

Imagine my stories for Peace

Contributors

EDITOR Dora Pallis, deputy director of the International Olympic Truce Centre
AUTHOR Dikaia Chatziefstathiou
ILLUSTRATIONS Eva Gerakis
POEM EDITOR Panayotis Ioannidis
ART DIRECTION Niki Katsaragaki - Konstantinos-Nektarios Koletsos

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**Introduction by the author,
Dr. Dikaia Chatziefstathiou**

Stories, myths, legends and fables in all societies and at all times have the power to shape people's values, behaviours and ethics. Storytelling is a form of art -more so, of folk art- that empowers learners to explore self-expression through creativity and imagination. Communicating images through storytelling transcends the pure form of artistic expression and becomes a conveyor of life skills, ideals and shared norms. There are no limits, either of age or ability. The same story may invite different interpretations from different people - and therein lies its beauty.

I wrote these stories not with an intention to teach. I do not wish to guide. I do not want to instruct what is right and wrong. I wrote these stories with an intention to learn. I wish to learn the endless possibilities of self-exploration: how thinking and feeling about a world of peace can be a nurturing way for creating this peace. I invite you all to join me on this journey. Welcome aboard!

**Note by the Director of the International Olympic Truce Centre,
Dr. Constantinos Filis**

Since ancient times, artistic events have been a special part of the Olympic Games, contributing to the promotion of this preeminent cultural event in human history.

The following series of poems shows the relationship between art and sports; it also shows that art, through poetry, can accentuate the high values promoted by sports and, in this case, the Olympic Truce. In these poems, their creator does not simply dedicate one poem to each of the ultimate goals of the Olympic Truce, but proposes solutions and encourages a substantial dialogue regarding these goals, as well as their importance in our day-to-day lives.

As the International Olympic Truce Centre, we will continue to contribute to the discourse between art and sports, because we believe that the ideals of sports can be a source of inspiration for an art that encourages the free exchange of ideas, promotes the diversity of people and ideas, and, in turn, inspires us all.

Imagine my stories
for Peace



Let's vote for the Moon

I was walking down the street, didn't think of anything.
Empty hands, wasn't holding a thing.
To keep me company, I stole the moon
Its golden shine would light up the night soon.



Like a medallion on a string, I wore it.
I folded it in four, and hid it in my pocket
This moon is mine, I mean it
I don't want anyone to steal it.

"Look what I found and brought down from the sky,
Tied up with a string, forever it's mine!"
Mum and Dad couldn't hide how curious they were,
They gave me a terribly surprised stare!

I unwrapped it with care
And pinned it in my hair.
My mother said with the strictest tone:
"You must take it back to where it belongs!"

Everything about the moon was so enchanting
It couldn't be more pretty and inviting!
I tied it up on a tree,
There for everyone to see.



The locals came from all around.
As soon as they saw it, they started to shout!
Half of them said I should set it free,
Let it up in the sky for the whole world to see –
The other half said it should stay right there,
As its light was so, but so very rare!

I climbed up high, high on the tree,
With the people around, so they could see me.
With no shouting and fuss, we have to decide
What for the moon would be right.

Each one's opinion will equally count:
Should we keep the moon on the ground?
Cut a piece of the string if you want it free;
If you want it here, just let the string be.





As soon as we have all the votes,
We will know if the moon stays or goes,
If it leaves for the sky
Where it isn't so shy.

Time passes, the citizens vote.
The string keeps getting shorter, the moon finally goes:
It finds its way up high in the sky
Where the lonely stars could do nothing but cry.

All the citizens took that decision together:
About this, they'd be happy forever.
Voting was fun and simple and right
So the citizens partied and partied all night!

My Friend the Moon

The moon flies back to the sky
And lights up again the stars by its side.
Though it's happy to be back at home,
Something is missing – its shine now is gone.

The little stars, they dance and they laugh.
They want to see the moon smiling again.
But while the moon's happy hugging the stars,
It longs for its friends in the village so far.

It will always remember the time
When I hid it deep in my pocket
So that no one could steal it,
And no one could keep it away, away from me.

So now it wants to see me again;
It plans with the stars and they go right ahead:
They leave from the sky,
Behind trees they hide.





