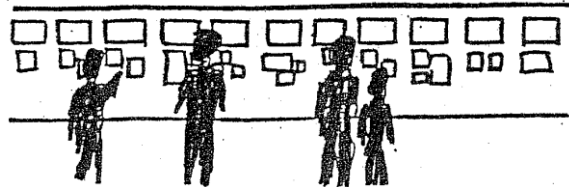


# The Wall of Hope...

**Summary:** The "Wall of Hope" is both a list and a graphic exhibit of over 130 events and movements throughout history in which everyday people have been successful in bringing about peace, justice, and social change by nonviolent means. The display features well-known leaders like Rosa Parks and Martin Luther King, Jr., as well as lesser-known stories like the White Rose student movement in Nazi Germany. For many people, a good way to explore the possibilities of social change today is through the lives and words, activities and choices of inspiring peace and justice heroes like Gandhi, Dorothy Day, Nelson Mandela, and Aung San Suu Kyi.

**Exhibit:** Each event on the Wall of Hope is summarized in a few lines on bright squares mounted along the top of a 120 foot long green cloth. Underneath each event, from one to five drawings and photos help illustrate and bring to life each event.

(photos, over) Shorter versions of the wall are readily organized for use in smaller display areas, classes, or workshops. Hundreds of classes and groups have used the Wall of Hope list and activities, as well as our "How-To" kit to make their own Wall.



**Experience:** The Wall and its activities have been used with over 1000 classes, conferences, and groups in the past decade. For example, the Wall of Hope proved inspiring at the Intercollegiate Peace Fellowship annual conference in Canada and three Fellowship of Reconciliation events. It was a major exhibit at the 1997, '03, '06, and '09 Youth Gatherings each attended by over 30,000 students and advisors. The display has been featured in workshops for teachers, and for annual meetings of the largest peace education groups in the U.S., the Peace and Justice Studies Association (PJSA) and the Consortium on Peace Research, Education and Development (COPRED).

The Wall of Hope was especially relevant during and after the Decade for Peace, proposed by 20 Nobel Peace Prize winners, the largest number to support any initiative. The UN General Assembly voted to designate 2001-10 as "The Decade for a Culture of Peace and Nonviolence." The coordinator of the Wall of Hope was invited to serve as the USA-Canada delegate with two dozen leaders from around the world in the UN Decade for Peace planning process, beginning with international meetings held near Madras, India in October 1999. He was a leading force behind the Decade "Pledge of Nonviolence" signed by more than 80 million people worldwide.

While U.S. policy and most media attention following 9-11 moved in a different direction, the Decade fostered a significant amount of organizing of new initiatives and groups, development of resources, and new understanding and application of nonviolence – around the U.S. and world.

**Resources:** We've developed a variety of Wall materials including Wall listings of four lengths, descriptions of a dozen Wall activities, photos, a four-page bibliography of sources covering most of the Wall's events, and tips on Wall projects for classrooms and youth groups. We have created many related activities, materials, and background articles on peace and justice efforts – as well as bibliographies on various relevant topics – for students, teachers, and community leaders.

The PJRC and groups contributing to the Wall have presented over 300 leadership workshops from one, two, and three hour sessions to weekend workshops on "Peacemaking in the Real World," "How to be a Bridge in a World of Full of Walls," "Hunger in a World of Plenty," "The Significance of the Occupy Wall Street movement," and "Leadership Training in Peacemaking."

For more information please contact: **Peace & Justice Resource Center, 1710 11th Ave., Seattle, WA 98122-2420 206/349-2501, [pjrcbooks@hotmail.com](mailto:pjrcbooks@hotmail.com) [www.pjrcbooks.org](http://www.pjrcbooks.org)**

**The Wall of Hope** as it appeared at the 2009 New Orleans Youth Gathering of 35,000 students and their advisors. Given the number of people who came to the exhibit, we were offered a large space to work with. We organized the exhibit in a unique way: four separate Paths converged on an activity area in the middle with table and floor space for participants...



Tables in a large open space where the four paths of the Wall of Hope meet allowed participants to express their reaction to the Wall in an art activity: each person creating a “peace flag” with words and graphics representing what the individual will take home to act on from what moved them from the Wall of Hope. The peace flags were then hung on cords stretching over the Wall – 1600 such depictions and commitments for peace and justice were displayed by the gathering’s end!



# 12 Activities using the Wall of Hope

In our experience, the Wall of Hope is more engaging and its impact is more lasting when participants are active in their exploring and learning. We've tried a wide range of activities, a dozen of which are outlined below. We invite you to be creative, and encourage you to share with us any new ideas you find useful.

