



'On our own we glitter...TOGETHER WE SHINE!'

Peace Tree Spirit Workshop 2013

The Peace Tree Spirit Workshop will address the following areas to assist educators to meet the objectives of the Ontario Ministry of Education including:

1. Ontario's Equity and Inclusive Education Strategy
2. Promoting a Positive School Climate

Peace Tree Spirit Workshop Outline

1. Welcome, introduction and ice-breaking activities to the Peace Tree Spirit and inspiration for the Peace Tree film
2. Screening of the Peace Tree film and creation of Peace Tree
3. Discussion and analysis of the themes embedded in the film through an interactive quiz and activities that will encourage inference and critical thinking. Themes will include: racism, discrimination, stereotyping, interfaith initiatives, celebrating diversity, highlighting traditions and similarities, equity and the importance of balance and respect.
4. Discussion and presentation of initiatives beyond the Peace Tree film and how to start the Peace Tree Spirit (initiative) in your school.
5. Peace Tree Ambassadors to work in groups to brainstorm creative and innovative initiatives through a celebration of diversity to implement over the

school year in order to create peaceful, inclusive, safe, caring and equitable schools through their Peace Tree Club. Finding individual strengths and interests of each Ambassador to organize and sustain club.

6. Interactive workshops including Korean Ribbon Dance, Bollywood, Salsa Dance Fusion and Origami, Mehndi Creative Fundraising Tools to inspire innovative leaders for social justice through the arts.
7. Culminating activity, goal for January 2014, how to stay connected and share.

The following expectations from Grades 5 – 8 will be covered over the course of the workshop:

Dance

A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions and styles from the past and present and their sociocultural and historical contexts.

Drama

Creating and Presenting – Gr. 7

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

Art

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms styles, and techniques from the past and present, and their sociocultural and historical contexts.

Music

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

Language

Speaking to Communicate – Gr. 6

2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion)

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

Media Literacy

Responding to and Evaluating Media Texts – Gr. 5

1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions

Making Inferences/Interpreting Messages – Gr. 6

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media text

Understanding Media Texts – Gr. 6

Point of View

1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal

'If we are to create peace in our world, we must begin with our children.'

Mahatma Gandhi