Everywhere it is dark,
So people ask
Where the moon is gone –
Something's terribly wrong!

I seek to find
Who harmed my moon
And so do the villagers
Who loved it too.

Ah, but what a bright shine
To our steps, a guide!
Like a magic compass today
It shows us and leads us the way!

Oh, the moon is here,
And the stars are here too!
They all came to see us
They missed us so much!

So happy we all are, friends old and new
Round the maypole we dance
With the moon's golden ribbons and stars!



Bullying the Ballooning

Now I am happy and dance with friends,
But in the past, it was different then...
Everyone in the village made fun of me,
'Cos as a kid, I was different, you see.

A hot air balloon on my shoulder I wore,
With red stripes and lights that danced on a cord.
I always, always carried it with me,
You'd never see us apart in the street.

Kids at school
Made me feel like a fool:
They filled my balloon up with stones
And laughed at it all along.

At home, I would burst into tears:
"Kids just don't understand me, here!"
They did not see the balloon and me
The way my own eyes would see.

We' re all different, yes, of course we are!
But before you decide to stay apart,
Take some time - and each other, understand.

I leave my balloon for kids to see
And quietly hide behind a tree.
Now everyone runs and jumps in it
And then it takes off for a joyful trip!

They sail through the clouds
So far from home
And all are so happy to see
Such a different, different world!

Their eyes are new, when they come back,
Their eyes are new and no longer dark:
Now they are larger, they shine like stars,
'Cos they've seen the world's many different parts.

When again they saw me, they opened their arms:
They thanked me because I gave them the chance
To look at the world with a different glance.

So if you ever happen to meet
A kid with a hot balloon on a string,
Be happy because we are all so different,
And this is such a beautiful thing!



All Aboard to See the World!



One day at school came a kid that wasn't from here.
The country she came from was nowhere near.
Her skin colour was different, her eyes shiny and clear.

She spoke our language in her own strange way:
'Kalamari' instead of 'Kalimera' she said;
But, though not correctly, she meant it well.



Everyone laughed so hard at her
For being unable to speak really well.
And in her hair that looked so unusual,
The kids would stick pencils and bits of paper.

It was then that I had a bright idea:
If they could see the world from quite near,
They would understand for sure
How different we all are!

In my hot air balloon now they're all aboard,
And we travel and travel around the world.
We pass seas and mountains and rivers
Until I throw the anchor.

They are now all speechless and they gape:
This new world is so different for them.
Now that they feel so few and strange
They fear that the others will laugh at them.

I say «It does not have to be like that».
We can all be happy to be different.
Hair can be curly, lips can be small,
But we're all the same when we kick the ball!



Play for Peace

On my hot air balloon
I sailed up in the sky:
I said "hi" to the moon
That I'd missed for a while.

But as we observed the globe from above,
Every corner had people who suffered and fought:
Such cruel wars they fought and fought,
It seemed that killing would never stop.

From the stars we sought to take advice.
Our desire was one and it was precise:
All people, friends should now become
And peace beat its rhythm loud on its drum.

The stars, they started then to roll
And each became a gold magic ball.
In the hot air balloon they piled in bit by bit;
Look how many stars it could finally fit!

They commanded the anchor now to untie,
And soon to meet those who held on tight
To weapons with hatred
In conflicts unended.

Once there, they jump out and they happily roll:
“Stop the war now and start kicking the ball!”
How could the people ever resist?
To play was now their only wish!

They drop their guns and leave them aside
And start to play with the enemy side.
But as the match went on and on,
They soon forgot why they'd fought for so long!

The time has come to say “bye” to you all
“Fly back!” I hear my balloon now call
But I'll whisper a secret into your ears:

A little star I will keep for years,
So the game keeps going on and on
and the fun with friends is never gone!



IMAGINE MY STORIES FOR PEACE

Activity sheets

The activity sheets aim to complement the stories for peace. They seek to promote/develop:

- Knowledge and understanding about topics such as: Olympic values, human rights, diversity, friendship, racism, the world as a global community; and about concepts such as peace, justice, equality, and freedom.
- Skills and aptitudes: Critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution.
- Values and dispositions: Respect for openness, tolerance, courage to defend a point of view and a willingness to listen to, work with and stand up for others.

