

# **Youth Caring and Sharing Peace Actions at Schools Worldwide**



***Care For Myself  
Care For Others  
Care For Nature  
&  
Lets Get Organised!***

***A Life-Link Friendship-Schools Programme***

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## The Life-Link Green Leaf

A small rose leaf picked up in 1987 inspired the founders of Life-Link to use it as the symbol for this global peace programme for youth and schools worldwide. The green leaf symbolises life in several ways; the green chlorophyll as a biologically fundamental catalyst, plants as necessary links between organic and inorganic life and flowers as an inspiration for art, poetry and music.

# Youth Statement

Formulated at the Life-Link International Conference in Sweden August 1999 by 35 students from 13 countries worldwide, and reiterated at Life-Link conferences in Bratislava, Moscow and Alexandria.

*We, the youth, are the next generation and we share only one world. We need to wake up to the call of Mother Earth.*

*Life-Link has responded together with common concern about global issues by linking schools and developing friendships across borders. Life-Link seeks to create a global network of youth, working together towards common security in the new millennium, through social and environmental actions.*

*Together we can turn our world into a place of inspiration and respect. We can strengthen the values of peace, love, and understanding, as our vision is beyond all boundaries. We want our ideas to become reality.*

*This manual is a result of a combined effort of enthusiasm and dedication shared by all. Together we are paving the way for future generations.*

*We are schools without frontiers crossing cultural boundaries, who believe in the power we hold together, bringing peace, growth, change, and unity to the global community.*

*Believing in ourselves, together we can and we will make a difference.*



Life-Link youth from all over the world.



# Introduction - 1999 and updated 2006

Why will Schools Worldwide join - Welcome!

## Youth Caring and Sharing Peace Actions at Schools Worldwide

Youth communication and cooperation across borders is part of shaping a new international and global security. Youth today wish to participate in shaping our common future. The new millennium is the perfect time for initiating practical and positive actions to take place at schools worldwide. The Life-Link Friendship-Schools programme supports three main interdependent dimensions of peace:

*Care For Myself*

*Care For Others*

*Care For Nature*

Networking and partnership between schools in different countries is promoted to facilitate youth projects about vital concerns of our time, and to allow youth to take an active role in increasing our common security. Youth are motivated to undertake small practical peace actions to assist our planet Earth. Youth today wish to make a difference by taking actions that protect our environment, supports human rights, gains knowledge of multi-culturality, and promote conflict resolving and constructive collaboration strategies.

This Manual on *Youth Peace Actions* was created by Youth from 55 countries and coordinated and edited by Life-Link staff in Sweden, the Netherlands and Australia, to be distributed to as many schools as possible around the world. The manual has so far been translated into Spanish, Russian and Arabic languages. Certain days during the year are highlighted in this manual for coordinated and inspired actions. A school can join the Life-Link programme at any time. All reported youth actions will be recorded by Life-Link on the website [www.life-link.org/Schools&Actions](http://www.life-link.org/Schools&Actions), to inspire students, teachers, parents and communities.

Life-Link was founded in 1987 and the philosophy is based on natural and social sciences. Life-Link is neither politically nor religiously aligned. Schools and youth from more than 70 countries worldwide have so far joined the programme. It is up to youth and schools to carry out actions that make a difference to our world.

This manual has many ideas for you to consider as possible local actions. Life-Link encourages you to participate and carry out positive actions to assist our world. Together, let us approach a common ethics of Shared Responsibilities and a Reverence for Life.

**Hans Levander**

Chairperson Life-Link Friendship-Schools  
Physician, Specialist Internal Medicine

**Margarita Medvedeva**

Youth Chairperson Life-Link Friendship-Schools  
Student

## What Schools Can Join?

- The Life-Link programme is open to any school with students/pupils preferably age 12-19 years.
- Projects and actions can be performed locally at and around any school in the world, and should of course be adjusted to the age of pupils at the school. Different classes and ages at a school might profit from different learning experiences.
- Life-Link international office in Sweden will be happy to respond to your specific requests!

## How to Start?

- Your school has now received this *Manual on Peace Actions*. You will now decide if your school, or classes at your schools, shall perform some of the proposed peace actions / projects.
- Set up a working committee (Youth, Teachers, Parents, Other qualified and useful person/s?) to choose action/s and why not draft your School's Actions Agenda for year 2000. What actions and what months?
- Plan for an official announcement or ceremony at your school about the planned action/s. Also make this announcement on a notice board in central position at your school.
- Profit from the Guidelines for Manual, Resources, Peace Actions and Project Management. When you have performed your action, then report to the Life-Link office. Soon after you have performed your first action; Your school's name and address will appear on the Life-Link website, Schools & Actions.
- By looking into the Life-Link website you will find how other schools perform their actions. You will also find schools with similar interests. You can contact one or some of these schools to exchange experiences and ideas at the same time as you communicate across the world.
- Now we think that you have got enough information to get started. "Just Do It" - Good Luck!

## Financing

- Life-Link is a non profitable Non Governmental Organisation and most work is voluntary.
- Life-Link has some financial support from the Swedish Ministry for Foreign Affairs.
- Life-Link does not support participating schools financially. Fundraising in order to perform local peace actions should be done locally, through Service actions, Lotteries, Sponsorship, Music Events, Lions-Rotary, local business etc.

## Benefits from the Life-Link Programme

**Youth** Self-Esteem, Health, Learning, Language and communication, Collaboration, etc

**Teachers** Global classroom, Pedagogics, Conflicts, Interaction with community, etc

**Schools** International curriculum, Quality, Networking across borders, etc

**Community** Interaction School-Parents-Community, Campaigns on water, anti-drugs, etc

**State** Confidence building, Culture of Peace, Common Security, etc

**Planet Earth** Reverence for Biology, Sustainability, Future generations, etc

## Some Results 1987-2006

\*500 schools in 70 countries. \*More then 500000 students and 25000 teachers have performed Life-Link proposed actions. \*A useful website [www.life-link.org](http://www.life-link.org). \*12 International conferences. Several regional Life-Link seminars. \*A programme that is in harmony with UN and UNESCO decade campaigns. \*Most important of all: To perform Life-Link actions at schools creates hope and joy among students, teachers, parents and communities.  
Lions-Rotary, local business etc.

# Manual and Website - Resources and Guidelines

The following guidelines and ideas are to assist schools which participate in the Life-Link programme.

**Peace Actions** The manual has a number of suggested peace actions/projects that you may wish to choose for your school. The actions are divided into four different sections based on the four themes ***Care For Myself – Care For Others – Care For Nature – Lets Get Organised!*** In each action there is a format based on Theory - Action - Step by Step, this is explained below.

## Theory

- Explains why do we bring this topic up as an action.
- Notes information that could be linked to this action.
- Emphasises the importance of the topic.

## Action

- Explains the action and gives other possible names for short associated actions.
- Actions can be of a short duration e.g. one hour or could be held on a day or over a number of days. Life-Link suggests short-time actions. Schools can choose what will work for them.
- Follow up.

## Step by Step

- Gives details on the types of planning and organising steps that could be taken for this action.
- This could include suggestions for contacting media, useful associated organisations or external experts.
- A special list of useful organisations can be found on [www.life-link.org](http://www.life-link.org).

**Organisations and Institutions.** The website offers support in the form of addresses to useful Organisations and Institutions that you can approach when Step by Step planning your actions. The list is not comprehensive, but the organisations included might help you to make further connections in search for useful facts and contacts.

**Project Management.** The Manual also includes a chapter on Project Management with practical guidelines as well as a summary. *Plan ahead! Failing to plan is planning to fail!* Working on cooperative projects is an important aspect of participative management and to a large extent determines the quality and mission of an organisation as a whole. A team sets up a project. How will it work? How can the team and individual participants gain from project management principles and skills?

**Action Report.** An action report Form should be filled in for each action. Send it to Life-Link as soon as possible. You will find the Action Report Form on the Life-Link website. Make short reports.

**A Minimum of Four Peace Actions.** Schools or classes at a school are encouraged to carry out a minimum of four peace actions in a year. Involve teachers, school management, parents and people from the nearby community as much as possible in peace actions.

**Minimum / Maximum numbers of Students.** Life-Link has not decided on any minimum number of students for performing an action, but we recommend that at least 5-10 students take part, and preferably a whole class or classes together. There is no maximum number, a whole school can join for certain actions such as a Clean Up action or a Sport and Peace action etc.

**School Curriculum.** Life-Link Actions could be recorded on the official school calendar or curriculum so all teachers are aware of the Youth Peace Actions 2000+ campaign.

**Certificate.** At the end of a calendar year Life-Link will issue an official certificate to each participating school that has performed and reported a minimum of four actions during the year.

**Diploma for active Students.** A Students Diploma can be downloaded from the Life-Link website. Responsible principals or teachers are encouraged to fill in such Diplomas for students that have participated in a minimum of four Life-Link actions during a year.

**Publicity.** Contact with teachers associations, local media, community groups and government agencies is also encouraged to gain as much good news as possible on youth positive actions for a better world. Invite journalists and send articles and reports to your local newspaper. Also advertise within your school as much as possible using poster displays, assembly messages and photo presentations. Ask other schools in your region to join some of your planned actions.

**Endorsement by Principal.** All information relating to Life-Link actions needs to be passed on to the Principal for their continual support. Principals are asked to endorse the Life-Link programme within the school with all teachers and other staff and also to spread this information into Principals networks.

**Curriculum.** Life-Link Actions can take place extra curricular or be part of existing curriculum activities.

**Manuals English.** The language might not always be perfectly correct, but we hope that the sincere intentions will be clear.



Life-Link Conference Sweden 1-7 August 1999  
Conference delegates and invited diplomats at the opening ceremony





## Make Copies!

## Action Report

### Youth Caring and Sharing Peace Actions at Schools Worldwide

*Block Letters  
or Type – Please!*

**School name** .....

**School address** .....

**Zip code and City** ..... **Country** .....

**Telephone** ..... **Fax** .....

**E-mail** ..... **Website** .....

**Name of student contact** ..... **Male/Female**

**Name of teacher contact** ..... **Male/Female**

**Peace action performed:**

.....

**Date(s) of action** .....

**Brief description of action and outcomes:**

.....

.....

.....

.....

.....

.....

**Number of students who participated** ..... **Age** .....

**Number of teachers** ..... **Parents** .....

**Participation of community, organisations, media, others:**

.....

.....

**Report directly from Report form at [www.life-link.org](http://www.life-link.org) or send this Report form to**  
Life-Link Friendship-Schools, Uppsala Science Park, SE-751 83 Uppsala, Sweden.  
Fax +46 18 508503 E-mail [actions@life-link.org](mailto:actions@life-link.org)

# Proposed Peace Actions/Projects – Overview

## *Care For Myself*

- 1:01 My Thoughts - Visions - Beliefs - Attitudes - Behaviour
- 1:02 State of Mind - "Have a Rest"
- 1:03 Green Medicine Day
- 1:04 Healthy Food and Healthy Eating Habits
- 1:05 Voice of the Youth
- 1:06 Religions and Peace
- 1:07 Art Expression and Peace
- 1:08 Massage
- 1:09 Self Confidence - 3 Small Actions a Day
- 1:10 Drugs
- 1:11 Violence - Effects on My Body and Mind
- 1:12 Sexually Transmitted Diseases
- 1:13 Global Citizenship - Taking Responsibility
- 1:14 Social Addiction - Gambling, Computers, etc
- 1:15 Sport and Peace - Get on the Move

## *Care For Others*

- 2:01 From Culture of War to Culture of Peace
- 2:02 Constructive Collaboration
- 2:03 Peer Mediation
- 2:04 Land Mines and Guns
- 2:05 First Aid
- 2:06 Democracy
- 2:07 A Kindness Day and One Daily Action of Random Kindness
- 2:08 Multiculturalism
- 2:09 Children in War
- 2:10 The Rights of the Child
- 2:11 Contact Day
- 2:12 Community Service
- 2:13 Women's Day
- 2:14 Handicapped People in Society
- 2:15 Anti-Harassment Program
- 2:16 Fair Trade
- 2:17 My Family
- 2:18 Poverty and Wealth



