One Place, One Promise

Friday, November 20, 2026 · A story and 25-minute classroom activity



An illustrated read-aloud, a guide to children's rights, and a simple way for learners to help shape a decision that affects them.

For schools, homeschool groups, and clubs. Includes options for ages 8–12 and grades 6–12. Educators may forward the packet and print it for classroom use. The activity is free and open to everyone.

Official Children's Day of Peace event page

STORY / READ ALOUD

The Room That Everyone Knew

The Director pinned a sign to the hallway wall. *EVERYONE WELCOME. MEET IN THE USUAL ROOM.* By midday it had acquired a gold star, a ribbon, and exactly zero directions.

A new student stopped beneath it. From somewhere down the hall came the rasp of coloured pencils over paper. She had a postcard in her pocket, still blank.

“Is the usual room upstairs or downstairs?” she asked.

The Director lifted a finger to point, then lowered it. The sign had been perfectly clear to him. He had known where the room was before he wrote it.

The Child opened Grandmother’s little book to the preamble of the United Nations Convention on the Rights of the Child.

“That’s the part that tells us why the agreement was made,” Grandmother said. “It starts with the dignity and equal rights of every person. It says children need particular care and protection, families need support to provide that care, and countries can help each other improve children’s lives.”

“What does that have to do with postcards?” asked the Director.

The new student pulled the blank card from her pocket. “I’d like to make one, too.”

Pause. What does the Director already know that a first-time visitor has to guess?

A Welcome You Can Follow



This time the Director asked what would help. One student wanted a picture of the door. Another asked for a route without stairs. A third drew a little desk with a question mark above it, so visitors could find someone to ask. Nobody had to explain why they needed a particular route.

The host checked which entrance would be open, added the room name and a map, and promised to staff the welcome desk. The new student followed the map. She found the room. The desk was empty.

“Oops,” said the Director. He reached for the sign.

“Leave the sign,” said Grandmother. “Find out who’s covering the desk.”

At the next postcard afternoon, someone was there. The new student took a peach-coloured card and drew two things: a door, and the person beside it. She slipped the card into her pocket. It was hers to give away, if she wanted.

Talk together. Which suggestion changed the plan? Who was responsible for checking that the welcome worked?

Rights You Can Use

From the preamble. The Convention links “equal and inalienable rights” to “freedom, justice and peace in the world.” Inalienable means these rights belong to you. You do not have to earn them. The story retells some ideas from the preamble in plain language. Read the full Convention and preamble or the children’s version.

• **Be treated fairly** (Article 2). Your rights apply regardless of things like your language, disability, or family background.

• **Have your interests considered and your views taken seriously** (Articles 3 and 12). When a decision affects you, you can say what you think. Decision makers should give your views due weight for your age and maturity.

• **Be protected and have privacy** (Articles 16 and 19). You should be protected from violence and harm, and you can take part in this activity without sharing personal information.

• **Get health care, learn, play, and create** (Articles 24, 28–29, and 31). These rights help you grow, develop your abilities, rest, and take part in cultural life.

From the book’s approach · Build a scenario of your own

1. **Start with a decision children can influence.** Choose a real or fictional question, such as how to make a club sign-up easier to find.

2. **Give children a genuine choice.** Invite them to draw, speak, write, observe, or pass. Let them suggest an option before the decision is made.

3. **Find the adult who can act.** Ask that person to say what they heard, what they can change, and when they will respond. Adults remain responsible for the decision and for making the activity usable.

4. **Check what happened.** Ask a new learner to try the result. Record what changed, what still gets in the way, and when the adult will check again.

Try another setting. Use a school garden invitation, a library activity, or a classroom materials shelf. Keep private experiences out of the scenario.

TEACHER GUIDE / 25 MINUTES

Can a New Student Join In?

Bring scrap paper and pencils, or run it aloud. The activity works with a class, club, or homeschool group. Learners can draw, write, speak, observe, or pass.

Read aloud. The school invites everyone to make peace postcards. The sign says, “Meet in the usual room.” A new student reads it twice and still doesn’t know where to go. What could the school change before the activity starts?

1. **5 minutes · Notice.** Ask where a new visitor might get stuck. Keep the discussion on the fictional example or a routine the class can discuss without naming anyone.

2. **8 minutes · Make a change.** Ages 8–12 can draw a new sign or explain it aloud. Grades 6–12 can draft an announcement and ask which staff role can confirm the room, usable route, and place to get help.

3. **7 minutes · Try it.** Give the directions to a partner who has yet to see them. Ask the partner to find the activity and say where they would ask for help. Change one detail they had to guess.

4. **5 minutes · Make one promise.** Choose one idea to share with an adult who can respond. Ask when the class will hear back. In the fictional version, the teacher plays that adult.

Look for one barrier, one change, and one way to check it. If learners try a real school routine, an adult approves the test and handles any follow-up. Use group findings and leave student names and private experiences out of shared records.

Make the Welcome Work

Use words, drawings, or a partner who can record what you say. Use the postcard example or another activity your teacher approves.

Someone new might get stuck when …

Here is our new sign or message …

Our partner found …

Our partner still had to ask …

The adult who can check this is …

Our class can hear back by …

Before you finish

Can a new visitor tell where to go, what to do, and whom to ask for help?

Give Children a Real Choice

Use this sheet to build another lesson after *Make the Welcome Work*. Choose a small decision that is still open. If the real decision has already been made or nobody can act on a suggestion, use a fictional case and say so at the start.

Worked example · The school garden. The garden lead is choosing between two places for a seed table. Learners look at both on a paper map and suggest a third spot near the entrance. The lead explains which places leave room for visitors to pass, agrees to try the third spot, and says when the class will hear back. The group checks whether a first-time visitor can find the table and choose an activity.

The decision children can influence is …

The right we'll explore is … See Rights You Can Use.

Children can contribute by …

The adult who can decide is … What is open for change?

We'll check whether the change helped by …

Learners will hear the decision and the reason by …

Ages 8–12. Draw two choices and invite a third. Let a partner show how they would take part.

Grades 6–12. Compare two options using a map, a schedule, or another shared record. Ask the decision maker to explain how student views shaped the result and what remains open.

Before sharing. Offer a way to pass or contribute privately. Use fictional details or group-level observations. The adult host handles permissions, changes, and follow-up.

FORWARDABLE INVITATION

Make Something for Peace

Dear teachers and learning-group leaders,

Peacemaker Enterprise invites your group to take part in **Children's Day of Peace on Friday, November 20, 2026**, with the Founding Mothers Movement and the Global Grandmothers' Council Network. Use the free story and activity in this packet to ask children what would make their school or community more welcoming. Give them time to draw, write, or tell you what they imagine.

Join or host a local project

Make peace postcards, create a classroom art wall, or invite a grandmother, elder, or other trusted community member to listen as learners share their ideas. These are optional classroom project ideas. An adult organizer can find official resources and register a local event or explore the Global Grandmothers' Council Network.

Help a child submit artwork, if they choose

The Founding Mothers Movement invites children ages 5–15 to enter the Children's Peace Prizes. For art, submit a JPG or PNG of a drawing, painting, or other artwork about peace. The event page lists **December 15, 2026** as the entry deadline. Ask a parent or guardian to review the current eligibility and permissions, including how the work may be used, and submit through the official FMM Peace Awards form.

Every learner can take part. The classroom activity is free. Event registration and art submission are optional and separate. A child can create something for the classroom or keep it private. Send any contest entry through the official form. Keep student names, photos, and artwork out of school outreach replies.

Peacemaker Enterprise · Justice League Society