Each worksheet is structured in the same way as to engage the participants in a variety of learning techniques. So through the Feelings Check-In section, role-playing, kinesthetic activities and a final section for story telling fun activities we aim to maximize the learning experience for the participants.

The techniques that the proposed activities are based on are:

- active: emphasizes learning by doing;
- interactive: uses discussion and debate;
- relevant: focuses on real-life issues facing young people and society;
- critical: encourages young people to think for themselves;
- collaborative: employs group work and co-operative learning;
- participative: gives young people a say in their own learning.

Story 1. Let's vote for the moon

Purpose & Learning Outcome: *Conflict resolution, problem solving and peace advocacy*

Equipment: 5x8 cm index cards, 5x5 cm paper squares in a variety of colours (red, black, brown, gray), coloured pens.

Feelings Check-In

Distribute to the group markers and 5x8 cm index cards. Ask each participant to write on the card in large letters one word that describes how he or she felt after reading the Story “Let’s vote about the moon”. Then ask the participants to hold up their cards and look at the variety of responses. Point out how rare it is for different people to bring the same feelings to an experience or situation. Invite participants to share why they wrote down the words that they did.

What Colour is Conflict?

Cut up a large quantity of 5x5 cm paper squares in a wide variety of colours. Be sure to have plenty of red, black, brown, and gray.

Ask each participant to choose a colour or group of colors that he/she thinks represent conflict.

Ask participants to form groups of 5 or 6. Each participant is requested to share with their group the colours they chose and the reason why they chose them.

Ask a volunteer from each group to share with the whole class which colours they chose and why

Re-write the Story!

1. In teams of 5-6 discuss the different scenarios that could have happened in our story. For example:

a. The citizens not being able to reach a solution about whether to keep the moon or let it go. Could there have been any violence?

b. The citizens resolving their conflict in different ways. Suggest possible different ways for resolving conflict. Why do people have so much trouble negotiating a solution to a conflict?

2. Vote for your favourite resolution method and best end to our story!

Notes:

[illegible]

Story 2. My Friend the Moon

Purpose & Learning outcome: *Friendship and Play*

Equipment: A large, clear plastic jar, 5x8 small index cards, markers, pencils, music from the participants' countries.

Feelings Check-In

1. Pass out markers and 5x8 index cards. Ask each participant to write on the card in large letters one word that describes how their best friends make them feel. Then ask the participants to show up their cards and discuss the different feelings that people experience from friendship.
2. Now ask them to write the feelings of the moon, of the stars and of the child in our story. How are these feelings different from theirs, as described above?
3. How do they feel about the friendship between the moon and the child? Have they ever had a friend who was different from them? In what way was he/she different?

Kindness in a Jar

This is an activity that encourages friendship within a community for the whole duration of a camp, the school term etc. It puts a focus on the positive things occurring in the learning environment.

Actions:

1. The participants can draw a simple drawing on the small index cards of the kind things they observe in the class (i.e. full attention when one speaks).
2. They place the drawings in the clear, plastic jar whenever they feel like it.
3. The participants establish a specific time for reading the kind acts depicted on the index cards on a daily basis.

The Friendship Dance

1. The group is split in pairs (e.g. 4 pairs if the total number in the class is 8)
2. In each pair there are two roles for the players: one is a guide and one is a follower
3. The follower situates their body next to the guide. They place their palm on top of the palm of the guide. They close their eyes and follow the moves of the guide.
4. The guide directs their partner and helps them to follow their moves. They should make their followers to trust them.
5. All pairs move freely in space for the duration of one song.
6. The roles change and the guide becomes the follower and vice versa!

Notes:



Story 3. Bullying the Ballooning

Purpose & Learning outcome: *Diversity and bullying*

Equipment: 5x8 small index cards, paper, markers, pencils.

Feelings Check-In

Pass out markers and 5x8 index cards. Ask each participant to write on the card in large letters one word that describes the:

1. feelings of the bully
2. feelings of the victim
3. feelings of the supporter(s)
4. feelings of the observers

For each answer ask the participants to hold up their cards and look at the variety of responses. Invite them to share why they wrote down the words that they did.

