



Dialogue for Peace Outreach Program

On behalf of the Directors of the Peace On Earth Film Festival, and its supporting non-profit, Transcendence Global Media, I wish to express our gratitude to the Build the Peace Committee for recognizing our Dialogue for Peace Outreach Program (DFP) and the impact it has had in building dialogue toward nonviolent practices. The programs listed in this packet are a modification of our DFP, and designed for students K-12.

Peace is a choice, and we offer to you an opportunity to select the film and program that can launch your students into dialogue to reduce violence and create a more cooperative environment.

We have provided a selection of three short films from our annual festival, and attendant curriculum to engage your students in a stimulating adventure into film and dialogue.

Thank you, for all you do in support of peace practices,

Nick

Nick Angotti,
Co-Founder / Executive Director POEFF

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LOVE YOUR ENEMIES (Animation) Director: Kristen Miller Page 2

2:00 minutes in length --- Suggested for grades: K - 5th

Description: The greatest peacemaker of all is to Love your enemies.

This short animation exemplifies the simplicity of this call.

FLAGS (Short Narrative) Director: Mattan Cohen Page 3-4

4:00 minutes in length --- Suggested for grades: 5th - 12th

Description: Nationalism giving way to 'A Worldview'

NAMASTE (Short Documentary) Director: Sarah Miller Page 5-6

7:00 minutes in length --- Suggested for grades: 6th – 12th

Description: Sarah created a video comparing her life and those of her peers with people she met in Nepal, finding different definitions of necessity, wealth, and happiness.

Brief Description of the Peace On Earth Film Festival and it's Educational Outreach Programs Objectives and Illinois Educational Standards Met Page 7

Inspiring Change Through Film and Education

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2013 Peace on Earth Film Festival: March 7th – 10th
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Inspiring Change Through Film and Education



Dialogue for Peace Outreach Program

Dialogue for Peace is designed to engage children toward genuine dialogue, which can shape thinking on sensitive issues that in the past may have culminated in strife. We believe that genuine dialogue frees the child of their guardedness while inviting an understanding of their classmates, thus breaking down the walls of differences, mentoring a more teachable classroom; planting seeds for cooperation and nonviolent practices.

LOVE YOUR ENEMIES (Animation) Director: Kristen Miller

Target grades: K to 5th 2:00 minutes in length

Note to teachers: This film is less than two minutes in length. In order to allow for younger students to absorb the imagery and theme, it is suggested that the film be shown 2 to 3 times (back -to-back showings), prior to beginning the follow-up discussion questions.

Pre-viewing Teacher Comments & Questions:

We are going to watch a very short animated film together. Animation is when a filmmaker uses characters and figures he/she has drawn, or created on a computer, to make a visual story that people can watch on TV or at the movies.

1. (Show of hands) How many of you watch animated (cartoon) shows and movies? Cartoons are a form of animation!
2. What are your favorite animated (cartoon) shows?
3. Have you ever learned something from an animated (cartoon) story? If so what have you learned?

We are going to watch our animated film now. It is called, *Love Your Enemies*, we will watch it ___ times, and then we will talk about it. The animated characters will not speak in *Love Your Enemies*, so it is important that we pay close attention to the actions of the animated characters, then we will talk about it.

WATCH FILM: <http://www.youtube.com/watch?v=LOHhHLHLHaA> (watch 2 - 3 x for younger students)

Post-viewing Teacher Comments & Questions:

1. One man throws stones at the other man. Why do you think he throws stones? (Some coaching: Do you think he likes the man he throws stones at? Do you think he even knows the man he is throwing stones at? Do you think he is afraid of the other man - if so why?)
2. Why doesn't the other man throw stones back?
3. Sometimes when people don't know or understand another person, they become afraid of the other person; and they do things like throw stones, or shout, or call names, or hit, or bully another person. What can people do instead of throwing stones, shouting, name calling, hitting or bullying another?
4. In what ways have you seen kids throw stones (coach: shout, name call, hit, bully) at each other in school?
5. Why did the other man build a bridge back to the man who was throwing the stones?
6. Would you rather be a person who throws stones or a person who builds bridges between people? Why?
7. How can kids build bridges to help get to know and understand other kids in school?
8. A very famous peacemaker named Mahatma Gandhi said this: *Be the change you wish to see in the world.* What do you think he meant by that?
9. If you could change ONE THING about the world, what would you change? (Coach: encourage students to keep to one thing, the instinct will be to share several ideas. One world change per student in the class sharing session, the desire to share more changes will continue after the session is over.)