Constructive collaboration



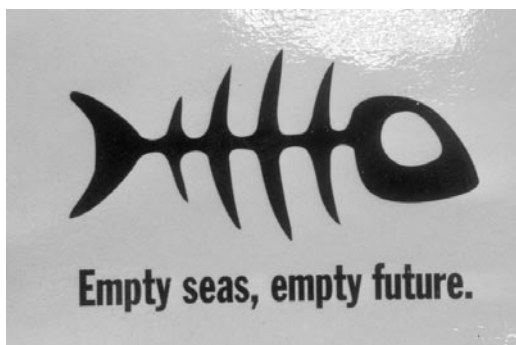
Voice of the youth

### ***Care For Nature***

- 3:01 SOS - Switch Off Something - Care for Energy Resources
- 3:03 Clean Up the World Campaign
- 3:04 Endangered Animals
- 3:05 Passing the Message R-R-R: Reduce - Reuse - Recycle
- 3:06 Desertification Control - Tree Planting Action
- 3:07 Dramas About the Environment
- 3:08 Water For Life
- 3:09 Transports At and Around Our School
- 3:10 Green School Garden
- 3:11 Chemicals and Nature
- 3:12 Bushfire and Forest Fire Prevention
- 3:13 UNESCO World Heritage Programme
- 3:14 Biodiversity - Agenda 21
- 3:15 Contact with Nature

### ***Lets Get Organised! Inspiration, Project Management and Fundraising Actions***

- 4:01 Hope and Joy; Jumpstart Hurray - Lets Do It!
- 4:02 Party for the World
- 4:03 "What's up" - E-mail and Website Reporting
- 4:04 Fundraising, Dances and Services
- 4:05 Teamwork Through Games and Challenges
- 4:06 Project Management
- 4:07 Eco Club
- 4:08 Festival of Music and Poems
- 4:09 Media Project
- 4:11 Life-Link Campaign. Planned actions to be performed at our school
- 4:12 Model Parliament
- 4:13 United Nations and Non Governmental Organisations
- 4:14 Economy and Financing



Endangered Animals



# Proposed Peace Actions/Projects – Guidelines

## *Care For Myself*

### 1:01 My Thoughts – Visions – Beliefs – Attitudes – Behaviour

#### **Theory**

- "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." /UNESCO's Constitution/
- "Never doubt that a small group of thoughtful committed citizens can change the World. Indeed it's the only thing that ever has." /Margaret Mead/
- The goal of this action is to realize the connection between our thoughts, our visions, our behaviours, and how we shape our societies.

#### **Action**

- Essay writing and/or Art expression about some of the basic ethical values in our society. What do I think, envision, believe about the following themes: \*Divinity? \*What is Time? \*Life and Death? \*Good and Evil? \*Knowledge and Wisdom? \*Development? \*Violence? \*Conflict? \*Taboos? \*Peace? \*Relation Man-Man (Adult-Adult, Child-Adult)? \*Relation Individual-Collective? \*Relation Man-Nature? \*Competition? \*Economy?
- Discussions in smaller groups in classes about how my thoughts, visions and beliefs influence on my attitudes and behaviours.
- Class visits where group reporters summarise the writings, display art and conduct open discussion.
- Report at a general assembly on what was achieved on the day.

#### **Step by Step**

- Plan for a program where all students are involved in writing or art expression on themes. Choose a realistic time frame for your school.
- Use information from UNESCO and the United Nations Charters.
- Choose ethical themes you want as a focus for your day.
- Timetable classes to be involved in all aspects of the program.
- Organise a special reporting assembly.

### 1:02 State of Mind – "Have a Rest"

#### **Theory**

- Stress physiology.
- Hopes and Fears.
- Relaxation techniques.

#### **Action**

- Lecture on any of the above topics.
- Practical workshop on relaxation techniques like Meditation, Room of Silence, Music, Yoga, Tai Chi, Relaxed Breathing, Physical activities etc.

#### **Step by Step**

- Choose lecture topics.
- Invite teachers or external expert to lecture.
- Organise a sporting day as a "Stress Buster Day".
- Invite workshop leaders to conduct the practical workshops.

### **1:03 Green Medicine Day**

#### **Theory**

- Healing power of nature, healing of wounds.
- Medicine, plants and herbs.
- Nature and the use of plants for first aid in an emergency situation.

#### **Action**

- Lectures on any of the above topics.
- Expedition into the countryside to learn about the plants and herbs in your area.
- Learn first aid using your local environment resources.
- Workshops where students can taste, touch and smell different types of plants and herbs to understand their advantages and risks as a healing resource.

#### **Step by Step**

- Contact a Botanist, a Pharmacist, a Medical Doctor, a Respected Natural Healer for the lecture and a panel discussion.
- Organise a workshop in nature with some experts in order to learn to identify plants and recognise their use in times of emergency.

### **1:04 Healthy Food and Healthy Eating Habits**

#### **Theory**

- Food and nutrition in maintaining good health.
- Food and methods of agriculture.
- Unhealthy food, today's understandings.
- Eating habits and eating disorders.

#### **Action**

- Lecture by nutritionist on nutrition, food, eating habits.
- Lecture and discussion with local farmer(s) about agriculture techniques.
- Lecture by medical expert on eating disorders, and by a dentist on healthy teeth.
- Writing of letters to producers of unhealthy foodstuffs to request them to improve their products.
- Writing of letters to youth magazines requesting them to have articles on healthy eating and to use photo models of average healthy proportions.
- Have a "Good Food Party" where students will prepare a healthy meal for parents, journalists, the Mayor, some local food producers, other invited guests.

#### **Step by Step**

- Make a list of the experts that you want to invite for the actions, and invite them.
- Ask local business people in your community to sponsor your "Good Food Party".
- Plan for the "Good Food Party".

### **1:05 Voice of the Youth**

#### **Theory**

- Empower students to make positive decisions and contributions.

#### **Action**

- Give students the confidence to make decision through practical work experience, one day with decisionmakers in real work situations. (If you are interested in a specific area, such as law, sit in at trials or help out at a law firm. Ask for one day or some days in close cooperation with community decisionmakers, enterprises, school principal and other school staff, etc.).

- Give more power to the student council and encourage the principal/school-board to keep in regular and close communication. If a student council does not already exist at your school, one could be formed.
- Organise lectures on various topics related to the future. The youths themselves could be allowed to hold these lectures as to share their ideas, perspectives and views.
- Start cooperation between the student councils from different schools at a town/city level.
- High school students (coordinators) could help the primary school students with the issuing of their own school magazine, containing news from the lives of the primary students.

### **Step by Step**

- Decide on an action that would give students in your school more confidence to make decisions or have their opinions heard.
- Enlist the help of the student council for your chosen action(s). Work with the student council to inform the other students at the school about this action.
- Involve and organise parents and teachers so that they support and promote the required arrangements concerning the work experiences.
- Carry out your action(s) and advertise it under the name "Voice of the Youth".

## **1:06 Religions and Peace**

### **Theory**

- World religions; beliefs and declarations about global security, peace, weapons of mass destruction, landmines and small arms.
- World religions; attitudes to ecumenic (cross-religious) cooperation.
- World religions; attitudes to our shared biology and environment, to the expression "Reverence for Life" (Dr Albert Schweitzer 1875-1965), to Agenda 21 from the United Nations Rio conference 1992.

### **Action**

- Organised lectures, workshops, cultural events, discussions, exhibitions.
- Nominated special time for all students to learn about religions, their beliefs on the above topics.
- Hold panel discussions at the school aula with representatives from different religions.
- Exhibition of the world with pictures and maps showing the spread of the major world religions.
- Visits to churches, mosques, synagogues, temples and similar religious institutions.

### **Step by Step**

- Choose religions you want to know more about, preferably present in your region.
- Organise lecture and panel discussion and invite guest speakers from different religions.
- Plan for a cultural evening with visits to some different religious institutes as proposed above.
- Learn songs and ceremonies from different religions, if possible taught by students belonging to these religions.
- Organise picture exhibition.

## **1:07 Art Expression and Peace**

### **Theory**

- Art as a good and powerful way to express your feelings and your message.

### **Action**

- Learn about art as a medium of expression to help people share their experiences. Invite artists, musicians, sculptures, poets for lectures and workshops.

- Make Peace through art the theme and organise a day to draw, paint, sculpture, write poems, make music together, drama, textile, dance etc.

### **Step by Step**

- Set up a dedicated organising committee for planning, documentation, reporting etc.
- Invite artists and other cultural people for lectures and practical workshops.
- Gather available art supplies for an exhibition.
- Organise a day "Peace Through Art".

## **1:08 Massage**

### **Theory**

- Gentle massage as a method to reduce violence and to obtain pain relief. Experiences at schools where young people have given each other gentle massage correlates with reduced youth violence, and experience in health care institutions shows that massage can be used to obtain pain relief.

### **Action**

- Lecture on the theory of the beneficial effects of gentle massage.
- Organise special massage workshops, involving as many students as possible in reciprocal relaxing experiences through gentle massage. The workshops could also include other relaxation and balancing exercises. Try different massage techniques.

### **Step by Step**

- Research scientific facts on massage including social (schools) and biochemical (Oxytocin, Endorphines etc) research.
- Invite different massage practitioners and physiotherapists to visit the school for lectures and workshops on your Massage Day.

## **1:09 Self Confidence – 3 Small Actions a Day**

### **Theory**

- Self esteem, self confidence building and human identity. Who am I? What do I want?
- Personal growth.

### **Action**

- Senior students act as mentor educators of a group of junior students.
- Lecture, information and discussion on the theory.
- Mentors train other students in the use of affirmations and help them increase their self confidence.
- Inaugurate the program "3 Small Actions a Day". First action: Once a day, give yourself an appreciation/affirmation! Second action: Once a day, make an action of random kindness to someone else! Third action: Once a day, make a small action in favour for nature! Pick up a "waste" or reduce energy consumption etc.
- Continue over a long period of time to act as mentors to junior student groups to help them increase their self confidence.

### **Step by Step**

- Invite a speaker (teacher, parent or professional) to give information on self confidence building and the use of affirmations.
- Organise and invite a group of junior students to a special "Affirmation Training Session".

## **1:10 Drugs**

### **Theory**

- Tobacco, alcohol, hard drugs; Addiction and health.
- Influence of drugs on personal behaviour and society.

### **Action**

- A lecture, question time and discussion on drugs.
- Conduct a survey on students attitudes towards drugs, report to your school administration. Respect students confidentiality.
- Inaugurate a "Youth-Adult Stop Smoking Treaty Project": One student + one teacher or parent sign a treaty that both will stop smoking.

### **Step by Step**

- Invite social worker, medical doctor, school nurse, police and /or other speakers to talk on drugs.
- Organise a simple and short survey for your students to give to your school administration so they know how large the drug problem is at your school.

## **1:11 Violence – Effects on My Body and Mind**

### **Theory**

- Physical violence and body trauma.
- What effect do video and movie "action films", violence, fighting, have on our senses and behaviours?
- The psychological Post Traumatic Stress Disorder (PTSD).

### **Action**

- Lecture by experts on the theory.
- Discussion involving students experiences on the topic.
- Visit to hospitals to talk to psychology and surgical departments.
- Invite a "recovered" victim of trauma to talk about their personal experiences.
- If possible visit in small groups a nearby hospital emergency department.

### **Step by Step**

- Ask a teacher to support a small group to organise a visit to a hospital to find out more about trauma.
- Decide who you want to talk to and what questions you want to ask.
- Invite speakers to give a lecture; Social worker, ambulance staff, police, surgeon, intensive care unit nurse etc.

## **1:12 Sexually Transmitted Diseases**

### **Theory**

- What are the sexually transmitted diseases? How are they transmitted?
- What is special about AIDS?

### **Action**

- Set up a panel of experts from the community to give information and answer questions at your school.
- Plan how to further disseminate this information in the community.



### **Step by Step**

- Plan with teachers and administration to organise a day on sexually transmitted diseases.
- Look for organisations in your society with information on sexually transmitted diseases. Ask these organisation for a panel of speakers.
- Send out your invitations and organise your day.

## **1:13 Global Citizenship – Taking Responsibility**

### **Theory**

- What is Global Citizenship? Citizen Diplomacy? Leadership?
- "Think Globally - Act Locally".
- Empathy, Compassion and Responsibility.

