



# Handout for Teachers

## Training in Global Ed, Leadership, Tolerance & Conflict Resolution

Our program is presented in two parts, consisting of one or more **assemblies**, then follow-up sessions in their classrooms with selected classes or students.

Students are most inspired by this program when they have been prepared to view it as it ties into existing school activities, using the 1WOW™ program to create a school wide experience which can springboard discussions relevant to your students. The classroom follow-up sessions focus peers on understanding their ability to help class leaders be good leaders, and recognizing true friends.

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The material of the assembly program can fit into your curriculum by supporting classroom dialog on themes such as: peace, international conflict, population issues, foreign aid, immigration, individual responsibility, community building, leadership, racial, cultural and religious tolerance. Past evaluation forms confirm that you will be best served by the ONE WORLD, OUR WORLD program by linking subsequent activities for the day to these themes - writing essays, graphing data, discussing school social structures, etc. - tying the assembly into the basic curriculum of your class. In the show itself, you and your students will experience:

- Music and street scenes of China, Russia, Afghanistan, Ghana, Sierra Leone, Nigeria, and Mexico. It allows views of countries large and small, rich and poor, from various continents.
- The idea that around the world, people have much in common, sharing similar needs, desires, and emotions. Students are enrolled in a game to seek out these similarities - to become aware of, sensitive to, what people have in common.
- On stage simulations which physically depict population densities, food supplies, and energy consumption of these areas, and may clearly depict immigration issues too.
- The key idea that once we can see the similarities of ourselves to peoples far away, we can better recognize our relationship to our classmates, schoolmates, neighbors, and family. Peace begins with each of us, and how we treat each other locally.

IF the timing of the 1WOW program doesn't encourage a link to your basic curriculum, here are ideas on using it to promote conflict resolution techniques and tolerance.

### Prior to the Presentation

Teachers will find it supportive to have students discuss the concept of peace. It is the unifying vision of each theme listed above. Whether computers or rockets or friendships or teams, we create what we can clearly imagine. What is Peace? How does it feel? Do we have it now in our homes? towns? country? world? Would it be nice to have? Do we want more of it? If peace is felt when we get along with others, what methods do we use to meet new classmates and develop friendships? Is looking to highlight similarities in clothing, taste in food or music, etc. a strategy which some of us already use, and if so, how widely or narrowly do we identify similarities? What consequences are there for defining our community with wide versus narrow filters of similarities? As a preview to the value of the program, ask if students pick friends by interest in the activity or by the color of their hair? color of their skin? language? religion.

### After the Assembly

Several students will have received popcorn or similar snack during the program. It is an ideal time to ask the full class to discuss how they felt upon seeing the discrepancies in world food supplies. Also, since not all students get to stand on the world map, link the feelings of non-recipients to those of the "Have-not Countries". What feelings and what ideas do the students have on what to do with the popcorn? How can they use this event to have a more peaceful school campus? Is conflict management through student mediation a process which can be brought to or strengthened at your school?

**Note:** Climate changes, a peaking of the "Green Revolution", Peak Oil (fertilizer & pesticides) and global population and consumption pressures are forcing the worsening of the disparity demonstrated. **Also**, contents of this packet, if not copied in full to all teachers, are available online under Teacher at [www.1wow.org](http://www.1wow.org) should you want to follow these trends further. Long term we hope to link schools that have shared the 1WOW program experience, to **develop a better global community together**.

**Ideas: Younger Students/ General Social Studies Curriculum**

It would be useful to anchor the experience by asking what the children learned, what new ideas they found. Some in depth material for students to consider might include questions such as:

What do they believe people in Africa (China, Mexico, and Russia) have in common with Americans? i.e. TV, movies, music, sports, family structure, school, work, friendships, emotions, climate, economies...

What do they believe the differences are? i.e. clothing, art, customs, laws, language, religion...

What about peoples in their communities? Do they see different kinds of peoples at school, in town, on TV?

Did the Assembly change some perceptions about people? Do they now understand that people are much alike, want the same kinds of things, have the same kinds of feeling?

What does peace look like for the students in their own neighborhoods? For all the peoples of the world? How can they individually and collectively affect their communities? The world?

What will they do at school to practice making the world a better place? i.e. reaching out to make friends with children they thought were different.