Group Discussion based on the story

Discuss with the participants the following:

- Why did the kids in school make fun of their fellow student with the hot air balloon? What makes one kid bully another?
- Why did nobody try to understand the kid by just asking him why he always carried a hot air balloon?
- Can you think of any real life examples of bullying from your school/university? Share your stories.

“Bullying or No Bullying?” hypothetical scenario activity

1. Participants are invited to write different scenarios that could happen in a learning environment (i.e. school, university, sports club) among peers.
2. Then the group labels them “bullying” or “no bullying”.
3. For the scenarios that are labeled as “bullying” the participants discuss how this could have been prevented and how it should be further tackled in the future.

Notes:



Story 4. All Aboard to See the World!

Purpose & Learning outcome: *Racism and tolerance*

Equipment: 5x8 small index cards, paper, markers, pencils.

Feelings Check-In

Pass out markers and 5x8 index cards. Ask each participant to write on the card in large letters one word that describes:

1. The feelings of the new student at school
2. The feelings of the kids before they travelled in the hot air balloon and after they returned.
3. Their own feelings when they meet someone with a different skin colour, culture, religion etc.

For each answer ask participants to hold up their cards and look at the variety of responses. Invite participants to share why they wrote down the words that they did.

Group discussion

- From the story, discuss how the ride in different parts of the world helped the children accept the different cultures?
- Do you know what is the International Bill of Human Rights? List a few human rights and discuss in class their importance in people's lives around the world.
- Write down how the values of diversity and equality can be threatened. Discuss in class ways to protect and promote these important values.
- "The Olympic Games promote the values of multiculturalism and tolerance". Do you agree with such a statement? Explain why yes/no?

Fit the world in a class!

The participants' task is to create several "stations" for different countries of the world (such as Angola, Thailand, Germany etc.). The participants will then split into groups and each group will be assigned a country-station. The groups must research, explore and present what the country of their station has to offer. This can range from food, to dance and traditional customs! Students should be creative in the way they exhibit and exchange their knowledge about the rich cultures of the world!



Story 5. Play for Peace

Purpose & Learning outcome: *How can sport aid development and peace*

Equipment: 5x8 small index cards, paper, markers, pencils.

Feelings Check-In

Distribute to the group markers and 5x8 cm index cards. Ask each participant to write on the card one positive feeling they experience when they play sport. Then ask them to think how they can use this feeling to strengthen human relations and promote peace.

What Colour is Peace?

- Cut up a large quantity of 5x5 cm paper squares in a wide variety of colours.
- Ask each participant to choose a colour or group of colors that he/she thinks represent Peace
- Ask participants to form groups of 5 or 6. Each participant is requested to share with their group the colours they chose and the reason why they chose them.
- Ask a volunteer from each group to share with the whole class which colours they chose and why.

Group discussion

- Why is there no peace in the planet?
- How would you promote peace? Do you actually do anything now to help promote peace?
- What does the story tell us about the use of sport and play for peace?
- Do the Olympic Games help in the promotion of peace? Explain your answer.

Role-playing activity

Split the participants in two groups. Each group will design a programme of Peace through Sport. Each programme should feature:

- Actors
- Context
- Conflict
- Conflict Resolution through play/sport.

Participants will then present their programmes in class.



Extra Story-telling Fun Activities!

1. **Nanofiction!** Can you tell any story of the book in only 55 words or less? The story should have at least four elements: character(s), setting, conflict and resolution. Four players are up for the challenge and the rest will vote for the best nano-story!
2. **Story relay.** One player starts one story from the book and keeps going for 30 seconds; next one comes in and continues the story for the next 30 seconds; so the relay goes on until the story is all complete! Team spirit!
3. **Once upon a time.** Can you start any story of the book but give a different end to it? Every player gives it a go, the audience votes and the best story wins!
4. **Be the character!** Split in two groups. The first group will be the directors and the second will be the actors. Play the story with the main characters...including the hot air balloon and the magic balls!! Have fun! Now reverse the roles of the groups...the directors will be actors and vice versa.
5. **Time to shine.** Be creative and invent the next story-telling fun activity. Let your imagination and... imagine my world!

