho naa...
ham chale...

ham na soche.n hame.n kyaa milaa hai
ham ye soche.n kiyaa kyaa hai arpaN
phuul khushiyo.n ke baaTe.n sabhii ko
sabakaa jiivan hii ban jaaye madhuban
apanii karuNaa ko jab tu bahaa de
karade paavan har ik man kaa konaa...
ham chale...

ham andhere me.n hai.n raushanii de,
kho naa de khud ko hii dush manii se,
ham sazaa paaye apane kiye kii,
maut bhii ho to sah le khushii se,
kal jo guzaraa hai phirase naa guzare,
aanevaalaa vo kal aisaa ho naa...
ham chale nek raaste pe hamase,
bhulakar bhii kol bhuul ho naa...

itanii shakti hame.n de naa daataa,
manakaa vishvaas kamazor ho naa...

Ae Malik Tere Bande Hum

ai maalik tere bande ham
aise hon hamaare karam
nekee par chalen aur badee se
talen
taaki hansate hue nikale dam

ye andhera ghana chha raha tera
insaan ghabara raha
ho raha bekhobar, kuchh na aata
nazar
sukh ka sooraj chhupa ja raha
hai teree raushanee mein jo dam
too amaavaas ko kar de poonam
nekee par chalen aur badee se
talen
taaki hansate hue nikale dam

jab julmon ka ho saamana tab too
hee hamen thaamana
vo buraae kare ham bhalaae
bharen
nahin badale kee ho kaamana
badh uthe pyaar ka har kadam aur
mite bair ka ye bharam
nekee par chalen aur badee se
talen
taaki hansate hue nikale dam

bada kamazor hai aadamee,
abhee laakhon hain isamen kamee
par too jo khada hai dayaaloo
bada
teree kirapa se dharatee thamee
diya toone hame jab janam
too hee jhelega ham sabake gam
nekee par chalen aur badee se
talen
taaki hansate hue nikale dam



**Meerut
Seva.
Samaj**



[FACEBOOK.COM/CARITASINDIA](https://www.facebook.com/caritasindia)



[TWITTER.COM/CARITAS_INDIA](https://twitter.com/caritas_india)



[YOUTUBE.COM/USERS/CARITASINDIA1962](https://www.youtube.com/users/caritasindia1962)

CARITAS INDIA
CBCI CENTER, 1 ASHOK PLACE ,
NEW DELHI - 110001
WWW.CARITASINDIA .ORG