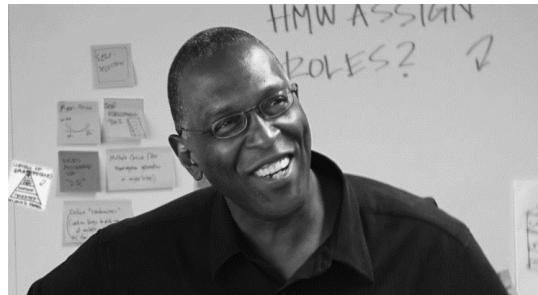


The World Peace Game

US teacher John Hunter found global recognition when he devised the World Peace Game. He discusses its impact.



- 1 Being thrown in the deep end in my first job gave me the creative freedom I needed. It was 1978 and I was given a ninth grade group in inner-city Richmond, Virginia. These were mostly ethnic minority students who were not well off. My task as a social studies teacher was to cover the subject of Africa, but this was the kind of school that didn't have many textbooks; you had to create your own exercises and assignments. So I created the World Peace Game, which started out as a simple four-by-five plywood board on the floor with a map of Africa taped on it. I gave them all the problems I could find and said, "Let's solve them."
- 2 The students are human agents in the game. The rules state that I can do nothing to interfere. I can only ask questions and point out whether they have considered the consequences of their actions. It's a huge risk every time, but my faith and confidence in the children makes me think they can.
- 3 Some really do dark deeds, but the game allows them to see, experientially, the effects of their positive and negative actions. They almost always choose to do the right thing because it feels better. There is something in children, and all humans at some level, that means they simply want to be helpful, useful and kind. It's not something you have to teach or preach to them. Since the teachers have given control and power to the students in the classroom, they have also got to deal with and be comfortable with the unknown, their own fears, expectations and hopes around that concept.
- 4 In 2006, a documentary filmmaker called Chris Farima filmed one of the World Peace Game cycles in my fourth grade classroom. Four years later in 2010, the film was shown at the South by Southwest film festival (SXSW) in Austin, Texas. Out of 145 international films that were shown there, we received the number one audience prize. 24, a little film about education led to my game being played by world leaders.

- 5 I began touring the world, sharing my game with other teachers. I was invited to attend a screening of the film at the UN and then we were invited to the Pentagon, where the film had been screened four times already. They brought my students in for another visit and four or five generals spent an entire day having serious strategy and tactics discussions with my nine-year-olds. Although it was a game, it was taken quite seriously and with due respect. While the leaders know how to do war, they don't always know how not to do it.

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Tekst 8

- 1p 20 'US teacher John Hunter found global recognition' (inleiding)
→ Vanaf welke alinea wordt er in de tekst hierop ingegaan?
Noteer het nummer van deze alinea.
- 1p 21 'gave me the creative freedom I needed.' (first paragraph)
Of what problem was this creative freedom a result?
A There was little hope the children would get good results.
B There was no management supervising the teachers.
C There were hardly any ready-made school materials available.
D There were no school programmes teachers had to follow.
- 1p 22 'The rules state that I can do nothing to interfere.' (alinea 2)
→ Welke zin uit alinea 3, 4 of 5 maakt dit nog eens duidelijk?
Citeer (= schrijf over uit de tekst) de eerste twee woorden van deze zin.
- 1p 23 What is one of the points made in paragraph 3?
A Children who misbehave in the game misbehave in real life as well.
B In the end, most people prefer doing good things over being bad.
C Obviously, the acts of evil people can have serious consequences.
D The outcome of the game depends on the person who is in charge.
- 1p 24 Kies bij 24 in alinea 4 het juiste antwoord uit de gegeven mogelijkheden.
A For example
B In spite of this
C What's more
- 1p 25 'they don't always know how not to do it.' (final sentence)
What does this remark imply?
A Army officers find it hard to admit they have lost.
B For some it is easier to fight than to maintain peace.
C Politicians and children have a lot in common.

Bronvermelding

Een opsomming van de in dit examen gebruikte bronnen, zoals teksten en afbeeldingen, is te vinden in het bij dit examen behorende correctievoorschrift, dat na afloop van het examen wordt gepubliceerd.