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FLAGS (Short Narrative) Director: Mattan Cohen

Target grades: 5th - 12th 4:00 minutes in length

Note to teachers: This film is approximately 4 minutes in length. Depending on your students' comprehension level, you may choose to show the film 2 times prior to leading the post-viewing discussion questions.

Pre-viewing Teacher Comments & Questions:

Discussion agreement for the class: There are no right or wrong answers. Everyone is entitled to state their personal views. We do not have to agree with each other, but we must respect and listen to each other.

1. How do you define the word 'assumption'? (Suggested: something taken for granted or accepted as true without proof)
2. How do you define the word 'prejudice'? (Suggested: an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.)
3. Show of hands: How many of you have personally experienced other people making assumptions about you because of your racial/ethnic or cultural background, or because of the way you dress or act?
4. What words would you use to describe how it made you feel when other people made assumptions about you?

We are going to watch a short narrative film called *FLAGS*. Short narrative films can be based on a real life story; yet it is likely fictional and similar to what you see at the movies or on TV. The filmmaker has created the story and all of the characters will be portrayed by actors.

WATCH FILM: <http://www.youtube.com/watch?v=8kHBcnduBlg>

Post-viewing Teacher Comments & Questions:

Show of hands: Raise your hand if you have seen or experienced similar intense actions by individuals and groups over flags, symbols and emblems.

1. The flags in the film became like barriers or walls between the people. Why do you think people feel the need to create barriers or claim territory, based on their background, race or ethnicity?
2. In what ways are flags, symbols and emblems – both in a positive and negative way - used in your school or neighborhood to differentiate between groups of people?
3. What can we do to break down barriers with each other based on background, race or ethnicity?
4. What is the difference between feeling patriotic about your country (loving your country) versus believing your country is the best or the only good country in the world?
5. Is peace between nations possible if we believe one country is better or deserves better than another?

FLAGS / Post-viewing Teacher Comments & Questions continued

6. What can nations do to build a mutual appreciation and respect for other nations?
7. From the macrocosm (larger world of nations) to the microcosm (our school and neighborhood): What can we do to alleviate alienation and barriers between cultures, races and ethnic groups in our school and neighborhood?
8. A great peacemaker, Mahatma Gandhi, said this: *Be the change you wish to see in the world.* What do you think he meant by that?
9. If you could change ONE THING about the world, what would you change? (Coach: encourage students to keep to one thing; the instinct will be to share several ideas. One world change per student in the class sharing session, the desire to share more changes will continue after the session is over.)



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Namaste (Short Documentary/Student Film) Director: Sarah Miller

Target grades: 6th through 12th **7:00 minutes in length**

Note to teachers:

Namaste is a short documentary and contains a variety of material capturing the international adventure of Sarah Miller. This film has attendant vocabulary. The vocabulary is part of the pre-viewing and post-viewing discussion. Basic definitions are provided here, but we encourage you to use the definitions provided simply as a guide, and allow for the students to articulate their understanding of each word presented.

Pre-viewing Teacher Comments & Questions:

Discussion agreement for the class: There are no right or wrong answers. Everyone is entitled to state their personal views. We do not have to agree with each other, but we must respect and listen to each other.

Today we are going to watch a short documentary film called *Namaste*. Documentary films actually document someone's real life, or an aspect of someone's real life. So the people you see on screen will not be actors, but real people who are living their life and telling you a story about their life at the same time. Unlike narrative films, which are fictional and use actors to tell the story, documentaries are nonfiction, because they deal with real people in real time.

Before we watch the film, we are going to discuss some vocabulary.

1. How would you define the word 'assumptions'? (Suggested: something taken for granted or accepted as true without proof)
2. How would you define the word 'challenge'? (Suggested: a test of one's abilities or resources in a demanding but stimulating undertaking)
3. How would you define 'choice'? (Suggested: the right, power, or opportunity to choose)
4. How would you define 'social justice'? (Suggested: being entitled to the same rights and services as all other citizens)
5. How would you define 'global thinking'? (Suggested: thinking globally for all humankind, and acting locally in whatever way possible to better serve the greater good close to home)
6. Show of hands: How many of you have visited other countries? Where and when?
7. How was life different in the country you visited from your life here in the US?
8. We are now going to watch *Namaste*, then we will talk more about the film afterward.