### **Action**

- Essay writing and/or Poster presentations on the topics of "Global Citizenship - Citizen Diplomacy - Leadership", "Think Globally - Act Locally".
- Students as teachers for one day.

### **Step by Step**

- Plan and organise a "Global Citizenship Day".
- Make it fun! Parade and music etc.
- Make sure the whole school is involved.
- Invite parents, community representatives and nearby citizens.

## **1:14 Social Addiction**

### **Theory**

- Addiction patterns in society: Games, Gambling, TV, Computers, Shopping, Fashion, Violence, Mobile telephones - cellphones, Power, etc
- The Human Brain - rewarding systems.
- Consequences of social addiction.

### **Action**

- Discuss what social addiction worries your class or group of students the most.
- Conduct a survey in your community of within a specific environment that promote social addiction.
- Conduct a survey in your class on the time and money spent on gambling, games, TV, computers, etc.
- Organise a lecture from professionals or/and people who are or have been addicted.
- Prepare an action plan to assist how to alleviate the pressures of social addiction.

### **Step by Step**

- Prepare a survey and interviews for your class.
- Prepare a survey for your local community.
- Invite a social worker, psychologist to lecture.
- Invite people to speak to your group who are or have been socially addicted.

## **1:15 Sport and Peace - Get on the Move**

### **Theory**

- Physical activity and health.
- Sport and Peace, the Olympic Ideals.

- School curriculum and sports.
- Physical activity facilities in community.

### **Action**

- Perform discussions on the theme of Sport and Peace, the Olympic Ideals, and the Olympic Truce. [www.olympictruce.org](http://www.olympictruce.org).
- Perform a one day "Sport & Peace Games" at/around the school. Combine theory and physical activities.
- Lecture on: Physical activity and health.
- Organise a signed commitment form for each person: Choosing - elevator or stairs? Bicycles or motor vehicles?
- Conduct a survey on health facilities in the community - invite the owners/coordinators to market their facility - Make it an annual event. Organise visits to some of these training centers.
- Conduct a survey on the student health at school: Body Mass Index, Step test with Pulse monitoring etc.
- Conduct a Life-Link action where students perform physical activities combined with Life-Link fundraising projects. Example: Parents pay a small amount of money for each student jogging 1000 meters etc.
- Write / draw a document / poster on how to improve fitness among staff and students at your school. How to involve parents?!

### **Step by Step**

- Invite local or national sport "heroes", present or retired, to assist the Sport & Peace Games at your school.
- Invite experts to talk on Physiology (Blood Pressure, Cardiac and Lung functions, Muscles function etc)
- Invite owners / coordinators of fitness/sport centres in your community.
- Plan for surveys and friendly games events, Sport & Peace games.
- Invite community journalists, and student journalists to write about your Sport & Peace activities.
- Motivate administration and physical exercise teachers.

## **1:16 Preventing Human Trafficking**

### **Theory**

- The alarming spread and severe consequences of human trafficking for the purpose of sexual exploitation.
- Long-term prevention work begins with learning at schools.
- Students and teachers should take ownership of processes such as trafficking prevention.
- "Trafficking in human beings for the purpose of sexual exploitation" means slave trade!

### **Action**

- Perform discussions in smaller groups on the theme of Human Trafficking.
- Lecture on the theme of Human Trafficking.
- Invite parents for such lectures and discussions.

### **Step by Step**

- Download the Life-Link "Human Trafficking Information and Ideas for Schoolwork" from [www.life-link.org](http://www.life-link.org), Campaigns, Ongoing.
- Invite social workers, police, health care workers etc.
- Plan how to reach out to parents.
- Invite representatives from organisations working on Trafficking. Proposed organisations are listed at the end of the Life-Link "Information and Ideas for Schoolwork".

# ***Care For Others***

## **2:01 From Culture of War to Culture of Peace**

### **Theory**

- Statement on Violence (Sevilla conference 1986, adopted by UNESCO 1989)  
In summary: Biology does not condemn humanity to war. The same species who invented war, is capable of inventing peace. The responsibility lies with each one of us.
- Weapons of Mass Destruction (Atom bombs, Biological weapons, Chemical weapons).

### **Action**

- Discussion on the Statement on Violence.
- Lecture on weapons of mass destruction and on the principle of Deterrence.
- Essay writing on the theme "Culture of Peace".
- Drama, workshops, peace walks, peace concerts, ceremonies eg Hiroshima lantern ceremony on 6th August.
- International Children's Peace Monument project, initiated in Japan.

### **Step by Step**

- Discuss within the planning committee what you want to do. Choose action/s and start planning.
- Invite speakers to talk on the Statement on Violence and the United Nations UNESCO declared Culture of Peace decade 2001-2010.
- Use the Internet to look up Peace Concerts of James Twyman to gain some ideas.

## **2:02 Constructive Collaboration**

### **Theory**

- Constructive Collaboration, what does it really mean? Differences women and men in collaboration strategies?
- Team Building, Cooperation and Synergy.
- Conflict Resolving skills such as Negotiation skills etc.

### **Action**

- A lecture on "Team", "Synergy", "Negotiation skills".
- Actions where students must work together to achieve an outcome for the good of the school. Choose something that needs improving in the school, a playground, interesting painted bins, more trees etc - use your imagination.
- Report to the whole school and the local newspaper what students achieved by working with each other. Have a celebration together to have fun and recognise the groups efforts.

### **Step by Step**

- Organise a group to work together. Train how to work together so everyone is heard and everyone negotiates how the action will take place.
- Invite some good team-leaders, coaches from your community like sport leaders, enterprise directors, cultural leaders, military commander, police officer. Men and women represented!

## **2:03 Peer Mediation**

### **Theory**

- What is mediation and how does it work?
- Different mediation models.

- Where is mediation used, what disputes are suitable to mediate?
- Students as mediators.

### **Action**

- Raise awareness of what mediation is and how it can be used. Lecture and discussion.
- Workshop with exercises and role plays.
- Lobby the school to research mediation as an option for future introduction in the school where students can be trained as mediators to resolve some of the disputes between students.

### **Step by Step**

- Invite a mediation expert to the school to lecture on mediation, the different models and where it is used.
- Ask for demonstration role play of mediation in action from the expert.

## **2:04 Land Mines and Guns**

### **Theory**

- Production of land mines and guns: designs, numbers, countries, enterprises, money, trade.
- Removal of land mines, restriction on ownership of guns.
- Physical effects of land mines and guns.
- Victims of landmines, prevention.

### **Action**

- Invite a person who has survived a land mine or gun shooting to give a talk. Make people aware of the fact that innocent human beings die even after war because of land mines.
- Make posters and photographic displays of land mines and/or gun shooting effects.
- Make or buy toys for child victims.
- Prevention: Make a short cartoon to educate children to understand the dangers of already hidden land mines.
- Do a community survey on attitudes to ownership of guns, report findings in school, media and local community.
- Gather money to give to organisations that are helping to eliminate land mines. Support campaigns that are against land mines.

### **Step by Step**

- Create a committee of five to ten students, decide on the actions you can and are willing to take. Set an agenda.
- Contact doctors, specialists or military personnel to give a talk on land mines and guns to many students in your school.
- Call organisations that specialise in the fight against land mines and guns. Find out more about campaigns against land mines and guns, and information about how to join and support.
- Prepare poster display to whole school.

## **2:05 First Aid**

### **Theory**

- First Aid - accidents, bleeding, wounds, vital organs.
- Ambulance service.

### **Action**

- A course in first aid during school time in order to learn the basic life saving skills.
- Demonstration of an ambulance and how ambulance staff react to emergency situations.

### **Step by Step**

- Prepare a team of students , teachers or outside experts to teach first aid.
- Organise a course on first aid to be held once a year in your school.
- Nominate official student first aid workers who are available to the school for special events. Celebrate their choice with a certificate.
- Contact your ambulance service station and ask for a concrete lecture at your school.

## **2:06 Democracy**

### **Theory**

- Democracy, strengths and weaknesses.
- Other political systems.

### **Action**

- A talk about democracy and other political systems in the world today.
- Have discussions and query sessions.
- Hold elections at school for a special position, include students and teachers.
- Initiate a students school council if you do not have one.
- Ask what students want, perform a student survey.

### **Step by Step**

- Invite someone, teacher or UN Association representative, for a talk.
- As a Life-Link group ask for a special position to be initiated in the school and hold an election. eg. Citizenship Prefect - this student could go to many community meetings as a representative from the students at the school.
- If you don't have a student council at your school - start one! In each class - choose representatives to the students' council.

## **2:07 A Kindness Day and One Daily Action of Random Kindness**

### **Theory**

- Life Skills.
- Goal Setting.
- Empathy.
- Appreciation.
- Leadership - How to inspire others.

### **Action**

- Organise a "Kindness Day" for the school.
- Discussion groups should be held in school classes about giving and receiving appreciations, and about leadership.
- Introduce the philosophy of "An Action of Random Kindness Each Day", give examples. (reference action: Self Confidence - 3 Small Actions a Day).
- Student appreciation - every student in the class writes something nice about each of the other classmates, and then each student gets a stapled booklet with all the nice statements about him/her in it.

### **Step by Step**

- Life-Link students gain administration approval for a "Kindness Day".
- Ask teachers to have discussion groups in class, all classes at the same time on "Kindness to Others".
- Plan for an action in every class when every student writes something nice about all the other classmates according to action points above.

## **2:08 Multiculturalism**

### **Theory**

- What is multiculturalism?
- Tolerance and Curiosity.

### **Action**

- "Multicultural Day".
- Lecture from a number of people (youth!) with different cultural backgrounds on their understanding of what is multiculturalism.
- Every culture that is represented at school should tell about their own country, culture, food, music, history, etc. Make sure that everyone knows it is a way of learning and understanding other cultures.
- Organise food from different countries. National costumes, music instruments and presentations.

### **Step by Step**

- Set up a date and make a programme.
- Invite guests.
- Prepare costumes, dances, music and dramas.
- Decide which food to have and plan how to make it.
- Select a room where students can exhibit and the whole audience can be seated.
- Organise a dance floor, music etc.

## **2:09 Children in War**

### **Theory**

- Children living in war areas.
- Children as war soldiers.
- Desensibilisation; Psychology in training to kill and to destroy.
- PTSD - Post Traumatic Stress Disorder.
- Taboos that exist in our society.

### **Action**

- Instead of using electrical devices, classes are held by candle light, and lunch is very simple, etc.
- Organise to provide support for the children in war-ridden areas by way of practical items for use, not money. All students bring something for the children, e.g. clothes and toys.
- In class have the theme of "children and war" and study many different aspects of this topic. By doing this the students can obtain knowledge about the historical, geographical and political background of the country and the events that are taking place there.
- Make a poster-presentation of the articles in the United Nations "Convention on the Rights of the Child", the articles dealing with children and war, children as soldiers, children as refugees etc.
- If possible, perform a presentation or discussion with invited people who have experienced war.

### **Step by Step**

- Organise a day dedicated to the theme "Children and War".
- Life-Link group plans the day, distributing leaflets and putting up posters.
- Find lecturers and link with teachers and plan lessons.
- Organise collection for children in war zones. Organise for collected items to be sent to humanitarian organisations working in war zones.
- Order the UN Convention on the Rights of the Child (National UN Association, UNICEF or UNESCO National Commission).

## **2:10 The Rights of the Child**

### **Theory**

- United Nations Convention on the Rights of the Child, 1989.
- "Promise each bud it's full bloom" - Meaning?
- Children are the future of all nations. So why do we abuse them?

### **Action**

- Lecture on the Convention on the Rights of the Child. Has your government ratified the convention?
- Discuss actions that can help children being abused.
- Increase awareness through a number of different actions. eg. posters, exhibitions, street plays, song and dance.
- Perform a survey on the street children situation in your school region. Cooperation with other schools in your city. Report.

### **Step by Step**

- Order the UN Convention on the Rights of the Child (National UN Association, UNICEF or UNESCO National Commission).
- Plan a community survey on street children.

## **2:11 Contact Day**

### **Theory**

- Global Interconnectiveness and Interdependence.
- The increasingly importance for youth and schools of today to link together, learning about each others cultures and understanding them. School-Twinning, Partner-Schools, Schools-Networking for Global Security.
- Telecommunications.