- 1. Use a Wall of Hope core activity** – After everyone has had a chance to explore the Wall or Wall list, divide the group into 2s or 3s. Give each group a range of dates covering 1/6 or 1/8 of the length of the Wall (a group of 24 could have 2 pairs for each segment of the Wall). Ask each group to discuss their events, noting ones they've heard of, are new, are especially intriguing. Each person selects one to share with the full group. You can have participants write their event date & title on colored paper, stand in chronological order, and share.
- 2. Enjoy a video or workshop** – Offering a nonviolence workshop or video for folks who have explored the Wall can help reinforce the insights and applicability of the Wall to our lives and world. For example, the six 24-min. segments of "A Force More Powerful" are ideal discussion starters. The PJRC can help with agendas, resources, and activities for a dozen hour-long and two different weekend workshops.
- 3. Questions and conversations along the way** – We've made up cards with open-ended questions that are placed at various stages along the Wall. They worked especially well when we trained and stationed volunteers at each one to engage groups of participants with their question and recorded answers in a growing collage of thoughts and ideas (on 8½ x 11 pink laminated cards in our Wall version).
- 4. Make your own Wall of Hope** – This has proved to be one of the best methods of building ownership, and learning. Participants discuss and select events to include in their Wall, make up the cards, find graphics, and present the Wall to others in their school, church, community center, etc. (For ideas, see the sheet entitled "HOW TO use the Wall of Hope with classes and youth groups.")
- 5. Share Hopes for Peace** – Participants write their thoughts and hopes for peace on pieces of adding machine tape or cloth flags which are pinned to the Wall or to a frame or posts next to the Wall. It is especially effective in outside installations of the Wall or near windows or a fan where they can flutter in the breeze.
- 6. Decorate Bricks** to extend the Wall of Hope out into the world. It was used successfully at the '03 Youth Gathering in Atlanta. Seven groups collaborated to purchase 4000 cardboard lunch boxes a little larger than bricks. Work tables held a art materials, peace quotes, etc. for participants to decorate their "bricks." They were then stacked into extensions of the Wall of Hope that snaked out 40 to 50 feet into the conference area.
- 7. Hold a Scavenger Hunt or Self-Quiz** – When participants reach the end of the Wall invite them to work in small groups, pairs, or alone to answer questions or find events (e.g. see attached Self Quiz). We've found it isn't as useful to give out the quiz at the beginning because many people look only to fill in the answers and it can actually reduce engagement with and learning about events on the Wall.
- 8. Explore the Wall in groups** – In one of the most successful high school installations, a group of a dozen especially interested youth were trained to accompany all of the students in the school in groups to walk along the Wall, asking questions and adding details about their favorite events on the Wall.
- 9. Write reports** – Several schools have displayed the Wall for the entire school for 2-4 weeks while one or more classes did activities about the Wall. For example, materials from our "Sources" list can be made available in the classroom or school library for participants to prepare class presentations or reports.
- 10. Share handouts along the Wall** – We have eight 4" x 5" cards of quotations and 2 dozen smaller cards with quotes that can be hung in pockets along the Wall. Additional quotations can be gathered by participants on leaders and events they find intriguing.
- 11. Look for insights** into what makes a social movement successful. Choose several events that seem promising for further study on lessons that can be learned about organizing methods, leadership, tactics, etc.
- 12. Creative placement of the Wall** – For example, a church in North Carolina made their Wall of Hope on a 4 foot by 80 foot piece of material which they used to encircle the chapel building during a Peace Sunday worship service. At the end of the service, parishioners were invited to explore and discuss Wall events.

# A Core “Wall of Hope” activity (15 to 50 minutes)

**Overview, Goals of the activity:** Most Americans know far more about sports and entertainment figures than about the heroes and movements for peace and justice. School textbooks and the media spend far more time on the activities of presidents and generals than on the leaders and movements for the abolition of slavery, women’s suffrage, the 8-hour day, civil rights, environmental protection, and challenging racism, war, and family violence.

In the process, everyday people are denied the stories of social change, the stories of democracy. And they are denied stories that lift up and teach the skills of democracy: organizing, advocacy, nonviolent protest. Peace and justice workshops strive to tell those stories and share those skills through DVDs like *A Force More Powerful* and activities like *Building Nonviolent Community* and *The Eight Stages of a Social Movement*.

The Wall of Hope is a valuable complement to these audiovisuals and activities. It is inspiring to experience in some detail the stories of Gandhi in India, the Danish resistance to the Nazis, or the antiapartheid movement in South Africa. It is also helpful and empowering to be reminded of or learn about the breadth, creativity, and effectiveness of nonviolent activity for peace and justice throughout history and in every part of the world.

**Materials needed:** Wall of Hope brochure or timeline, markers and paper (different colors if possible), Peace Deck or Nonviolence cards (or other sources of quotations on peace and justice themes).