**Ideas: Older Students/ World Studies Curriculum / Discussion topics to build upon the assembly material:**

What issues do students believe require international agreement to settle on behalf of all people? i.e. hunger, environment, international armaments, racism, employment opportunities... In 2011, global population reached 7 Billion. How does this complicate the issues? Is the United Nations sufficient to carry out these tasks? If so then how, if not, what changes are needed? Where did they learn whatever it is they believe they already know? i.e. school, parents, travel, TV, movies... How would they create a world where everyone felt safe? Why is it important to think globally, and act locally.

**Raw data used adapted for 1wow™, and comparable data on selected nations**

(Information sourced from the Population Reference Bureau and Mindscape's "World Atlas 6.0" software.)

	MID 2001 EST. PEOPLE (Millions)	ANNUAL Growth Rate %	LAND Sq. miles (Thousands)	NUTRITION		ENERGY Kgm/Capita OIL EQUIV.
				Avg. Calories Per Capita ANIMAL	VEGETABLE	
CHINA	1,273	0.9	3,601	286	2,356	811
NIGERIA	127	2.8	352	57	2,143	210
MEXICO	100	1.9	737	556	2,506	1,911
RUSSIA	144	-0.7	6,593	565	2,160	6,742
USA	285	0.6	3,539	1,107	2,535	10,921
AUSTRALIA	19	0.6	2,941	1,224	2,078	7,321
ALGERIA	30	2.4	920	322	2,622	1,044
BANGLADESH	134	2.0	50	54	1,983	n/a
BRAZIL	172	1.5	3,265	429	2,301	780
CANADA	31	0.3	3560	1,042	2,200	10,903
FRANCE	59	0.4	212	1,385	2,207	5,457
GERMANY	82	-0.1	134	1,251	2,251	6,798
INDIA	1033	1.7	1148	154	2,075	336
INDONESIA	206	1.7	705	87	2,517	348
IRELAND	0.8	0.6	27	1,495	2,456	
ITALY	58	-0.0	114	898	2,600	3,998
JAPAN	127	0.2	145	616	2,305	4,754
LIBYA	5	2.4	679	466	2,828	4,328
MONGOLIA	2	1.4	604	824	1,438	1,622
PAKISTAN	145	2.8	298	286	1,994	290
SAUDIA ARABIA	21	2.9	830	467	2,462	6,922
UNITED KINGDOM	60	0.1	93	1,108	2,162	22,379

The above data expands the material of the actual assembly and should allow you many opportunities to develop classroom enrichment activities in math or teach national rankings by lining up students by countries they represent. Trying to keep the model current midst the rapid population growth would require constantly changing the size of the hoops - just to accommodate the changes. The numbers and ratios of 2001 show disparity quite well, and what has been happening since means the real world situation is now more dire than even as shown on-stage.

## Handout for Teachers **6 Steps to Building PEACE**

6 steps were presented during the assembly. Here are sample explanations as to their usage. Many schools have found these concepts useful.

### 1. **Time Out to Calm Down**

Time to calm down and **think about what is lost** if the conflict (fighting, arguing, etc.) continues. Time to reapproach the other person and ask for a chance to settle this peacefully. What common bonds will remain strained in the classroom, school, neighborhood, etc. until the problem is handled?

### 2. **Send an “I” Message**

Speak Personal Needs. Most people accept as truth what we say about ourselves, but can easily argue statements about another person’s actions or motives. Speaking in terms of our own needs is much better than pointing out faults in the other person’s actions. As a skill developing tool, can “I” describe the problem without words implying that “YOU” did anything?

### 3. **Listen Actively**

When we listen so that we can repeat back to the speaker in our own words, we are evaluating, analyzing, condensing and understanding the other person’s message. We have a better opportunity to see that person’s viewpoint, and if we actually repeat back these ideas for the other person to hear our understanding, **we build up trust in them of our own sincerity** in resolving the problem. Active listening uses posture, eye contact, head nodding and other non-verbal cues to communicate that we are listening.

### 4. **Both Sides Accept Responsibility**

It takes two to argue. As an active listener, notice and accept responsibility for how our actions contributed to creating the misunderstanding. Both sides need to reach this conclusion for their own activities, but it is difficult to have either of the two people point out the problems of the other. **If this situation continues, mediation** may be an alternative.