### **Actions**

- Performance including a local telecommunications enterprise on the power of today's Information Technology (IT) systems. Connect with one or some schools in other countries.
- Fundraise for short student exchanges to experience another culture.
- Fundraise for communication system at your school available for your School-Twinning and International programme.
- MUNGA (Model United Nations General Assembly) - where we represent a nation other than our own. You must learn about cultural and political opinions. Give a presentation.

### **Step by Step**

- Life-Link students decide on Contact Day action(s).
- Organise the action to take place. Invite IT experts. Find partner-school(s).
- Report the action to everyone in the school.

## **2:12 Community Service**

### **Theory**

- Schools and Community in cooperation.
- Why do community service? What can I do? How do I do it?
- Who are the people in need?

### **Action**

- Community Service School Campaign or Action.
- Here are some suggestions: Visit elderly people, day-care centres, orphanages, hospitals.

- Give lectures on pertinent topics: Health, Environment, Conflicts & Collaboration, Human Rights etc.
- Read stories, create art, dance, and have parties at children's organisations.
- Work with underprivileged and/or handicapped people.
- Help "Habitat for Humanity".
- Make a follow up discussion with community officials, local business people and journalists about your experiences.

### **Step by Step**

- Have a meeting and decide how you will research community needs.
- Research to determine community needs and then take action. Carry out your research. Telephone local council and community agencies for information and cooperation.
- Discuss the community needs and choose one you would like to do. This is very flexible and can be adjusted to suit the needs of the local community.
- Organise the community action, involve as many students as possible. Your imagination is your limit. It is important to note that a set day and time during the week is ideal to make service a habit, and we suggest having a student group organiser for many projects.
- Make the initial action limited to one day, Longterm actions or projects might develop out from your first initiative.
- Advertise to the school and local papers what you have done and why.

## **2:13 Women's Day**

### **Theory**

- Women, halfpart the humanity, role for life.
- Equality issues in society.
- Law and religious beliefs and women's rights.
- Why not a "Day for Men"?

### **Action**

- Create a forum to discuss: Universal and national women's rights. Women and the law. Women and religious rights.
- Identify female role models.
- Discuss and gain information on rape and sexual harassment, motherhood, family planning, female healthcare.
- Women and Education.
- Your community support for women in urgent need.
- The good manliness in relation to women.

### **Step by Step**

- Set up a date for a Forum: Women's Day and research on basic facts.
- Invite speakers and students.
- Organise group discussions.
- If the activity is day-long, the women and girls can eat together, perhaps dress-up and have a day of both learning and celebration.
- Mothers can also be invited so that both mothers and daughters participate.
- Plan for male participation in a collaborative manner.



## **2:14 Handicapped People in Society**

### **Theory**

- People with physical and mental handicaps.
- Our attitudes and behaviour towards handicapped people; Influenced by knowledge and encounter.
- Communities, organisations, transport systems, work places and institutions response to the special needs of handicapped.
- National and international legislation concerning handicapped people in society.

### **Action**

- Lecture on types and on causes of physical and mental handicap.
- Invite handicapped people to your school, how well is the school equipped for handicapped youth, teachers, other staff and visitors.
- Arrange a parade including handicapped people at and around your school.
- Some pupils could carefully move around the school or even in the near community "blinded", "deaf", "mute" or "disabled in arms or legs" in wheel-chairs to get a small experience of what it is like to be handicapped.
- Visit community rehabilitation centres. What sports are suitable for certain handicapped?
- Make a report and discuss it with your partner-school/s and your community officials.

### **Step by Step**

- Plan lectures and activities.
- Contact community expertise like community planning department, physicians, agencies and organisations for handicapped people, media, etc.
- What technical resources do you need?
- Plan for documentation.

## **2:15 Anti-Harassment Program**

### **Theory**

- Harassment - Bullying; What does it mean?
- Research findings on extent and reasons for bullying.
- Successful programs to prevent bullying.
- Self Esteem programs.
- Teacher training on how to handle the problem.

### **Action**

- Make a student survey to determine the level of harassment in your school.
- Lecture, questions and discussion on the topic.
- Role plays.
- Lobby for a school Anti-Harassment Program to be started at your school.
- Try to organise a student counsellor to come to the school at least once a month.
- Self Esteem programs by psychologists for both students and teachers.
- Start a Peer Mediation program for students in the school.
- Report findings to your school administration.

### **Step by Step**

- Invite an expert to give a lecture on the theory of harassment, self esteem, peer mediation programs.
- Plan for a student survey to determine the level of harassment in your school.
- Organise a petition signed by students asking your school administration to start an Anti-Harassment Program. Ask for student mentors to be part of this program.

## **2:16 Fair Trade**

### **Theory**

- A product for sale. The process from raw materials via production, refinement and ultimately for trading.
- What is and what is not included in the price?
- Economy and Currencies.
- Regional and international trade.

### **Action**

- Discussion at the school, preferably using a few examples of production, trade and the monetary flows around the process.
- Visits to local shopkeepers. Discuss how to influence on a Fair Trade and Fair Trade products.
- Present a plan on how you want to make your own buying and trade in the future.

### **Step by Step**

- Set up a planning group, and select one or two examples on production and trade, e.i. Food (Tea/ Coffee/Cocoa...) or Technical products (Cars, Computers ..) or Clothes (Jeans, Shoes ..).
- Invite representatives from farming or mining, exporters/importers, shopowners, multinational agencies etc.
- Invite representatives or order information material from organisations engaged in Fair Trade (Oxfam, Christian Aid, Saccus ...).
- Plan for visits to local shopkeepers.

## **2:17 My Family**

### **Theory**

- The Family structure and its present and future role in my society, and its role in other cultures.
- Is the Family important? Why?
- The role of other social networks.
- Family legislation; rights and responsibilities.
- Family conflicts and violence patterns, Conflict resolution patterns and resources.

### **Action**

- Lecture, discussions, workshops, essays: "What will my own Family be like in the future".
- Grandparents festival.
- Discussions at home.

### **Step by Step**

- Invite experts for the lectures and discussions - lawyers, social workers, priests, doctors etc
- Invite families from other cultures

## **2:18 Poverty and Wealth**

### **Theory**

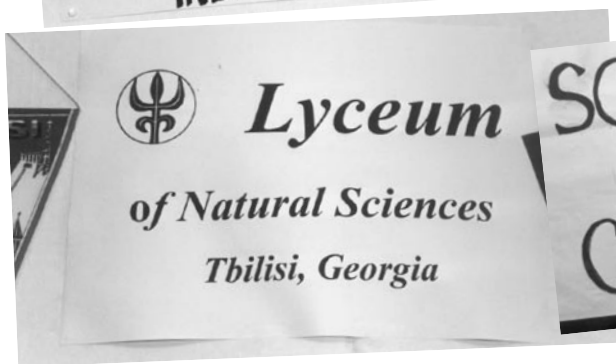
- Different dimensions of poverty and wealth: Spiritual, Social, Practical skills, Materialistic - property and money.
- Homelessness.
- Causes of poverty and wealth.
- Ethics and legislation in my society / culture.
- "Level of minimal existence" and "Level of affluence".

### **Action**

- Lecture and discussions.



Life-Link conference 1999



Campaign start at Post Office, Uppsala, Sweden

- Visits and interviews in community. What are the day to day main economic problems in your community? Discuss possible solutions.
- Role play games: "Poor and Rich"

### **Step by Step**

- Prepare for role play games.
- Invite economists, community social workers.
- Prepare for visits and interviews.

## ***Care For Nature***

### **3:01 SOS – Switch Off Something – Care for Energy Resources**

#### **Theory**

- Most of energy resources that we use today are non-renewable.
- Energy forms, demands and sources.
- Using these sources ruthlessly we seem to forget the impact that our behaviour has on the lives of future generations. Students and schools can influence to use valuable and precious resources of nature carefully.
- This Action proposal comes close to the R-R-R action and the Transportation action!

#### **Action**

- Having presentations of environmental friendly energy sources, like solar and wind energy.
- Start a number of small "one day" actions. S.O.S. according to your Step by Step planning.
- Campaign advertising the environmental importance and health aspects of covering distances by walking or riding a bike instead of using a car, using stairs instead of elevators, etc.
- Sealing windows in school to prevent heat from disappearing. (Care for fresh air ventilation!)
- Striving for energy saving technological advances and energy conservation.
- Putting a brick or a water bottle into the toilet water tanks in schools in order to save water when flushing. What amount of water is needed according to your toilet visit! Other solutions?
- Statistics from energy savings according to these actions would be put up on a notice board centrally located in the school.

#### **Step by Step**

- Decide how you will start the campaign, actions either taking a day or longterm projects. How will you monitor and record the results.
- Set a committee to discuss S.O.S actions you will advertise and support in your school.
- Create catchy slogans, bright colours and symbolic images.
- Make "Switch Off Something" posters and stickers, put them up all over the school and neighbouring community, so that people would learn the important habit, e.g switching lights off before leaving the room.

### **3:03 Clean Up the World Campaign**

#### **Theory**

- Pollution! Why?
- Clean Up The World Campaign, initiated in Sydney, then covering Australia, today encompassing the World.

#### **Action**

- Join the Clean Up the World Campaign, supported among others by the United Nations.

- During the same week in mid September clean up your local community. Millions of people in well above 100 countries participate!
- Report your results to your school, information board at the school, local media, Mayor and community, and to the campaign coordinating office in Australia.

#### **Step by Step**

- Contact Clean Up The World Campaign Australia to send you an information kit. Follow the directions. You will find out if any organisation in your country is coordinating this campaign nationally.
- Inform nearby schools.
- Send e-mail to [world@cleanup.com.au](mailto:world@cleanup.com.au), [www.cleanuptheworld.org](http://www.cleanuptheworld.org)

### **3:04 Endangered animals**

#### **Theory**

- Ecology, Biology, and Ornithology.
- Endangered animals, their way of living, their habitats and how we can protect them and study their behaviour.

#### **Action**

- Talks by either rangers, students, teachers, volunteers, and animal wardens.
- Lectures, meetings, films, zoo visits, posters, fundraising.
- Hold an animal festival with exhibitions, lotteries, and selling cards for fundraising where the money goes to organisations working to protect endangered animals or "Save the Rainforests".
- Perform a one day survey on "Animals at our school", any size of animal, in the air, on the ground, in the earth, in the school building etc. Make a protocol with photos or drawings. Plan for such a survey annually.
- Put up some birdnests, appoint responsible class and students for each birdnest.

#### **Step by Step**

- Invite professional ecologists and animal wardens to make presentations and guidelines to all the students.
- Plan for your lectures, visits, animal survey, birdnest actions, fundraising activities (magnifying glasses for 1-2 minutes for hire. Etc).

### **3:05 Passing the Message R-R-R: Reduce – Reuse – Recycle**

#### **Theory**

- Earths limited natural and biological resources.
- "Waste", what is your definition of waste?
- Positive environmental impact of R-R-R and what I / We can do to help.
- The R-R-R action goes well together with some other actions like Transports, SOS, Clean Up the World, Water.

#### **Action**

- Explain and discuss why we must reduce, reuse, and recycle. Create awareness by having lectures and debates.
- Visit a city dump, tour a recycling plant.
- Learn about the benefits of compost, learn about the processes involved, and (if not already existing) inaugurate a compost at your school. Appoint responsible class and students.
- Include an "Ecoavantgarde Fashion Show" - use costumes and decorations made of "waste".
- Set up recycling stations within school. Designate bins to collect recyclable materials (paper,

- glass, plastics, batteries, etc).
- Encourage recycling and second hand shops for eg. clothes, books. Could be a part of the school's fundraising!
- Report to the school and the local media, use photos.

#### **Step by Step**

- Set an R-R-R committee to organise a campaign at school and/or community level.
- Invite community agencies and experts to the school to give talks on the topic of "waste".
- Find out how you can help and publicise (posters, letters to the newspaper, etc.).
- Get your school and parents concerned and involved.
- Contact enterprises that will further handle the recyclable materials (paper, glass, plastics, batteries etc).
- Plan for fundraising R-R-R, ask the local government agencies and enterprises for money, material, etc.

### **3:06 Desertification Control – Tree Planting Action**

#### **Theory**

- Deserts across the world are increasing due to human use/misuse of earth and flora.
- The fundamental importance of trees and other flora for life on Earth.

