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NETWORK

Teach Peace Pack

Updated edition

Foreword

True peace is more than the absence of war; it requires the presence of justice and care. Without these basic core values, there can be no real or lasting peace. And this is why these assemblies rightly range across topics which include campaigns for justice and human rights as well as nonviolence, peace and reconciliation. These are the building blocks of humane, tolerant and inclusive societies. In fact, there are those who are now using the term 'just peace' to mean exactly this.

Most teachers would agree that genuinely 'peaceful schools' are institutions in which there is an ethos of calm and care for all, in which mutual respect for persons allows respect for learning to grow. A school as a place of learning is most effective when its members can flourish as human beings, as individuals and as members of the community. In this way, this pack supports the work of the school in supporting Spiritual, Moral, Social and Cultural education (SMSC).

Children develop socially and morally in a number of ways – through seeing, thinking, feeling and acting. These assemblies provide powerful opportunities for the children to think in thoughtful, reflective ways around some of the fundamental issues about how we live together. Children also learn from their surroundings, from identifying with the values of people they like, admire and trust. As teachers we must model the values of justice and care in our lives and then we will see them flourish in our classrooms and schools.

Don Rowe

Founding member of the Citizenship Foundation, author and researcher

Acknowledgments

The inspiration for this resource came about through the concern of one grandmother. With the advent of Armed Forces Day, the expansion of combined cadet forces in schools, and the increasing role of the armed forces in education, she was worried that war commemorations and celebrations were leaving no room for peace at her granddaughter's school.

This resource has been supported by the following members of the peace education network, and produced by Quakers in Britain.





Teach Peace Pack

Introduction

In Teach Peace you will find a set of ten lesson plans for use as assemblies or workshops. The pack also contains follow-up activities and resources, prayers, and reflections on peace. The original pack was so popular that we decided to produce an updated edition with three new lesson plans, providing educators with further resources to champion peace education.

Teach Peace opens up many different strands of learning. The themes and ideas we introduce here are useful as part of Citizenship or Personal Social Education and form a strong component of Spiritual, Moral, Social and Cultural education (SMSC).

Teach Peace invites children to think about what peace means to them and where they feel peaceful. The resources nurture skills of empathy, which are so important to healthy human development. The follow-up activities encourage children to think about what they can do to build peace within and between themselves, helping to develop interpersonal peace. The pack also encourages children to think critically about war and to explore its human cost; they will learn about how children – so often the innocent victims of war – can work together for peace. It enables

children to consider remembrance and to explore philosophical concepts, including the power of nonviolence.

The activities are suitable for a wide age range, from primary to early secondary school, and can be differentiated accordingly. The pack can help meet the aims of Scotland's Curriculum for Excellence and the Welsh curriculum. We hope that you and your students will be inspired to build a more peaceful world.

From the United Nations International Day of Peace on 21 September to the International Day for Children as Victims of War on 4 June, the school year is filled with opportunities to use the assemblies and activities in this pack. You may find the interfaith calendar useful to identify other suitable dates (see www.interfaithcalendar.org). We hope that this resource will help to ensure peace is a key theme in our children's education and help you to celebrate peace and the peacemakers in your school.

Peace Education Network
www.peace-education.org.uk

The Peace Education Network

The Peace Education Network draws its membership from organisations working in peace education. We share ideas and inspiration. We also organise professional development workshops for members of the network and other interested educators, and collaborate on creating resources and organising events.

To find out more please visit www.peace-education.org.uk.



PeACE education
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Teach
Peace
Pack

Do you teach
children about
human rights?

Do you explore
the ethics of war
and violence?

Do you support
your children to
develop conflict
handling skills?

Get inspiration
from Wales for
Peace.

Do you run
peace days or
peace weeks?

Do you have trained
peer mediators?

**Creating a more
peaceful school**

What's our next step?

Find out about the Peaceful
Schools Movement

Teach Peace Pack

Assembly: Sadako and the thousand cranes



Aim: to explore the human cost of war and see how children, so often the innocent victims, can work together for peace.

Planning/Preparation: You may want to display an image of Sadako during the assembly.

This assembly is most effective if it is followed up in the classroom with the making of origami cranes carrying the children's messages of peace.

Some children may find the content of this assembly upsetting, so be aware of the need for sensitive follow up.

