

Gallery walks_2

Drawings and discussions around key words, quotes, definitions about peace, human rights and citizenship

Public	: students of all ages.
Disciplines	: Law, Citizenship, Human sciences, English.
Implementation conditions	: before or after the visit of the exhibition Humanitarian Adventure - Defending human dignity.
Implementation duration	: 45 minutes.
Skills	: Drawing, writing, reading, understanding, reflection.
Materials	: piece of paper per student, marker/pen/pencil (minimum one per student), post-it notes (optional).

Principle of activity :

Place students into groups of three to five.

Give each student a piece of paper and ask them to fold it in order to create four, six or eight squares (lead them in this exercise if needed. For example, "*fold the paper like a hot dog, now like a hamburger*").

Pass out the writing utensils. Each student should have at least one. The activity will be more involved if students are able to use different colors of markers.

Make sure all students have re-opened their paper revealing an appropriate number of "boxes". Inform students that you are going to say a word and you want them to draw how that word makes them feel, or what it makes them think of. If they are more comfortable writing a word or phrase, allow them to do so. Reassure students that there is no wrong response. If working with a really young group of students, you can have pre-printed paper with numbered boxes drawn in.

Examples of words to call out: peace, war, right, family, rebel, terrorist, ...

After saying a word, allow an appropriate amount of time for students to respond on their papers. This will vary from two to four minutes depending on age-group. You can give students a warning when time is almost up so they do not become anxious.

After all the words have been called, the activity can proceed in two different ways, depending on age group and atmosphere (variant A or variant B) :

Variant A

Have students share within the group. Encourage them to ask each other why they chose to represent these words in such a way. Ask students if anyone would like to share with the class.

Discuss with the class:

- a. Which of these words were difficult to represent? Why?
- b. What is peace? What is war?
- c. Is peace simply the absence of war?
- d. Does peace mean that everyone is happy and safe?

Variant B

Have students place their papers around the room anonymously. Give each student five to ten sticky notes. Ask students to walk around the room and use their sticky notes to comment on each others images using words or pictures.

After this has happened, have students walk around one more time and read the comments.

Discuss.

A quote for discussion :

« Freedom is not a gift from Heaven - one must fight for it every day. » Simon Wiesenthal.

Related Question:

1. What does *fight* mean in this context?
2. Where does *peace* come from?
 - a. How do we find it?
 - b. How do we keep it?
 - c. Is *peace* the fulfilment of basic needs?
 - o Does everyone need the same things at the same time?
 - o How do needs change according to circumstance?