#### **Action**

- Lecture on "Forest and Agriculture Policies in Relation to Desertification".
- Lecture on "Biology of Trees".
- Decide on a longterm action/project if your country is increasing its deserts.
- A student group to research on deserts.
- Plant indigenous species which grow in dry climates and hold water (i.e.-hepier grass in Kenya).
- For students living in non-desertified countries: Learn about the problem. Remember that you can help by not contributing to the destruction of forest (recycle, plant trees, importation of wood and furniture from endangered regions/countries).
- Fundraising or sending to desert areas supplies (seeds).
- Documentation and reporting to school, community, journalists, ecological organisations, agriculture unions etc.
- Perform a whole school tree planting ceremony.

#### **Step by Step**

- Plan and organise a lecture on the problem of desertification and the biology of trees and flora. Community and/or national experts.
- Plan for actions as drafted above.
- Treeplanting actions have been proposed by many schools worldwide. Be careful to select proper trees for your purposes.

### **3:07 Dramas About the Environment**

#### **Theory**

- The environment is at risk and many people are not aware of the problems. What are the problems with the environment today?
- Different strategies to convey a message.

#### **Action**

- Increase understanding of environmental problems through "entertainment and enjoyment"  
- write and perform plays about the environment.
- Example. Japan - play "Let's Save Our Earth", a drama in English dealing with

environmental issues such as recycling cans, the extinction of animals and damaged trees by acid rain and CFC's (Freons).

- Perform drama so many people from children to adults will be more interested in these problems.

### **Step by Step**

- As a group, plan and write an environmental play and invite students and parents to see the play.
- Fundraise if you wish by charging an entry fee and giving it to an environmental project at your school or in your country or at any region in need.

## **3:08 Water For Life**

### **Theory**

- Water is a limited and a non-renewable "resource" on Earth.
- Water is an indispensable constituent for Life.
- Water connects people and states through rivers, seas and oceans.
- Demands for water causes serious conflicts between neighbouring states.
- An ethics in favour of "Caring and Sharing of the Earth's Water" must have highest priority for individuals' behaviour as well as collective undertakings.

### **Action**

- Lecture about the theory above.
- Perform the Life-Link Water Study Form. ([www.life-link.org](http://www.life-link.org) Campaigns).
- Measure the quantity and the quality of water at different parts of the school.
- Discuss for what purposes water is used at your school. At individual level and for common purposes.
- Compare and discuss the monetary price set on 1 litre of Water, 1 litre of Petrol, 1 litre of Milk, 1 litre of Soft drink.
- Perform a "Water Ceremony" at your school or at the center of your community in a park or around a dwell or a fountain. Dance, music, poems.
- Visit and lecture at your local or community water "producer" and your nearest sewage plant.
- Discuss your water-results and water ceremony with your partner-school/s in other countries.
- Connect to or start up a schools-network around your nearest river or sea.

### **Step by Step**

- Choose and plan the actions you wish to take.
- Prepare and plan for water quality monitoring. What testing material do you need?
- Prepare for a Water Ceremony at school or in the centre of community.
- Investigate if there is a regional schools-network around your river or sea. Contact UNESCO office or Ministry of Environment. Look into the Baltic Sea Project website ([www.skolverket.se/baltic\\_sea](http://www.skolverket.se/baltic_sea)).
- Teachers prepare for lectures and students search for basic facts.
- Contact community about visits at the water service and the local sewage plant.

## **3:09 Transports At and Around Our School**

### **Theory**

- Modern society is highly dependent on efficient transportation means for people and goods.
- Transportation systems demand energy consumption.
- Community policy on transportation.



- Efficient and earth-friendly transportation systems.

#### **Action**

- Lecture and discussion on the theory.
- Make a one week survey on transportation means at the school: pupils, teachers, goods delivered to the school or taken away from the school.
- "Biking for Peace and Care for Nature", how do I keep my bicycle fit (if I have a bicycle of course). Bicycle service actions at the school.
- A biking parade in the near school surroundings.
- Transports together.
- Documentation and reporting.

#### **Step by Step**

- This action fits very well within an Earth Week programme around Earth Day 22 April.
- Plan for transport survey and other investigations on transports energy demand.
- Invite some expertise people for the planned actions like bicycle repair professionals, experts on community transportation policy, buss companies.
- Ask the police for advice on secure biking or walking in the community.

### **3:10 Green School Garden**

#### **Theory**

- Garden cultivation. Plant, vegetable and flower growth requirements.
- Insects and microorganisms in a green garden.
- Fertilisers and pesticides, necessary or hazardous parts of a green garden?
- Influence of a green environment on human health and wellbeing.

#### **Action**

- Have a Green School Garden planting day.
- Perform the Life-Link Green School Garden study form - [www.life-link.org](http://www.life-link.org), campaigns.
- Create a green school outdoors and indoors. Use the school premises or nearby areas to grow vegetables, fruits and flowers.
- Organise for each student in a particular group to take care of a tree or bush or plant or flower.
- Organise a maintenance rotation for school plants.

#### **Step by Step**

- Set up a committee to organise a green school.
- Decide on the scope of your project.
- Download the Life-Link study form from [www.life-link.org](http://www.life-link.org), campaigns.
- Raise funds and invite sponsors.
- Advertise your program and the reasons for the program.

### **3:11 Chemicals and Nature**

#### **Theory**

- Manmade chemicals and their effects on nature.
- Heavy metals, elements and nature.
- Global warming.
- Ozone layer depletion.

#### **Action**

- Perform information talks to know more about the problem.
- Carry out a survey of students, what chemicals are used in the home? Quantity and quality.
- Carry out a survey at school, what chemicals are used in the school? Quantity and quality.

- Report your results and start a campaign for students to influence school and parents to reduce the use of hazardous chemicals.

### **Step by Step**

- Set up a committee.
- Contact a research organisation to find a suitable expert speaker on the topic, or invite a community expert dealing with toxic substances.
- Develop a survey, ask for help from the experts to make it high quality and useful for community purposes.
- Organise a campaign to increase students knowledge on chemicals at school and in their homes.

## **3:12 Bushfire and Forest Fire Prevention**

### **Theory**

- Destructive power of fire.
- How fires start? How can fires be prevented?
- What about forest fires being beneficial for growth of certain flora?

### **Action**

- Lecture on fire facts.
- Train in fire prevention at your school.
- Train in fire extinguishment.
- Visit the local firebrigade.

### **Step by Step**

- Contact the fire brigade for a speaker and trainer.
- Organise groups of students to hear the lecture, learn how to prevent fires and also train to extinguish fires.

## **3:13 UNESCO World Heritage Programme**

### **Theory**

- How and what to learn from Natural sites and Cultural monuments.
- Criteria to become a UNESCO World Heritage (UWH).
- What is "Knowledge", and what is "Heritage".
- Taboos in connection with natural and cultural sites.
- Biodiversity - Sustainability.

### **Action**

- Investigate UNESCO World Heritages (UWH) in your country/region.
- Lecture on the history and the qualifications of UWH.
- Visit some other Natural and Cultural appreciated sites in your region that your school could adopt and care about.
- Propose a new candidate for UWH in your region and formulate your support document.
- Exchange UWH information material with one or a few friendship-schools.

### **Step by Step**

- Contact your national or regional UNESCO office, and ask for UWH information material and websites.
- Invite United Nations or UNESCO expertise to assist your UWH project / action.

### **3:14 Biodiversity - Agenda 21**

#### **Theory**

- International agreements on Sustainability.
- National and Community commitments.

#### **Action**

- Lecture on the Agenda 21.
- Interviews with decisionmakers in your community.
- Rephrase an Agenda 21 chapter with your own words.
- Discuss how Agenda 21 harmonises with your school activities and routines.

#### **Step by Step**

- Agenda 21 document and summary.
- Plan for interviews with community decisionmakers.

### **3:15 Contact with Nature**

#### **Theory**

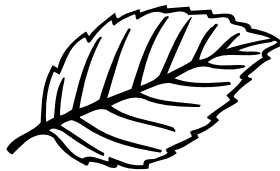
- Man is part of the Biosphere.
- Concepts of Empathy, Sympathy, Reverence.
- Theories of biological creation.
- Society in contact with nature.

#### **Action**

- Lectures and discussions.
- Create a Green School Garden (3:10)
- Fieldtrips - outdoor activities with physical contact with nature.
- Adopt trees, anthills, bird-nests, etc.
- Perform actions in order to increase your sensitivity: touch, smell, vision-colours, sounds ...

#### **Step by Step**

- Invite wild life organisations and biology experts to give speeches.
- Plan for an outdoor / fieldtrip activity.
- Choose an area to explore with your senses.



# ***Lets Get Organised!***

## ***Inspiration, Project Management and Fundraising Actions***

### **4:01 Hope and Joy - Jumpstart Hurray – Lets Do It!**

#### **Theory**

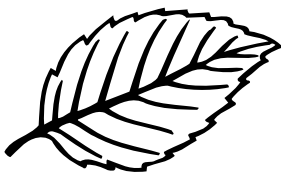
- Importance of positive and negative expectations in relation to inspiration, energy, vitality and even survival; Placebo effect, Nocebo effect, the Woodoo phenomenon.
- To engage and act for a better future create Hope and Joy.

#### **Action**

- Invite a motivation speaker to encourage students to believe in a better future.
- Start a New Year with a positive attitude and to share ideas with others on how to make a better world. This action could preferably be held on the 1st of January or early January each year. It could also be held at every youth conference. It could be called "Standing or Jumping Together Day".
- Let everybody jump and say : "Hurrah for the Future!".
- Then they clap their hands three times and say: "We are the world, we are the Future!". Everybody stamps with their right feet.  
Everybody claps their hand to rhythm of : 2-3-4, 1, 1-2-3.  
Everybody shouts: "Let's go, let's do it! We will make it! Go for green, go for clean, go for green and clean!"
- Compose a song at your school, have a singing event.
- Arrange a parade with brightly coloured clothes on, jump for joy, stand together and form patterns for peace.
- Press conference on the Campaign: "Youth Caring and Sharing Peace Actions at Schools World-wide Year 2000 and 2000+" ("Youth Peace Actions 2000+").
- If it is possible organise a party afterwards, everyone should bring something to eat.

#### **Step by Step**

- Set up a date/time for the event. "Standing or Jumping Together Day".
- Make sure everyone gets a copy of the programme.
- Make sure everyone knows the words.
- Compose a special song for the event.
- Inform students and urge them to wear bright and colourful clothes.
- Make a symbolic pattern that everyone could stand in.
- Decide who will make the opening speech.
- Invite representatives from all other schools from the area to this ceremony.
- Prepare for a press conference, ask a journalist how to perform a press conference.
- Appoint special students for documentation, photo and other material useful for reporting.





Friendship and joy



## **4:02 Party for the World**

### **Theory**

- Solidarity between schools worldwide.
- Fundraising.

### **Action**

- Students arrange a fundraising party for those in need. A special day could be fixed when schools globally co-ordinate a party. (The Life-Link Agenda for Year 2000 suggests January, May and October for general fundraising activities).
- Money earned goes to needy schools in war-ridden areas, to schools destroyed by hurricanes or earthquakes or flooding etc. It is advantageous to bring your support directly to your partner-school in need. Be careful how to involve other "beneficial" organisations.

### **Step by Step**

- Set up a committee to organise fundraising.
- Candy and food from all over the world, your partner-schools, are brought and sold by students at the party.
- Results are posted on Life-Link website, each school sends a report on what they have achieved, highlights, how much money was earned etc.
- Include other fundraising activities as "Fundraising Dances" (info below).

## **4:03 "What's up" – E-mail and Website Reporting**

### **Theory**

- As communication is increasing between the different parts of the world, Life-Link schools can keep close contact with each other.
- Share ideas, experiences, plans of actions, and 2000+ projects. Information quickly and conveniently.
- Use the Internet - the super highway of communication.
- The fact that we are all dealing with the same problems and solutions could be emphasised.
- News that are told by the person, student, teacher, who has actually experienced the situation are far more effective than ordinary newspaper articles.

### **Action**

- Schools would choose at least one teacher and one student to be responsible for communicating the latest news from the school's projects.
- Put up an information board at a central position at the school; Dining hall? Aula? Entrance hall?
- In addition the e-mail could be used as a way to update other parts of the world with the latest news of the school's region/country.