WATCH FILM: <http://www.youtube.com/watch?v=daD1SIG4nVM>

Post-viewing Teacher Comments & Discussion:

1. Not all cultures are the same, even here in the USA. What did you find about Sarah Miller's life in California that is similar to your life in Chicago?

Sarah says: "Everyone deserves human rights, food and shelter; but they also deserve not to be crushed by the stress of commercialism, corporate greed and a constant pressure to get ahead" What is she talking about with these two divergent statements?

2. Possessions can trick us and sometimes make us think that they will make us happy. What makes you truly happy?
3. What possessions can you just not live without? Why?
4. What does Sarah find most appealing about the people of Nepal? What did you find most appealing about the people of Nepal?
5. A quote from the film: "Children play with broken tires and imagination." If you had no games, no phone, no computer, no television, what could you do daily to stir your imagination?
6. What similarities do you have with the people of Nepal?

From the film: Happiness is "...giving to and connecting with other people and other cultures... and ...it is finding your place in the world and having the time to give and be with the people you love."

7. What does Happiness mean to you?
8. Sarah says she: "...now understands it is important to be a Global Person." What does she mean by 'Global Person'?
9. There is a statement: "Think globally, act locally." What does that mean to you?
10. The great peacemaker Mahatma Gandhi said: "Be the change you wish to see in the world." What do you think that means?
11. If you could change ONE THING about the world, what would you change? (Coach: encourage students to keep to one thing; the instinct will be to share several ideas. One world change per student in the class sharing session, the desire to share more changes will continue after the session is over.)

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Inspiring Change Through Film and Education

Brief Description of the Peace On Earth Film Festival and its Educational Outreach Programs

The Peace On Earth Film Festival (POEFF) is currently in its Fifth Season. In 2010 the POEFF (hosted by the Chicago Dept of Cultural Affairs and Special Events, at the Chicago Cultural Center, March 7-10, 2013) launched the second phase of its cultural outreach programming, Dialogue for Peace Outreach (DFP). The purpose of DFP is to maintain the festival's mission of *...raising awareness of peace, nonviolence, social justice and an eco-balanced world*, on a year-round basis, by bringing the festival into culturally undeserved communities and neighborhoods struggling with violence and poverty.

POEFF Ancillary Programs

Student Voices for Peace Outreach Program

Student Voices for Peace Showcase (SVP) is an in-house program, set in the Chicago Cultural Center's Claudia Cassidy Theater at the POEFF, which brings economically disadvantaged students, including those living in communities struggling with violence from around Cook County, into a program to promote nonviolent practices. The SVP uses festival films as a springboard to dialogue on peace, nonviolence, social justice and an eco-balanced world; encouraging best practices of respectful listening to and honoring another's story; and encouraging students to share relatable personal experiences to those seen in the films. The pre and post-film dialogue specifically addresses nonviolent practices, responsibility, tolerance, acceptance, patterns of prejudice and social injustice.

Dialogue for Peace Outreach Program

Using tested programming, DFP brings selected films into schools and community organizations in order to stir interest in films set in the various modalities of peace. The program engages both youth and adults in dialogue on alternatives to violence in a group setting, encouraging participants to share with others that which daily confronts them, while using best practices of listening to and honoring another's story. Through the films, dialogue and attendant exercises, DFP works on breaking down the walls of isolation, mending conflicting beliefs of dissimilarity, while encouraging tolerance and acceptance. This in turn, excites and inspires the sharing of triumph in their own homes, to friends and neighbors, amplifying the value of the festival and its seeds for peace, while encouraging the further viewing of films that enrich, empower and build on a vision for peace.

Program designed for Peace Day are modifications of the above Outreach Programs

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OBJECTIVES:

- To stimulate dialogue on peace, nonviolence, social justice and ecological recoveries.
- To help reduce violence, breaking down feelings of isolation and separateness.
- To inspire active, creative citizenry and global understanding through story telling.
- To build a more teachable classroom environment.
- To help students take more ownership of the role(s) they have in their own communities.

ILLINOIS STANDARDS MET:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.