**To begin:** Pass out the Wall of Hope brochure or timeline. Divide participants into groups of two, three, or four. Give each group a range of dates encompassing 1/6 to 1/10 of the events on the Wall (e.g. 20 participants can divide into 3 groups of four and 3 of three each using one of the 6 panels of Wall events in the brochure).

**Instructions to groups:** Ask each group to read through their events, and then talk about people and movements they’ve heard of, those that are new, those they found especially intriguing.... Invite each group member to select one event to share with the larger group. Option: If there’s time, have each participant write (large enough to be read across the room) the date of their event and a 2 or 3-word title on colored paper.

When everyone is finished, have the entire group stand in chronological order, and share a few sentences about what they found inspiring about their event. (Estimate time needed to ensure time for discussion.)

## **Discussion questions:**

1. What makes these events inspiring? Give examples from the Wall of Hope.
2. Were there events or leaders about whom you were unfamiliar? What difference would it make if these movements and heroes were prominent in our media and schools?
3. What is the role and value of stories like these in our efforts for peace and justice? What might we bring into our lives from these stories? What insights and skills from them could we use in our social change efforts?

**Closing:** Have several participants share brief quotations from the Peace Deck, or Nonviolence Cards by Wall of Hope leaders and movements. (If time allows, pass out the cards and have everyone read a quotation.)

**Leader tips:** Pitch your comments to the experience level of the group. If the group is mostly unfamiliar with these stories, you may want to open the discussion by first asking, “Were there events you were familiar with? Were there ones new to you that you found interesting?” It makes for a more visual sharing if the colors of the event papers are mixed up around the circle. See “Activities using the Wall of Hope” for additional options.

**Follow-up activities:** Discuss one of the 6 ‘A Force More Powerful’ DVD segments (see our ‘Social Movements, Nashville...’ workshop guide), ‘Building Nonviolent Community,’ or ‘8 Stages of Social Movements.’ Plan a day nonviolence workshop.

**Resources:** *A Force More Powerful* (book and DVD), *Justice Seekers Peacemakers*, *The Power of the People*, *This River of Courage*, *You Can’t Kill the Spirit...* (our annotated guide, “Sources of the Wall of Hope” lists over 200 titles)



St. Francis...Quakers...Harriet Tubman...FOR...Gandhi...White Rose youth...Daisy Bates...Rosa Parks...Martin Luther King, Jr.  
...Freedom Summer youth...Kent State students...Oscar Romero...Tiananmen Square students...Erik Larson...Nelson Mandela...

## HOW TO construct a *Wall of Hope* with a Class and Group

**Introduction:** The "Wall of Hope" has proved to be an effective means for involving young people in peace and justice issues in a positive way, and for sharing stories of social change movements and heroes that can help inform and inspire their future justice and peace discussions and activity. Most groups opt to use the Wall lists (full text or smaller versions) along with activities, reports or papers by individuals or pairs, etc. Nearly a hundred classes, youth groups, and community organizations have opted to construct their own Wall of Hope. Virtually all reported it to be a great project!

**Preparation:** It helps to lay the groundwork in a thoughtful way, especially if you are interested in a project of several weeks or months. E.g., think of ways to build on successful experiences members of your group have had in discussions, book reports, etc. on peace and justice heroes. You may want to plan several brief Wall activities, discussions or videos on particular events on the Wall (e.g. those at the top of this page) to build awareness, gauge and raise interest, and identify those in your group who could help with particular tasks in the project's early stages. It helps to locate a few of the sources that are especially strong visually: *Power of the People, A Force More Powerful*, picture books of Gandhi, King, civil rights.

Some youth group leaders and teachers have begun the project by asking a few interested students to read and share stories of key wall heroes in order to build interest. Similarly, it helps to proceed in stages, beginning with activities centering on figures chosen by group members. Groups have elected to construct walls of every imaginable length, from a classroom bulletin board to 20 or 30 feet on classroom walls, to 80 or 120 foot installations in libraries, hallways, gyms & auditoriums. The San Antonio Peace Center constructed a portable display, adapted a Mexican game as a Wall activity, and put the Wall's text with graphics on their website under the title: "The Great Peace March" ([www.salsa.net/peace](http://www.salsa.net/peace)).

**1. Selecting the events to be included on the wall.** In our experience, the more participants themselves are involved in this step, the better: Much of the learning takes place at this stage. Yet few people, young or old, are familiar with more than a fraction of Wall events. Thus it helps to create a safe climate for members of your group to explore at their own pace as a way of building their knowledge and ownership of the project. It helps for participants to share what they're learning with the group and with others, e.g. giving short presentations for or leading small groups from other classes as they explore the Wall. It also helps to use newsprint (or a Wall list) to help the group can decide what they want to include.