### 5. **Brainstorm Possibilities**

Once you get this far, just start listing alternatives for allowing one side or the other or both sides to feel that their needs are being met. While brainstorming, it is important to not judge the ideas. Even if an idea sounds silly, or impossible, the listing of it allows that person to be free to suggest another idea - and that may be a great one. After an agreed amount of time, the full list can be prioritized, and two or three ideas may be combined into a compromise that both sides can accept.

### 6. **Agree to Live by the Results**

Getting to an idea that “could” work is most of the process, but being able to live by this idea is a demonstration of maturity. This is how Peace is truly won, and enemies are allowed to become friends.

### **A Classroom Exercise that improves critical thinking skills**

Application of these principles becomes second nature with practice. **Role playing societal situations helps practice them.** Examples of relevant issues are: the USA vs. Iraq at the United Nations, the Revolutionary War, industrialists vs. environmentalists, or any issue that **historically** may have involved shouting matches and name calling. (Analyzing current political candidates, issues and parties can be revealing) Prepare a few students to role play the key protagonists. Act out a situation first with the name calling, then with “I” messages to make clear how use of the language can escalate or reduce a conflict. Revisit this exercise throughout the school year to reinforce the practicality yet lack of use of these simple concepts.

## Handout for Teachers

### Building Healthy Friendships with Great Leadership

Outline of the class lessons: grades 4-7 (with practice, 45 minutes.)  
Easiest to prepare to facilitate by viewing first at  
<https://vimeo.com/oneworldourworldprogram/videos/sort:alphabetical/format:detail>

**Note:** Success depends upon enough group members adopting these ideas to shift the dynamics of their group's interactions. Help this happen. **Only present this lesson when it:**

- 1) Follows an empathy generating event, like our interactive global assembly program.
- 2) Is conducted for all classes of the same grade within the same day, and
- 3) Is presented by someone whom the students will consider a special speaker.

**PART I** 12-min. **Defining True Friendship** Brainstorm with students how they define friends and friendship  
Illustrate how "sticking with friends, no matter what" can be dangerous, even deadly ...

depending upon the choices made by our friends (drugs, weapons, gangs, etc.)

1. Ask, "What would you do if a friend were considering..." (gangs, drugs, suicide?)  
Typical responses are that they'd help convince their friend otherwise (keyword for list: ADVICE.)
2. Emphasize their response above: that good friends, true friends, give their friends help/advice to avoid mistakes - we'll come back to this in part III-b.

**PART II** 15-min. **A Break in the Tension** (with use of prepared overhead transparencies or board)

1. **Active Listening** involves our full attention, our posture, our eye contact, ...  
and our thinking about the content and emotion of the speaker
2. **Exercise: Practice listening in pairs**, (show sample discussion topics, make pairings, time one minute to speak, listener restates for 15 seconds.) Invite student comments. Typically, there will be mention of the good feelings when others actively listened to them. Reverse roles and repeat.
3. **Extrapolate** as to how this could help them during periods of conflict, whether with parents or classmates.

**PART III** 13-min. **Defining Leadership via Extreme Examples** (use overheads, and diagram on board)

1. Briefly brainstorm names of famous world leaders (Bad and Good) of the past 100 years. The two most consistent names that kids provide are Hitler and Dr. M. L. King, and they serve this exercise well as archetypes of leadership.  
**(Strong recommendation:** Avoid/ disallow naming USA presidents - political viewpoints lead the lesson off-track.)
2. Ask what Hitler did that earned his notoriety. (**Hint** as to how he gained popularity & power – Tell them they are a great class, and then ask if you should keep talking or be quiet. Hitler became popular by praising the German majority, and blaming problems on a minority group.) He did it very effectively and gained great power, and caused great harm. **Saddam Hussein, Osama bin Laden, Stalin** (and others whose names the kids provide) used similar techniques.
3. Ask: Did Martin Luther King (and **Mother Teresa, Gandhi, Einstein, Schweitzer, Susan B. Anthony, Sadat, or Mandela**) gain fame for separating people? No! They're known for speaking in ways to bring people face to face with moral principles, and in the process bringing people together to solve common issues.