### **Step by Step**

- Life-Link will keep a specific e-mail address for the Actions (actions@life-link.org). Life-Link, on its website, will continuously add the reported actions under each of the school names.
- Each participating school sets up an e-mail address and advertises the use of it. Schools who do not have the Internet could contact a local enterprise or government or Rotary club or the Mayor etc, asking for a small favour to use their IT services. This will create an interest of the nearby community for the campaign Youth Peace Actions.
- Schools addresses will on demand be available on the Life-Link website. Other schools will thus

be able to communicate with schools reporting similar monthly actions/projects or advertising for partner-schools.

- Identify the student(s) and teacher(s) responsible for the e-mail communications.

#### **4:04 Fundraising, Dances and Services**

##### **Theory**

- Fundraising is often a necessary part of project management. The particular theoretical part will vary with the issue at hand.

##### **Action**

- Life-Link group stages an event, for example, a dance. Instead of paying money to attend, dance participants should donate something (the donation depends upon the purpose of the event) such as canned food for a homeless shelter, school supplies for an orphanage, toys for an underprivileged nursery. Dances can be theme parties such as a pyjama party, or 70's costume party.
- Other events could be student run shows or productions: car washing, gardening, babysitting, mending bikes, etc.
- Small fees for the Challenge Course as described below.

##### **Step by Step**

- Set up a committee to organise the event.
- Use the project management guidelines to make sure it is well planned.

#### **4:05 Teamwork Through Games and Challenges**

##### **Theory**

- Challenges.
- Team-building activities through games and obstacles allow group and personal growth as groups must overcome certain obstacles together in a fun, non-competitive setting.
- Groups learn the importance of both leadership and following, working together, imagination, responsibility, reaching beyond their comfort zones, and building trust.

##### **Action**

- A group of students can design a Challenge Course for other students or community groups. The course can be simple or elaborate and each obstacle should promote the above specified goals. Books and Internet serve as a good source to get ideas for such obstacles. Several examples include:
  - Trust Circle in which one person in the middle falls around the circle and the outside members catch and gently push him around the circle.
  - A tall wall which the group must find a way to climb over using teamwork and utilising the strength and ideas of each.
  - A scenario in which a group must get each member from point A to point B using only a tire swing and not touching the ground which has fiery lava.

##### **Step by Step**

- Set a committee to plan the Challenge Course.
- Use the project management guidelines to assist your planning.
- Make sure you use appropriate safety measures.

## **4:06 Project Management**

### **Theory**

- To work for a better future, aiming for a change, includes: \*Facts-Knowledge, \*Motivation-Emotion, \*Some Resources including Fundraising, and \*Planning - Project Management!

### **Action**

- Choose a small Life-Link action and follow the Life-Link Project Management guidelines.

### **Step by Step**

- Life-Link Project Management guidelines in the Manual on Youth Peace Actions, or at the Life-Link website.

## **4:07 Eco Club**

### **Theory**

- Why set up an Ecological Club?

### **Action**

- Presentation by an invited expert, teacher or student(s).
- Set up an Eco Club at your school.
- Work in close contact with the school's board.
- Inform nearby schools about your decision.
- Make a ceremony when inauguration takes place.

### **Step by Step**

- Invite an expert from an enterprise or from the school, to talk about how to organise a club.
- Initiate the concept.
- Follow the Life-Link Project Management guidelines.
- Organise how your club will work and what actions it will involve in.

## **4:08 Festival of Music and Poems**

### **Theory**

- Music and Poems - the influence on our behaviour.

### **Action**

- Raise funds by organising a music and cultural festival.
- Ad music and poems to other actions that will take place at your school.

### **Step by Step**

- Set up a committee.
- Use Project Management guidelines to plan the festival.
- Make sure you know where you want the money or other contributions to be given.

## **4:09 Media Project**

### **Theory**

- What is Media? (School's newsletter or year report, Local media, National media, Global media, Internet).
- How is it used? International news agencies.

### **Action**

- Visit Newspaper, Radio or Television station. If possible, ask for interview training from a journalist, radioreporter, TV-studio reporter.
- Discuss with your local media on their policy on peace activities, schools policy. Could students



from your school report regularly from the Youth Actions?

### **Step by Step**

- Set up a committee.
- Choose what you want to do, and contact journalists, radio/TV reporters.
- Use Project Management notes

## **4:11 Life-Link Campaign – Information at School**

### **Theory**

- Life-Link Friendship-Schools Programme, its purpose, its vision.
- Campaign: *Youth Caring and Sharing Peace Actions at Schools Worldwide*

### **Action**

- Promote and advertise Life-Link peace actions in your school, to parents and community.

### **Step by Step**

- Organise a display of information to promote Life-Link, use photos, newsletters, presentations etc.
- Use the Manual and if possible the Life-Link website on Internet.

## **4:12 Model Parliament**

### **Theory**

- Democracy and parliament.

### **Action**

- Organise a model parliament at your school.
- Visit your community council and/or national parliament.

### **Step by Step**

- Set up a school committee; teachers and students.
- Invite necessary experts, politicians.
- Organise model parliament.
- Advertise why you are doing this.

## **4:13 United Nations and Intergovernmental Organisations**

### **Theory**

- The role of Intergovernmental Organisations in an interdependent world.
- United Nations (UN) - role structure, advantages, weaknesses.
- Non Governmental Organisations (NGOs) - structure, methods, roles.

### **Action**

- Lecture and Discussions.
- Visits to local or national UN associations, UNESCO, UNICEF, WHO, etc
- Role game Model United Nations General Assembly (MUNGA)
- Highlight the UN Day 24th October, and other official UN Days.
- 

### **Step by Step**

- Ask for material from your national United Nations associations.
- Prepare a MUNGA
- Invite speakers and representatives from UN agencies and NGOs
- Plan for visits to UN agencies and NGOs.

## 4:14 Economy and Financing

### Theory

- Economy - basic concepts and Economy in political systems.
- Taxation systems.
- Banks in society. Stock Markets.

### Action

- Lectures and theories.
- Visit banks and/or stock market.
- Perform a Fair Trade game.
- Essay on the theme of "trade - Advantages / Disadvantages".

### Step by Step

- Invited experts.
- Prepare for visits and games.



Charlie



Hans



Björn



Kiki

**Life-Link Staff**



Christina



Marie, at Life-Link Office

## **Proposed Agenda at Your School – Month by Month**

If we choose specific topics that have internationally recognised days and take related actions in the same month, we will achieve a feeling of campaigning and acting together towards a common goal.

The goal of *Youth Peace Actions* is to promote and to perform concrete caring and sharing actions at many schools worldwide. The following Agenda for a year should of course be adopted according to each school's calendar and curriculum as well as practical and economical resources. Try to perform at least four (4) actions during a year according to this proposed agenda. During one month there can be more than one action undertaken at a school. Classes or youth clubs at a school can choose actions according to specific interests.

You can plan for your schools peace actions/projects/lectures below, month by month according to your choice.

### **JANUARY**

1st January, in many countries the New Years Day, or early January, present your schools agenda for Actions 2000 to the school, parents, community, media, local educational institutes, Ministry of Education, etc. Involve nearby schools into the programme. Why not arrange an Opening ceremony festival with fund-raising and fun-raising! (Proposed action 4:11)

### **FEBRUARY**

14th of February is the day of Valentines, a day you send messages of love and care. Why not focus your February actions around this day! (2:07)

### **MARCH**

8th March is the Women's International Day. 21st March is the International Day for the Elimination of Racial Discrimination. Actions around my rights and responsibilities could focus on these days. There is no specific day for Men (not yet!), but you can surely discuss the important topic of the male identity in society within a Care for Myself context. (2:06, 2:13). World Water Day is an important day for discussions around our water resources and for water monitoring actions! (3:08)

### **APRIL**

7th April is the World Health Day (World Health Organisation). 22nd April is the Earth Day which is a suitable day or week to focus actions on Care for the Earth. (Care for Myself and Care for Nature actions).

### **MAY**

Around mid-May, we propose: Actions and training in project management skills, Making the communication facilities at school or at nearby office (Mayors office!) better. (4:06)

### **JUNE**

5th June is an Environmental Day as pointed out by several schools' proposals. June could be the proper month for specific environmental actions like Water or Green School or ... (3:03, 3:10, 3:11)

## **JULY**

Mid-July could focus on how to take care of my health, or other preferred actions under this theme. (1:09, 1:15)

## **AUGUST**

6th August is the Hiroshima Day, a symbolic day for the cruel consequences of modern warfare including recent, ongoing and imminent wars. Actions with focus on human violence and on human cooperation are recommended. (2:01, 2:04)

## **SEPTEMBER**

Mid-September was the month for the Clean up the World Campaign, but today any time during the year is OK (3:03). 21st September is recently introduced as the International Peace One Day, connected with the opening of the United Nations General Assembly. (United Nations actions 4:13)

## **OCTOBER**

24th October is the United Nations day, suitable for a Contact Day with your partner- or friendship-schools: "how are your actions going so far?". What is a Culture of Peace, declared by the United Nations for year 2000? Don't you agree that United Nations of today also includes a dimension of "United People"? October has several specific days, one of them is the International Teachers' Day and Universal Children's Day on 5th October! (1:05, 2:09)

## **NOVEMBER**

Mid-November, we suggest that you choose actions with a focus on Tolerance, Living together, Multicultural societies etc. 15th November is the International Day for Tolerance (UNESCO). (2:08, 2:14, 2:16)

## **DECEMBER**

10th December is the Human Rights Day. The Convention on the Rights of the Child could be discussed. How do I balance my Rights with my Responsibilities? (1:13, 2:10)