Most groups report that selecting events worked best over a period of weeks, e.g. looking at a quarter of the total Wall events at a time, starting with the most recent period which may be more familiar. It helps to begin by brainstorming what folks already know and then passing out a page of Wall events, discussing its contents, and selecting ones to include. The next step can be done in pairs or small groups: gathering pictures and drawings. As interest and involvement grows, you can fill in any gaps, e.g., "We have more ecology than civil rights stories, do we want to consider additional events?"

**2. Looking for pictures** can be one of the most enjoyable activities. Here are tips from our experience: Most students do quite well looking for pictures on the web. Scope out print sources ahead of time using our bibliography, perhaps with help from more interested young people. Libraries can put relevant materials on reserve. You can use graphics from The Great Peace March as backup, or to fill in gaps. You may need to help those making copies how to choose copy machine settings (e.g. a lighter setting for darker photos, perhaps the "photo" setting). Generally photos reproduce better if they're enlarged. Keep your focus on helping your group members learn about, select, illustrate and draw lessons from inspiring Wall stories.

**3. Construction:** The four colors we use for the wall event descriptions (blue, green, orange, red: for peace, social justice, racial justice, freedom/independence) are widely available in copy centers and paper stores, help brighten the wall, and distinguish different types of events. A muted color works best for a paper or cloth background. Access to a laminator can make your events, graphics, and photos more durable (ours cost only \$79); laminating isn't essential but it can help.

**4. Sharing:** Which heroes are especially meaningful for your participants? Have small groups present 2-5 minute talks and lead discussions on favorite wall events for your group and then perhaps for other classes, parents, etc. Develop larger insights about how social change takes place. Select Wall events to explore at greater length (e.g. with videos of Gandhi, Freedom Summer...). Don't forget to take pictures of the planning, construction, presentations, etc. Have fun!

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We are eager to help you have a successful project, to learn from your experience, and to share what you learn with others: 206.349.2501; [pjrcbooks@hotmail.com](mailto:pjrcbooks@hotmail.com). There are many relevant materials at: [www.pjrcbooks.org](http://www.pjrcbooks.org)

## Highlights of The Wall of Hope

*nonviolent peace and justice movements and heroes throughout history*

1350 B.C.E., **Hebrew midwives** commit first recorded act of **civil disobedience**. 600-480, Compassion and nonviolence promoted by **Jeremiah, Isaiah, Micah; Lao Tsu, Buddha....** 1-80 CE, **Jesus, apostles**. 1200s, **St. Francis**. 1681 **William Penn**. 1840s **Underground Railroad**, Tubman. 1849, **Thoreau**, "On the Duty of Civil Disobedience." 1919-47, **Gandhi** expands nonviolence strategy. 1920, **Women's suffrage**. 1933- **Dorothy Day, Catholic Worker... Bonhoeffer** vs Nazis. 1940s **White Rose... UN founded**. 1955, **Bus Boycott, Rosa Parks**. 1960, **civil rights sit ins**. 1963, **March on DC**, MLK's I Have a Dream speech.

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2001-10, UN "**Decade for a Culture of Peace & Nonviolence**." 2001- **ONE Campaign** to end poverty and hunger. 2002- **Afghanistan, Iraq War** protests... **Israeli Wall** protests; **Rachel Corrie** killed. 2006- growing **immigration rights** rallies. 2010-11, huge nonviolent protests in **Tunisia, Egypt, Syria, Iran, Yemen**, etc. topple governments and transform ME landscape. 2011, **#Occupy Wall Street** challenges corporate power, spreads to over 1200 cities...

----- copy on both sides, cut into four cards, share----- >

## The Wall of Hope

grew out of conversations and workshops with young people, many of whom felt discouraged by the priorities and heroes of our culture. Beginning in 1988, students chose most of the 120 stories and 400 photos and drawings for a listing and exhibit called the Wall of Hope. The stories and graphics vividly illustrate the breadth, creativity, and effectiveness of non-violent responses to conflict and injustice throughout history and around the globe.

The exhibit has traveled across the U.S. and Canada to over 500 schools, conferences, colleges, and events where it has inspired tens of thousands of people. The Wall of Hope project has developed and refined a dozen participatory activities used by over a thousand classes, workshops, and groups. Many of the participants have gone on to use and share with others free Wall of Hope stories, activities, articles, and resource guides, as well as a "how to" kit to create their own Wall. Our new "Peace Deck" offers dozens of insights, skills, and inspiration.

We'd love to read your reactions to the Wall of Hope, and your ideas for updates and ways to live nonviolently. We welcome your partnership in sharing the vision and skills of justice, equality, and nonviolence in our troubled world.

----- see [www.pjrcbooks.org](http://www.pjrcbooks.org) for the full Wall text, activities, many other resources, and more on the Peace & Justice Resource Center, Glen Gersmehl, PJRC director: 206.349.2501, [ggersmehl@hotmail.com](mailto:ggersmehl@hotmail.com)

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