**PART IV** 5-min. **Conclusion: Linking Leadership to Friendship**

1. Looking to the schoolyard: "How do our friends / classmates behave?"
2. Ask if any of the popular kids "sometimes, maybe, try to build themselves up by putting others down." ... soften the next statement by pointing out that "these same kids are learning math, learning science, and if it is their personality to want the attention of leadership, they are learning /practicing how to lead....  
Ask them, "At the time they put others down, which type of leader are they practicing to become?"  
"Is that in their friend's best interest?" And "Would a friend wish this outcome for their friends?"
3. Returning to their earlier assertions and using their new view of leaders:  
Real friends will only support respectful behavior within their circle of friends.
4. Ask them to raise their hand if they have at least one friend at the school. If honest, everyone will be included.
5. If each friend only made the effort to help their own friends, it would mean that everyone would have a person to help them be their best. And, if we each act as true friends, we'll only develop good leaders! Our class and school (now and through High School) will be a friendlier, safer place...just about immediately. It is up to them!

**Teachers and staff need to nurture these ideas. The first students to try are more vulnerable to peer criticism.**

This page is downloadable from the Internet at [www.1wow.org/pages/teacher.html](http://www.1wow.org/pages/teacher.html)  
Permission to replicate this lesson plan only in its entirety, with credits shown.

## Outline of Classroom Discussion Session

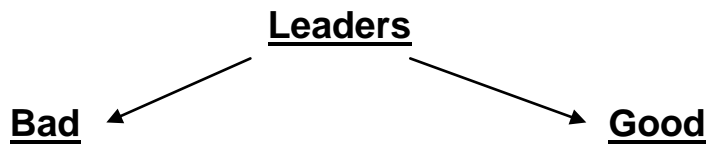
15 minute segment

Topic

1) **Brainstorm Friends**      Who are real friends?  
What do real friends do?      List Qualities  
List Behaviors

2) **Listen Actively**      Group Exercise (in pairs)

3) **Good Friends & Good Leaders**



**Brainstorm**  
World Famous  
Leaders of the  
last 100 years

Now consider what made  
the evil ones famous  
for being evil = ...

Separate People,  
Cause Division

Bring People Together  
Solve Problems

Apply These Ideas to Behavior of Class Leaders (most popular)  
... and the friends around them

## What is Active Listening?

... besides one of the **6 Steps to Building Peace**

Active Listening is when you listen very carefully and try to understand the ideas and feelings of another person **from his or her point of view.**

### Four Steps to Active Listening

- 1) Look at the person who is talking.
- 2) Listen carefully to understand his or her words & ideas.
- 3) Notice the feelings that go with the words.
- 4) Say something to show that you have been listening...

**Restate the words:** "You're saying that..."

**Describe feelings:** "You seem to be feeling..."

### Partner Exercise

#### Sample Discussion Topics:

- What I'd like to do this weekend
- A Skill I'm trying to improve
- Something I'm worried about
- My hardest subject in school
- The best time I ever had with a friend

Adapted from "PEACE PATROL: Training Peace Patrol Teams



## Presenters Required Set-up Equipment:

**Country Hoops (7)** If constructed out of drip tubing, using the connectors for such tubing, these hoops will have an excellent visible size, rigidity and durability. The circumferences needed to appropriately represent the national land areas AND place the students into their areas are: Russia 227.6", China 168.2", USA 166.7", Mexico 76.1", Nigeria 52.6"... with the high population density nations of India 95.0" and Germany 32.6"

**Country Posters (5) showing** national boundary outline and/ or at least the names for the countries of Russia, China, USA, Mexico, and Nigeria.

**One standard 12'x 9' to 16'x 12' blue tarp** - defines the "world" area  
(and it facilitates clean-up after the assembly of any spilled popcorn.)

**Bags of Popcorn (20) and Chocolates (a large handful)** to be given away during each presentation.  
The need is to be able to pour some of the snacks out making popcorn or cheeto type snacks usable, but not chips. Costco and Sams clubs sell 1-2 oz. popcorn snack sizes in packs of 20.

**Beachball Earth Globes (2 or 3)** modeling different aspects (geopolitical, environmental, etc.)

**The general requirements for the school are that:**

1. The location has its own projection screen upon which to beam the images.
2. The location can be darkened to near theater conditions. (If there are skylights, is it possible to cover these for that day with a construction paper of some type?)
3. The location has a PA system of a quality suitable to amplify the program music.