A Life-Link conference opening ceremony

## Our School's Actions Agenda

*January*

*February*

*March*

*April*

*May*

*June*

*July*

*August*

*September*

*October*

*November*

*December*

# Facing the New Millenium - Schools Worldwide Contributing with Proposals on Actions for the Life-Link Programme

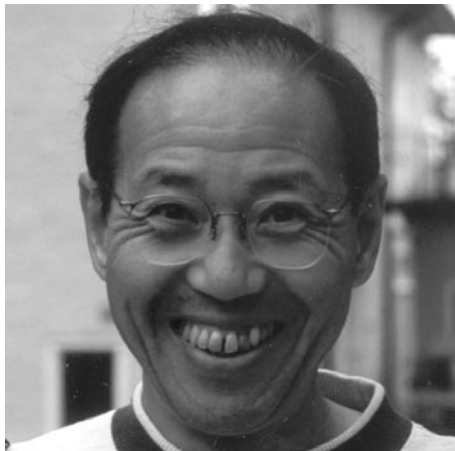
**\*Name of School, City; COUNTRY;**

\*Bernardino Rivadavia High School N 432, Rosario; ARGENTINA; \*School No 120, Yerevan; ARMENIA; \*Alexandra Hills S.H.S , Brisbane; \*Carey Baptist Grammar School, Melbourne; AUSTRALIA; \*Mla Wiener Neustadt, Wiener Neustadt; AUSTRIA; \*Primary School "Saburina", Sarajevo; \*First Bosniak School, Sarajevo; BOSNIA AND HERZEGOVINA; \*Colégio Magno, Sao Paulo; BRAZIL; \*Lomonossov Engineering School, Gorna Orjahovitsa; \*Technical School of Electronics, Veliko Turnovo; \*School No 4 of General Education, Sofia; BULGARIA; \*Escola Sec. "Pedro Gomes", Praia; CABO VERDE; \*Liceo Jovina Naranjo Fernandez, Arica; CHILE; \*Abraham Lincoln School, Bogota C.D.; \*Colegio del Santo Angel, Santafe de Bogota; \*Colegio Distrital Nuevo Kennedy, Santafe de Bogota; COLOMBIA; \*Complexe Scolaire Mansajoli, Kinshasa; \*Complexe Scolaire Ndwenga, Kinshasa; \*Complexe Scolaire Nyota, Kinshasa; CONGO; \*Gimnazija Petra Preradovica, Virovitica; CROATIA; \*Archbishop Makarios III Lyceum, Nicosia; \*Gymnasium A' of Paphos, Paphos; \*Lanitio Lyceum B', Limassol; \*Paphos Kykko Lyceum, Paphos; CYPRUS; \*Ekogymnázium Ops, Prague; \*Gymnázium Üsti nad Labem, Üsti nad Labem; \*Základní Skola v Litvínove VI, PSC; CZECH REPUBLIC; \*"11 Schools" Green Generation Youth, Wellington St Bolton; \*Newport Free Grammar School, Saffron Walden; \*Sandown High School, Sandown Isle of Wight; ENGLAND; \*Lillekula High School, Tallin; ESTONIA; \*Adola Senior Sec School, Kibremengist; \*Assosa Sinor Sec School, Assosa; \*Batu Terara Comprehensive Sec High School, Goba; \*Gafat Elementary School, Debre Tabor; \*Guje Elementary School, Guje; \*Mojo Senior Sec High School, Mojo; \*Nefas Sick Comprehensive Sec School, Addis Ababa; \*Robe Senior Sec School, Bale-Robe; ETHIOPIA; \*Gaioz Rector School No 1, Telavi; \*Lyceum of Natural Sciences, Tbilisi; \*Prof. Curam Ramishvili Sec School #6, Tbilisi; \*Rustavi Georgian Gymnasium, Rustavi; \*Sagaredjo Sec School N 4, Tbilisi; \*School-Gymnasium No 66, Tbilisi; \*St. Nino's 47th Sec. School, Tbilisi; \*Tbilisi Classic Gymnasium #1, Tbilisi; \*Tbilisi Sec School N 53, Tbilisi; GEORGIA; \*Anansu Local Authority Basic School, Bibiani; \*Swedru Sec School, Agona Swedru; \*Keta E.P. Schools, Keta; \*Nyohini Prim School, Tamale; \*Odomasi Presby Junior Sec School, Sunyani; \*Rev. Father Wieggers TSS School, Nsawam; \*St. Martin de Porres, Dansoman-Accra; \*West Africa Sec School, Accra; GHANA; \*Bhilai Vidyalaya School Sector 2, Bhilai MP; \*Bhilai Delhi Public School, Bhilai MP; \*Citizen High School, Nepa-Nagar MP; \*Ekashila High School, Narsampet Dt Warangal AP; \*Girls Higher Sec School, Bhilai MP; \*Government High School, Karimnagar AP; \*Hill Crest School, Visakhapatnam AP; \*India Mission Sec School, Karimnagar AP; \*Kakathiya High School, Jangaon AP; \*Mandal Parishad Prim School, Nuzvid Mandal AP; \*Modern English School, Kahilipara Guwahati; \*Nirmala Mata High School, Diu; \*Notre Dame Academy, Patna Bihar; \*Samaritan Residential Schools, Elagiri Hills Carmel Nagar; \*Seuj Moina Parijat School, Jorhat Assam; \*Shantiniketan High School, Karimnagar AP; \*Siddhartha Nruthya Kala School, Karimnagar AP; \*Siddhartha Telefilm Acting School, Karimnagar AP; \*S.P.B.V.D. Sabha High School, Madhavaram PO; \*Srinagar British School, Srinagar; \*St. Mark's High School, Hyderabad AP; \*St. Monica School, Vijapur MS; \*St. Paul's School, Vadodara Gujarat; \*St. Peter's High School, Hanamkonda AP; \*Thaksasila Vidya Peetom, Nemmara Kerala; \*Translam Academy International, Meerut UP; \*Zilla Parishad High School, Budavada AP; INDIA; \*SLTP Negeri 3 Kuala, Meulabo; INDONESIA; \*Alnjah Junior High School, Taibe; \*Harishonim High School, Herzliya; \*Hayovel High School, Herzliya; ISRAEL; \*Doshisha High School, Kyoto; \*Ogano High School, Ogano; \*Sakata Technical Senior High School, Sakata City; \*Tendo Senior High School, Tendo; JAPAN; \*Greek Catholic Boys' School, Zerka; \*Muhallab Bin Abi Sofra School, Zarqa; JORDAN; \*Enviromental Protection School, Nairobi; \*Mukima Pri-

mary School, Nanyuki; \*Nairobi River Pri School, Nairobi; KENYA; \*Krimulda Secondary School; LATVIA; \*Bilai Fahs Sec School, Nabatieh; \*Grand Lycee Franco-Libanais, Beirut; \*International College, Beirut; \*Mostafa Shomran School, Bissaria; \*Ras-Beirut Publ Sec School, Beirut; \*Saint Anthony's College, Hammana; \*Saint George School, Beirut; \*Sidon Sec Publ School for Girls, Saida; LEBANON; \*Azuolas Sec School, Kaunas; \*Kelme "Aukuras" Sec School, Kelme; \*Luarynas Ivinskis Gymnasium, Kursenai; \*"Saulė" Gymnasium, Plunge; \*Siauliai Didzdvaris Sec School, Siauliai; \*Tytuvėnai Sec School, Tytuvėnai; \*Vydunas Gymnasium, Silutė; LITHUANIA; \*College F.J.K.M. Randriamifidy, Amparafaravola; \*College Miarantsoa, Antananarivo; \*College Prive Boubaa, Tananarive; \*"Lahatra" Grammar High School, Antananarivo; MADAGASCAR; \*Bambino Schools, Lilongwe; MALAWI; \*Agius de Soldanis Girls' Junior Lyceum; MALTA; \*Roumanian English Lyceum "M. Eliade", Chishinau; MOLDOVA; \*5 Schools c/o Lifelong Education Bureau, Ulaanbaatar; MONGOLIA; \*Shree Deepak Secondary School, Malebagar Bhimad; NEPAL; \*Connelia Connelly College, Uyo - Akwa Ibom; NIGERIA; \*Red Cross Nordic UWC, Flekke; NORWAY; \*Maprik High School, Maprik; PAPUA NEW GUINEA; \*Centro Educativo "Jose Toribio Polo", Ica; \*Centro Educativo Mixto Ayar Manco, Dist Paccarec Tambo; \*Centro Educativo Mixto, Cusco; \*Colegio Estatal Tecnico Mixto "Luis Vallejos Santoni", Cusco; \*Colegio Francisco Antonio de Zela, Tacna; \*Colegio No Estatal Mirto "Illary", Cusco; \*Colegio Particular "Alexander von Humboldt", Cusco; \*Mercedes Indacochea School, Tacna; \*Santísima Niña María, Tacna; PERU; \*Pardo Elementary School, Cebu City; The PHILIPPINES; \*XXVIII Secondary School, Cracow; POLAND; \*Lycée Agricol Tulcea, Tulcea; \*Lower Sec School No 8, Oradea; \*"Titu Maiorescu", Iasi; \*"Vasile Alecsandri" College, Galatz; ROMANIA; \*Youth Creativity International Club, St Petersburg; \*School No 17, Irkutsk; \*School No 41 / Gymn No 2, Irkutsk; \*Moscow School No 1415, \*Moscow; Lyceum Seversk, Seversk; \*Secondary School N 33, Novgorod; \*School of Tourism & Ecology Education, Severobaikalsk; \*School No 525, St Petersburg; RUSSIA; \*Tribune des Enfants (TRIDE), Pikine; SENEGAL; \*Basic School - Zakladná Skola, Vranov; \*Gymnázium M.R.S. /Grammar School/, Nove Mesto nad Váhom; SLOVAKIA; \*Pietermaritzburg Girl's High School, Pietermaritzburg; SOUTH AFRICA; \*Samasevaya Young Children Foundation, Talawa; \*Visaka Vidyalaya, Colombo; SRI LANKA; \*Eriksbergsskolan, Uppsala; \*Linghemsskolan, Linghem; \*Nossebro Skola, Nossebro; \*SigtunaSkolan Humanistiska Laroverket, Sigtuna; \*Vaksalaskolan, Uppsala; SWEDEN; \*Mwenge Primary School, Mbeya; TANZANIA; \*Marmara Private High School, Istanbul; TURKEY; \*Gayaza High School, Kampala; Mt. St. Mary's College Namagunga, Lugazi; UGANDA; \*Chernobyl Sec School # 5, Chernobyl; \*Educational Complex, Khmel'nitsky; \*Rivne School 23, Rivne; \*School 36, Lugansk; \*Ukrainian School 211 Sec English, Kyiv; \*Zhytomyr Speciauzea School #23, Zhytomyr; UKRAINE; \*Armand Hammer United World College, Montezuma NM; USA; \*National Gimnazium on Social Studies, Tashkent; \*Tashkent School #17, Tashkent; UZBEKISTAN; \*"Olga Golovic" Primary School, Niksic Montenegro; \*"Vladislav Ribnikar" Exp. Pri School, Belgrad; YUGOSLAVIA; \*Chiwala Technical Sec School, Ndola; \*Matero Girls Secondary, Lusaka; \*Milemu Basic School, Ndola; \*Olympia Basic School, Lusaka; ZAMBIA; \*Cheninga Sec School, Gutu; \*Wasarawapa Ta Sec School, Harare; ZIMBABWE;



## Inspired Teachers



***I am sure the spirit of friendship and responsibility will spread all around the world.***

Vladimir Paverman, Lyceum of Natural Sciences, Georgia

***I genuinely believe in the ideas of Life-Link Friendship Schools.***

Edvardas Janavicius, Kelme Aukuras Secondary School, Lithuania

***Sharing ideas and acting them out is one way of making this a better world and in Life-Link we can do this sharing and caring all around the world.***

Maria Wahlström, Vaksala School, Sweden

***I am very proud to be part of Life-Link. We are now inspired by the wonderful ideas of the youth. I hope we can implement these ideas as much as possible.***

Angelika Fortelny, Hla Wiener Neustadt, Austria

***Through Life-Link I have met people from all around the world and exchanged information and opinions about the environment, conflict resolving and human rights to help make a better world.***

Amira Karaduzovic, The First Bosniak High School, Bosnia Herzegovina

***Life-Link is a very good organisation for me to make a difference and show who I am and how I wish the world to be together.***

Yoshihiro Ukita, Doshisha High School, Japan

***Even the smallest good deed can make the world better. Let us be willing to do what is important.***

Oksana Levkovich, Zhytomyr Specialized School N23, Ukraine

***Life-Link has created a wonderful programme working for the future of our planet, you are the leaders of AGENDA 21.***

Anita Abelite, Krimulda Secondary School, Latvia



*Share a little bit of your love and I will come back to you. I feel the world is one and it is my family. Life-Link gives me a vision and information on global concerns and problems.*

Sister Beena, Notre Dame Academy, India

*The Life-Link peace programme is introduced into the curriculum of our classes.*

Martha Corredor, Abraham Lincoln School, Colombia

*Life-Link provides opportunities for students to work collaboratively and internationally on challenges devised by themselves. Through these actions students can show evidence of developing the key personal skills that will be so necessary throughout the world in the 21st Century.*

Mike Jones, Sandown High School, England

*Life-Link encourages students throughout the world to be empowered to take actions and share a common vision to work together to make a better world for themselves and others.*

Bev Steer, Carey Grammar School, Australia



Inspired teachers



# Project Management – Practical Guidelines

As working on cooperative projects is such an important aspect of Life-Link work and to a large extent determines the quality of the mission as a whole, somewhat more elaborate guidelines on how to manage projects have been worked out in this manual. The section borrows from social science theory about project management. Better understanding of project management theory can be of great help to do better Life-Link work at the schools.

A Life-Link committee at a school wants to set up a project. How will this work? In this section some ideas are presented on how the committee might work in order to receive quality results. Let us follow the committee step by step.

## **Step 1 How to take an initiative, get an idea?**

You have heard about Life-Link and you like the idea. You are ready to work for it and you read that Life-Link schools work together on common projects. But where do you start?

The very first step is that you sit together with your committee and ask yourself:

”What sort of concerns, needs and problems can we think of in our school or in our community, that have to do with the Life-Link aims and objectives and that we can and want to do something about?”

Now you might have read somewhere that Life-Link wants to work for a future where all people can live safely without fear of war, a polluted environment, discrimination, etc What can your school do to bring these ambitious aims about?

There is a famous saying ”Think globally, act locally”. It means that we all can do something in our own place in order to bring about a better world. Just think of what happens in your school or in your community. What can be improved? Are there problems with conflicts between groups, rights of minorities, a cleaner environment, social help for groups with problems, etc.?