Olympic Truce diploma

About the International Olympic Truce Centre

The International Olympic Truce Foundation and the International Olympic Truce Centre were established in July 2000 as a joint initiative of Greece and the International Olympic Committee, turning the commitment of the Olympic Movement to promote its peaceful principles into concrete action. The initiative first took form in 1998, with a proposal from the Greek Government to the members of the International Olympic Committee for the institutional revival of Olympic Truce in the new millennium. In a historic December 1999 decision, the International Olympic Committee announced the establishment of the International Olympic Truce Foundation and the International Olympic Truce, in cooperation with Greece. The commitment to the Olympic Truce gained further impetus with the proposal from the candidate city of Athens that the 2004 Olympic Games would ignite the meaning of the Olympic Truce and promote its values around the world through the 2004 Olympic Torch Relay.

The mission of the International Olympic Truce Foundation is to promote the Olympic Ideals, to serve peace and friendship and to cultivate international understanding. In particular, to uphold the observance of the Olympic Truce, calling for all hostilities to cease during the Olympic Games and beyond, and mobilizing the youth of the world in the cause of peace. The International Olympic Truce Centre is dedicated to creating the necessary support framework for the observance of the Olympic Truce and for the global promotion of a Culture of Peace, in accordance with the principles and policies established by the Foundation.



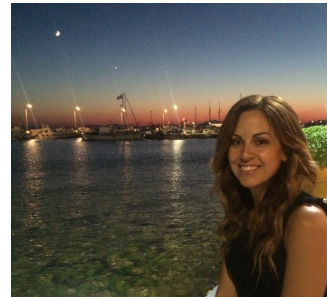
Contributors

Dr. Dikaia Chatziefstathiou, Author

Dr. Dikaia Chatziefstathiou is a Reader in Olympic Studies and the Social Analysis of Sport at the Department of Sport Science, Tourism and Leisure, and is a member of the Centre of Sport, Physical Education and Activity Research (SPEAR) in Canterbury Christ Church University, UK.

She is currently a Marie Curie Intra-European Fellow at the Regional Development Institute of the Panteion University in Athens, Greece. Her research is titled "An Evaluation of the Legacies of the Sporting Mega-Events on Social Capital in Greece".

Dikaia is an expert in Olympic Studies, and her work on the ideology of Olympism and its values has been widely published and cited in peer-reviewed academic journals, both nationally and internationally. She is the winner of the inaugural Coubertin Prize, 2008, awarded by the International Olympic Committee (IOC) and the International Pierre de Coubertin Committee (IPCC), for her qualitative research on Pierre de Coubertin's writings and speeches. She acts as an International Research Expert for the Centre for Olympic Studies & Research at Loughborough University, UK, and is a Member of the Executive Board of the International Pierre de Coubertin Committee, based in Lausanne, Switzerland. She is the author (with Professor Ian Henry) of the book *Discourses of Olympism: from the Sorbonne 1894 to London 2012*, published by Palgrave, 2012, and has edited two further books: *Society of Sport and Sport in Society*, published by Nimertis (in Greek, with Dr. Georgoulas), and *Olympism, Olympic Education and Learning Legacies*, published by Cambridge Scholars Publishing (with Professor Müller).



Eva Gerakis, Illustrator

Eva Gerakis is an artist. She was born in Piraeus where she lives and works until today. In the year 1996 she succeeded to pass for the School of Fine Arts of the Aristotele University of Thessaloniki.

Since 2002 she works for the education, whilst since 2004 she manages her own workshop of artistic creation, where she teaches painting and drawing for children and adults. (www.chroma-art.gr)

Her paintings can be found in private collections and public places. She has participated in group exhibitions in Athens, Thessaloniki and abroad.

From 2002 since 2006 she was the president of the Symian youth of culture association Nireas. She has illustrated poetry books and traditional tales. She has voluntarily accepted to create the majority of the posters for the Symi Festival.

Dora Pallis, Editor

Dora Pallis is deputy director of the International Olympic Truce Centre. She is responsible for the development, design and implementation of the educational programs of the IOTC.



Dora has created, edited and published numerous books, with a specific interest in children's educational books.

She has worked as communications and international relation consultant.

Dora holds an M.Sc. in Analysis, Design and Management of Information Systems from the London School of Economics and Political Science (LSE), where she graduated with distinction, and a B.Sc. in Business Studies from the City University Business School, London. She speaks English, French and German.

She is married to Panos Sioutos and they have one 12 year old daughter.

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