Going into schools is always easier if the presenter has the opportunity to preview the room and facilities that will be used. Since this is not always the case here is a list of equipment that will cover 95% of US School situations:

- 50 - 100 feet of Audio patch cord
- 50 - 100 feet of electrical extension cord (Don't count on the custodian lending you one that works!)
- A microphone and cord that can reach to where you are operating the laptop. (Radio microphones seem nice, but their batteries can give out during a presentation.)
- A microphone and cord that can be used on-stage.
- Adapters to connect your audio cord and microphones to the school's PA such as: A ¼" plug, OR a 3-pin microphone plug (male or female) is needed. Rarely, the only input allowed is through a mini- plug. It is best to carry a variety of plugs to be prepared for the school. Radio Shack is a good source for parts.
- Lastly, it is easiest to have the laptop keyboard "hot-keyed" to start each of the 4 video segments. Something like <ctrl-alt-1> to start a batch file that starts the video for segment 1. These videos should be the "original" files as downloaded from the archives on Vimeo. Additionally, there are ways to adjust contrast, brightness and volume for playback using the VLC video player as compared to many other video playback software options. The need to slightly bump-up the contrast, brightness and saturation will vary depending upon your projector and location, and VLC gives you the last minute option to optimize the viewing of the material.

In setting things up for the program, look to see where students view of the images or of the demonstration will be obstructed, and avoid allowing students sit there. The program music and the interviewing of students must be heard clearly by the audience.



## Concepts Behind the Simulation

(The "Training the Trainer" video helps you see the flow, but there are reasons behind each phrasing and step. Consider this a supplement to the videos [linked to earlier](#))

Every school has its own technique for students coming into an assembly. In general it is best for students to not get too excited upon entering the room. One technique is to play soft music and simultaneously run a slideshow. If the students still seem excited, ask them to

note the imagery and think of the meaning of "peace" – which will be one of the themes of the day.

For younger students, use a beach ball globe and interact with them as to what they know about the world. This keeps them occupied while the remaining students enter the room. As the last students enter the room, begin **video segment #1** of the show, even before any formal introduction. This generally engages the students' attention more quickly than having an adult ask for students to be quiet. At the end of this introductory session is the ideal for the principal of the school to briefly introduce the speaker - while allowing time to walk to the front of the room to begin explaining the event and the to-scale modeling onstage - helped by using popcorn and chocolate candy. Try to keep it short, as modeled in the training videos. The assembly requires a full hour, not to be truncated.

Begin **video segment #2** and remember that "less is more." The less said during the projected content the more easily the students can sink into the imagery and music of the program. Let it do its work. Limit your words to as few as possible to focus attention on what is transpiring on the screen. If the energy level of the room becomes loud, remind them that it is helpful to be quiet and thank those who are being quiet for their help. Afterwards, just reinforce this by thanking those who are being quiet.

At the end of **video segment #2**, ask that the lights be turned up and inform the students that you'll be picking the first five volunteers to be in the show. It is important for the presenter to look for two things as he or she selects students. The students should be selected from various classrooms and from various ethnic backgrounds as available in the student group. Many students will strive to get your attention by the raising themselves off their seats, which becomes disorderly and counterproductive. As you observe this let them know that you cannot pick students who are not sitting as they have been taught to do.

As you pick the students let them know that they should stand and go to the front of the room where they will answer the question as to what they saw that was the same about people around the world. You'll likely find that for this age group girls tend to be more mature in their answers than boys and so it helps to have girls answer first or at least have one girl answering first. This helps settle down the other students from giving attention-getting answers. Almost all answers will be very appropriate as to things they saw and it is up to you the presenter to acknowledge the value of the aspect noticed. If an answer is not forthcoming or if an answer is totally out of line acknowledge that the student might not have understood what was asked and suggests that they go to the end of the line and think of another answer. This allows the remaining students to model for the one who gave the inappropriate answer. Pretty consistently, you'll find that when that student comes back to their turn, they will give ideal answers as to what's the same about people around or the world.

As each student gives their answer and is acknowledged have with them take seats in the front row or somewhere where they can be found quickly to come back into the game as you complete the second round later on.