A practical way of doing is that you ask the members of your committee to think about concerns, needs and problems that come in their mind thinking about Life-Link. Just ask them to make a list of these ideas and to bring that to a meeting.

At the meeting ask everybody to read out their ideas. The chairperson of the meeting lists the ideas on a large sheet of paper in order that everybody can see it. At this stage no discussion takes place. Just list the ideas and listen to what each committee member has to say.

After everyone has phrased his/her ideas the items on the sheet are ordered in clusters. Some of them may have to do with the environment, others with human rights, again others with social problems of certain groups like for example elderly people or street children. Order them in clusters and put these on a second sheet.

In most instances the committee will have far more ideas than it could ever possibly handle. As a second step, then, priorities have to be defined. A useful way of doing this might be to ask the members of the committee to individually rate the items and count them all up. Other committees could prefer just to discuss this together. Two criteria probably play a role:

- what do you think is most important?
- what can you handle practically?

As a result of the discussion a decision is made on what project the committee wants to work.

In a following chapter you can find suggestions for Life-Link projects and campaigns. These might give you ideas of what you can do at your school.

It is important that from the very beginning the school principal knows about the Life-Link work in the school. We recommend that after each step that we describe in this section you inform the principal or the person or group to whom he has delegated authority that you completed this step. Do this in written form. This procedure has the following advantages:

- the school authorities are informed
- you are sure that the school authorities agree on what you are doing
- you keep track for yourself about where you are in the project, all members of the committee share the same information
- it is easy to extract from the reports information that you can use in articles in the school bulletin or in local newspapers
- if school authorities are informed they are motivated and it probably will be easier to get access to funds and facilities of the school
- if the school community hears regularly about your project it will become an accepted activity in the school, making your chances for good support, once results are achieved, much higher.

## **Step 2 Definition of the desired results**

Once the committee has decided what problem or need will be tackled and the school authorities have agreed on it, the next step is to define as concrete and clear as possible what the outcomes of the project will be.

In formulating the results of the project try to be as specific as possible. For example, if your project is centred around care for the environment, you would not be satisfied by just saying: "We want the school community to become more aware of the need to keep a clean environment." It will be very difficult at the end of the project to know, if you have reached such a result or not. Instead you would rather use formulation of project results such as:

- we want the littering of the school grounds be reduced by 50% over a period of time, e.g. 2 months
- we want at least 80% of the pupils of our school to rate care for the school environment as an important area of our school policies, e.g. by December 1st.

Formulate the decisions you have been taken regarding the outcomes of your projects and write them on paper. Make sure you send a copy of your document to the school principal or delegated authority.

## **Step 3 Design**

The central question of the third step is to find solutions for the problem that you want to resolve or the concern you want to work on. In what way or form are we going to tackle the issue? At the first stage of this step the committee would want to generate as many possible solutions as possible. This is

the creativity stage. Members of the committee hold brainstorm sessions to make inventories of ways how things could be done. Just as with finding possible projects, during the brainstorm sessions it is advisable to limit discussions and to give as much room as possible to everyone to contribute.

The second stage of this step has to do with selection of the most feasible, effective and efficient solutions to the problems at hand. The goal here is to find the best solution.

As a result of this step a decision is being taken as to what form the project will take. Are we going to hold a campaign, devise a questionnaire, organise visits to people, perform a piece of drama, etc., etc.?

The result of the decision making will be written down on paper again and reported to the school principal or delegated authority and other parties we want to involve.

#### **Step 4 Preparation, planning of activities**

Defining the end results in a concrete way and the decision about the form the project will take enables the committee to begin thinking in terms of what sort of activities have to be carried out and in what sequence, in order to reach the required results. It is at this stage that planning of the project really takes off.

Two important principles of project management are instrumental in the planning stages:

- think before you act
- work from broad to fine

Think before you act is important, because if you do not think through beforehand what sort of activities are required in order to reach your results, you might end up by having to start several times all over again. Reasons for this can be, that you did not begin at the right point, or that you happen to disagree on the order of steps to be taken once you are underway or that you did not involve the right people, etc. More reasons can easily be added to the list.

Working from broad to fine means that you first indicate in broad terms what steps need to be taken. You then develop a detailed planning for the first step and after completing this, design the next step and so on.

An useful tool in project planning is to work with the five control factors:

**Time**  
**Money**  
**Quality**  
**Information**  
**Organisation**

#### ***Time***

Often people tend to forget to define how much time a particular project will take. A group just begins without a clear idea when things will be finished. In doing so, one runs risks such as:

- people give up on the project, when they get involved in other things, because they feel not committed to something that has no clear end;

- those who benefit from the project will build up expectations, without realising any longer all the extra time and effort that is involved; as a result they will be very upset if the committee wants to finish the project;
- after a certain period the inspiration is not any longer as high as before, the project might fade out by lack of commitment or interest.

Setting time limits from the very beginning offers a much better guarantee that the project will be finished when spirits are still high. If there is a need or a desire for continuation it is much better to design a new project with revised goals, a fresh approach, new personnel, etc.

Just as it is important to know beforehand how long a project will last, it helps to try to give an indication of the time needed for the different stages of the project.

### ***Money***

Most projects that Life-Link schools take on will create some financial costs. It may be only a small amount of money or a larger sum. In all cases it is strongly recommended that the Life-Link committee makes up a budget beforehand. Again the principle of working from broad to fine holds. The committee could begin with a rough estimate of the costs involved. As more information becomes available details can be filled in.

The advantage of having a budget at an early stage is that the committee can begin to look into the necessity and possibilities of fund raising. Also, a budget request can be made to the school.

Related to the budget is an estimate of materials and equipment that may be necessary. Once an inventory is being made, the committee can begin to see, if materials can be had from the school or the local community. Certain items might be given by local enterprises. If this does not happen a figure has to be created in the budget.

### ***Quality***

An important aspect of good quality management is that the project team tries to define quality standards regarding the results. Quality standards have to meet the following criteria:

- they are quantifiable
- they are measurable
- margins are build in

Examples of quality standards are the following:

- we want 25% of the school population to take part in the actions during our campaign day;
- we want to meet 50 people during visits to homes for the elderly or street children in period so and so;
- we want a response of 60 % for our questionnaire;
- etc.

Each of these quality standards are quantified and easily measured. It makes it possible to give an indication of the quality of the project in reports and articles that go out to the public. A great advantage of such quality standards is that it is very convincing once they are being fulfilled. If the targets are not reached, it will give clues for what went wrong and where improvements can be made.

One caution has to be mentioned here. Do not make quality standards too rigid! Always allow margins in order to prevent frustration. Keep yourself away from becoming too fanatic!

### ***Information***

As soon as a project gets started considerable information flows arise. Without careful planning they get easily out of control. Sooner or later no one knows anymore what actually is going on.

In order to keep track of what happens committee members need to inform each other of what each of them is doing. When subgroups are involved their work must be reported. Also, outsiders have at intervals to be informed. The committee would want a picture of who should receive which information at what time intervals.

Experience clearly has shown that when a project team tries to think beforehand what sort of information needs to be collected and administered and who needs to get which information at what time, the project becomes a lot easier to manage.

If for example it is specified beforehand who for a campaign day will be invited for what activities, it becomes much easier to send the proper information to each person and keep an eye on the response. Another example is the budget. If there is a specified budget beforehand, the treasurer can hand out money to different persons for the different items specified. Those who receive the money are requested to keep a record of their spendings and report that back to the treasurer. In this way the budget is under control.

### ***Organisation***

A clear organisation of the project is a great help in getting good results. Again, try at the beginning to spell out, who is involved in the project and in what capacity. Make lists of your target audience, resources, subcommittees and workgroups and specify what tasks and roles they have to fulfill.

Charts and diagrams help to digest the information. With a good overview of all the functions and roles of those in charge of the project everyone knows better his/her place in the whole. For those who hear about the project or stand in functional relation to it, it is much easier to understand what takes place and what it is all about.

Write down the results of your planning in terms of the logical order of steps in which you plan to carry out your project and how you will manage the five control factors (time, money, quality, information and organisation). Send a copy of your document to the school principal or delegated authority and keep one copy for each of the members of your committee.

### **Step 5 Action**

After all the thinking and planning, time finally has come to actually carry out the project. All the foregoing work derives its meaning from this step. Execution of the project will run smoother to the extent the preparatory steps have been done well. Here the principle 'think before you act' will pay off. Execution of the project will be finished when it can be shown that all the required results have been reached within the scheduled time limits.

Write up a short report about the activities carried out and the results.

## Step 6 Follow up

This step consists of two basic elements. First, all the steps undertaken in the project are being evaluated. In the evaluation the committee tries to answer questions such as:

- how did each step come about?
- what did we do really well and what can be improved in the future?
- what did we learn from the project?
- how was cooperation among the members of the committee?
- how was the relation with the school authorities?

The second element is looking into the possibilities of follow up. Now that the project has been finished what can be done in order to consolidate the results? Three options can be considered here:

- the outcomes of the project will have become normal procedures of the school;
- a follow up project will start in order to further consolidate results or realise certain desired alterations and/ or improvements as a result of the evaluation;
- the project was a one time thing, there is no follow up or consolidation, no routine has been established, no follow up project will start.

The results of the evaluation and decisions regarding follow up are written down on paper and reported to the school authorities. If desired they are published in the school bulletin.

If there is a demand for it, the documents that have been produced at the end of each stage, can be brought together in an overall report regarding the project. Such a report could be stored in the school library for future Life-Link project work in the school.

A short report is sent to the Life-Link International Office.

**PLAN AHEAD!**

**FAILING TO PLAN IS PLANNING TO FAIL!**



# Project Management - Summary

## Theory

*How to take an initiative, get an idea?*

”What sort of concerns, needs and problems to do with organisational aims and objectives do you want to do something about?”

”Think globally, act locally”.

What do you want to improve?

- Ask team to think about problems.
- Make a list of ideas to bring to the meeting.
- Team members put ideas forward at the meeting.
- List all ideas.
- Organise ideas into clusters.
- Prioritise clusters of ideas. (What do you think is most important? What can you handle practically?)
- Make sure other parts of the organisation are kept informed.
- Ensure regular communication of progress of team to organisation.

## Definition

*Definition of the desired results.*

Make a decision on the scope of the project, gain agreement from relevant management, define as concrete and as clearly as possible what the outcomes of the project will be.

- Be as specific as possible on proposed outcomes.
- Record decisions you have made, report sent to management.

## Design

Central question of this step is to find solutions for the problem you want to resolve or the concern you want to work on. In what way or form are you going to tackle the issue?

- Generate as many possible solutions as possible.
- Creativity stage, brainstorm sessions, inventories, mapping sessions.
- Selection of most feasible, effective, efficient solutions to the problems at hand.
- Decision on what form the project will take.



## **Preparation**

### *Preparation, planning of activities*

Defining the outcomes and making decisions about the form of the project enables team to choose the activities that need to be carried out and in what sequence. "Think before you act!". "Work from the broad to the fine". Use five control factors

- Time - set project time limits.
- Money - make a budget beforehand.
- Quality - define quality standards, quantifiable, measureable, margins.
- Information - keep information flowing to all team members plus others.
- Organisation - list target audience, resources, subcommittees, workgroups, tasks, roles

## **Realisation**

### *Action*

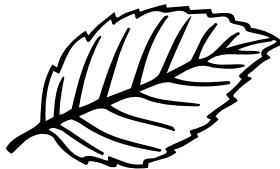
Execute project to achieve required results in scheduled time limits.

- Write short report - activities and results.

## **Follow Up**

Evaluate - what did we do well and what can we do in the future? etc

Follow up - what can be done in order to consolidate? Write and report next step. A full report on the project can also be put together if of value.







## Thanks!

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X-O Graf Tryckeri AB, Uppsala 2007



## **Address**

**Life-Link Friendship-Schools  
Uppsala Science Park  
SE-751 83 Uppsala  
Sweden**

**Tel +46 18 504344**

**Fax +46 18 508503**

E-mail for general Life-Link requests and information:  
**[friendship-schools@life-link.org](mailto:friendship-schools@life-link.org)**

E-mail for *Peace Actions* reports:  
**[actions2000@life-link.org](mailto:actions2000@life-link.org)**

Homepage:  
**[www.life-link.org](http://www.life-link.org)**