Speaking to the audience asked them to shake their heads if they've noticed that this game is easy to play. Tell them that the second round will focus more on people and what the people are doing than on the things that people make and have. This is because people are definitely more important and more interesting than things. Ask them if they like a challenge. They will probably answer yes. Tell them that you'd like to see if they can make one clap that sounds like one big clap... on the count of 3.

1, 2, 3 ... at which point you then clap your hands. Act surprised at how well they did and see if they can do better a second or a third time. Tell them that you now know how they sound when they are paying attention. Here is the challenge. There will be several pictures that will be easy to recognize and a challenge is to see if they will clap that uniformly when these pictures occur. The pictures that will be easy to recognize are of women wearing a white wedding dress. These should be easy to find because in every culture of the world people have celebrations when they get married. Women do not always wear white wedding dresses but in many countries they do and there are three pictures that show women wearing white wedding dresses. The challenge is whether you and the teachers and other adult guests will believe that the students are really paying attention and the way they can prove it is by how well they clap only (repeat only) when they see someone wearing a white wedding dress.





There are two games happening concurrently. One is to look for white wedding dresses and the other is to in general notice what people do (what jobs grown-ups have, what games kids play) that are the same - no matter where you go in the world.

Go back to the laptop computer and start **video segment #3**. Again, the concepts are to pay attention to the music and images and to speak as little as possible while focusing attention on the images. At the end of this segment again ask that the lights be turned up and ask for five more volunteers. If there are other logistics that need to be done such as raising the projection screen so that the back of the stage can be seen either you or another adult needs to do this now. So far only 10 students have been selected, which is too few for the simulation game. Identify a front corner of the room generally to your left their right where an additional 9 students and one teacher can assemble. Ask if one of the teachers is willing to be a volunteer and when selected have the teacher be the first to go to the selected spot at the front of the room. Next select an additional 9 students. The careful that only 9 students go up and join the teacher. Logistically, while the students are coming to the front of the room, have the first five students stand and take a position in-line onstage. Each hall is different but you must strive to have these five students be in line behind the demonstration area and not blocking the view of other students.

Again ask your new five students what it is that they saw people doing that was similar to what people do "here" in their hometown. The same general rules apply as to acknowledging the quality of their answers and accepting all but the least appropriate answers as valid. As each of these students gives their answer have them join the first five in line at the back of the stage. Now ask the new group of 10 to connect their line to the 10 in-line onstage. Award the teacher the privilege of selecting any position in line that he or she chooses. This usually doesn't matter since the last 13 positions of the 20 will be in China. It does serve to allow some privilege for the bravery of the teacher to come up in the midst of your game.

Introduce your game by showing that the hoops for China and the United States are almost the same size. Then explain that each represents the area of the country and that one inch on the circle represents 40 miles in real life. Introduce that each person in line is going to represent 100 million people. Then begin making your scale model of the world. Best to do Mexico first. Pick up the hoop and poster for Mexico and show the audience the size of the circle. Some students will laugh and you can point out that Mexico is a large country, larger than many other countries in the world. It does have a population of almost exactly 100 million people, so invite the first person in line to come stand on your demonstration area and represent the people of Mexico. (Note that you will be positioning the hoops onstage with the northern countries closer to the audience and in the same general position as they occur on the globe.) After Mexico, pick up to the map of Nigeria and its circle and introduced into the audience. Nigeria is only half the size of Mexico but has a population of about 124 million people. Ask for students if this rounds closer to 100 or 200. The answer of 100 million people means that we will select the next one individual from the line to come represent Nigeria. Have them stand in the appropriate spot onstage and again show the hoop being dropped over them highlighting that it is more crowded for Nigeria that it was for Mexico because Nigeria has half the land area.

The next country to introduce is Russia. It is the largest country in the world representing 1/8 of all the land area of the world, (when it was the USSR it was 1/6 of all land area globally, so Russia is 3/4 the size of the Soviet Union.) State that the population of Russia is about 150 million people and having said this, ask the students if you should round to 100 or 200. Invite the next to students to come onstage standing in the area to be Russia and position the large hoop over them. Give one of them with the map of Russia to hold as a reminder of the country they represent. Next go to the USA which has a population of about 285 million people. Does this round to 200 or 300? Invite the next three students to come stand in the area for United States and dropped that hoop over them.

Take a moment to show why many countries are not been demonstrated in our game. For example, people might ask why don't we have countries from Europe like England, Italy, France or Germany. "The largest of these is Germany and here is the hoop representing the size of Germany when one inch equals 40 miles." Show them the hoop and point out that it is far too crowded, far too small, to fit a person and yet Germany has close to 100 million people. Next pull out the hoop for India - which at first glance looks big enough to be used in our game. Point out that for India you'd need to put 11 people into the circle.



It's enriching to introduce math in the show by saying that some people enjoy numbers and give them the following statistics: if we took all the people of the country and all of its land had been divided to find the number people per square mile we would find that Russia has about 27 people per square mile. We would find that the United States is three times this crowded as Russia with about 75 people per square mile. Mexico is about twice as crowded as the United States with about 150 people per square mile. And Nigeria is twice as crowded as Mexico with about 300 people per square mile. Germany is too crowded to use in our game

because it has 500 people per square mile, and India has 800 people per square mile. The one remaining circle, the one for China, holds a population of 1300 million people. "Look, we have exactly 13 people left in line" - invite them all come stand in the circle. Actually have them bunch together (not in a line) and then drop the hoop over them instructing those on the edge to step on the hoop. (Even high schoolers and adults have done this show - all can fit - just try.)

While this is a fun way to remember population and population density it does not begin to explain why peace is so hard to have. Tell the students and the audience that you will now hand out the popcorn and chocolate based on the actual nutritional average for the peoples of the different countries. Explain that 20 snack size bags of popcorn (or Cheetos) will each represent an average person's fair share. Pre assembly, duct tape 6 pairs of bags together, and have a sandwich bag handy to empty and balance contents. In handing out the food it is best to start with China where 13 people will receive nine peoples food (3 double and three single persons shares.) Announce that whoever gets food during the game gets to keep the food. The game is for real. Have audience students pay attention to the behavior of those students onstage since it will help explain real world behavior that they sometimes see in the news. After handing out the popcorn for China (3 double, 3 single bags) - highlight that some people got more than their share (maybe those communist party leaders) and many people did not receive any food. Ask the audience whether this would produce peace or problems.

Go next to Nigeria which has one person. Have in your hand both one bag of popcorn and an empty plastic bag. Ask students if they think that people in Africa will average as much food as the people of the world. The answer is "No!" and pour half of the single person's share of popcorn into the empty plastic bag and give the other half to the student in Nigeria. This sets up game expectations for your next country which is Mexico. Again select a single person's bag of popcorn and asked the audience whether they think the student in Mexico will receive a full share. Many if not most of the audience will say no to which you reply, "beep wrong answer!" The surprise is that Mexico averages more food per person than occurs for the world average. Add some of the popcorn remaining from Nigeria into the bag for the person in Mexico. (Just a pinch)

Now go to Russia with two people and point out while holding a double bag size of popcorn that Russia is a world power and its people do receive more than the average amount of food per person. The problem here is that Russians do not receive much more than the world average and that the distribution in Russia is very unfair. Hold up both the double bag and what's left of what was taken from Nigeria. Tell the students that one of the students in Russia will receive the double bag and one will receive what's left. Generally there will be some competition apparent between the two students in Russia. Encourage the audience to watch the behavior that follows. Hand out the two bags and see how the students grab for the double bag and reluctantly accept the remaining bag after the double bag is taken. Now ask the students how long they think there will be peace in Russia if this situation continues this way. Ask them how dangerous it will be for the world if Russia has another revolution with a new dictator coming to power promising to help everyone get a fair share of food and services.

Finally go to the United States circle. You'll have left in your demonstration a handful of Hershey chocolate kisses and 7 people's fair share of popcorn. Handout the popcorn 'first. Remind everyone to watch the looks of anguish on the faces of a few students in the other countries. Next, hand out the chocolate. Many times there will be students who will step into the USA circle in order to get some chocolate, hand them some. Immediately other students will grasp the options of the game and will likely also cross the border. Here it is essential to quickly freeze the action. (And here it is obvious why the stage needs to be far bigger than the tarp - so that the USA circle is away from the edge of the stage. This step also shows why students in China needed to be standing on their hoop, so as to avoid having anyone tripped during the demonstration.)

Start **video segment #4** and then present the Assembly conclusion and Classroom Sessions as modeled in the videos "[Conflict Resolution Training for Trainers](#)" (segments 05 through 11)