1 Introduction

Explain that you are going to tell the children a story. The story is about a girl called Sadako. It is a sad story, but it also a story of courage and hope

2 Telling the story

Sadako Sasaki was only two years old when the bomb was dropped on 6 August near her home by Misasa Bridge in Hiroshima, Japan. Sadako was blown out of the window and her mother ran out to find her, suspecting she might be dead, but she found her daughter alive. Whilst Sadako, her parents and her brother escaped to safety, lots of other people were killed. Nearly the whole city was destroyed in seconds.

When Sadako was in Year 6 she was in a PE lesson when she suddenly fainted. She soon opened her eyes again, but everyone was very worried about her, so the next day Sadako had to see a doctor and have lots of tests. When the

results were ready, Sadako's father went to meet the doctor. It was bad news. The doctor said that Sadako had a type of cancer caused by the bomb. She was very ill and would have to go into hospital. She might only have one year to live. Sadako was confused – it had been 10 years since the bomb went off! Sadako's parents were heartbroken. They could not bear the thought of losing Sadako. They also did not want Sadako to feel scared about going to hospital, so her mother made her a kimono – a special Japanese dress. The material had pictures of cherry tree blossom, and it helped Sadako to feel better about being away from her friends and family.

One day, Sadako's friend Chizuko came to visit. She gave Sadako a bird made from folded gold paper. "The bird is called a crane" said Chizuko. "There is an old legend, that if you make one thousand of these, then you can make a wish." As soon as Chizuko had said these words, Sadako knew that this was what she must do. "I will make one thousand cranes! Then maybe I will get a wish." The two girls were excited and began folding immediately. Sadako was slow to start with, but it was not long before she could remember every fold and the pile of paper cranes began to grow. Sadako looked everywhere for paper to make new cranes. News spread throughout the hospital about her task and patients sent her their old newspapers and wrapping paper and the nurses sent her wrappers from packets of medicines.

Every day, she tried hard to sit up enough to fold her paper but this got harder and harder, until one day she folded her last crane. Number 644. Sadako died with her family at her bedside. The cancer had killed her. Sadako's body did not hurt any more.

At Sadako's funeral, her parents gave out the paper cranes to her school friends. They were pleased, but felt deeply shocked and upset by Sadako's death; it seemed so unfair. They talked to each other about how they felt, then someone had the idea of making a statue to tell people about Sadako, and all the other children who had died because of the bomb. The children agreed that this was a good idea. It was not long before school children from all over Japan were sending donations. Eventually, enough money had been raised, and a memorial statue of Sadako was put up. Sadako's friends stood around it. They felt proud of Sadako. Written on Sadako's statue are the words: *This is our cry, This is our prayer: To create peace in the world.*

3 Conclusion

This is sad story, but it is also one of courage and hope, for Sadako has inspired children all over the world. Children from many, many different countries learn to make the paper cranes. Sometimes they write their wishes for peace on their wings. Thousands of paper cranes are taken to the statue of Sadako in the Hiroshima park in Japan, and lie at its feet.

The peace cranes can never give Sadako her life back, but each of us can think of one thing we can do to make our family, friends, class or the wider world a more peaceful place. *Ask the students: What will you do?*

Follow up activities/resources:

- For other activities about Sadako, to learn how to make your own paper cranes, and for your free peace education pack, see www.cnd.org/education.

Cranes can be hung on strings and make a beautiful school display.
- Read *Sadako and the Thousand Paper Cranes*, by Eleanor Coerr, 2004.
- Watch a short film or animation about Sadako, there are lots available online.
- Learn about other stories of children affected by war, such as: *Gervellie's Journey: A Refugee Diary* by Anthony Robinson and Annemarie Young, 2010. This is part of a series of Refugee Diary books: *Mohammed's Journey* (Iraq) *Hamzat's Journey* (Chechnya) and *Meltem's Journey* (Turkey).
- Discover the message of peace and good will sent out by the young people of Wales annually on the Day of Goodwill, 18 May, (the date of the first peace conference in the Hague in 1899), to young people around the world. See www.urdd.cymru/en/humanitarian/peace-goodwill.
- Join the movement in support of International Day of Peace on 21 September – find ideas for action and share your plans for peace day to help inspire other around the world. Visit: www.un.org/en/events/peaceday.

Teach Peace Pack

Assembly: Barriers to peace



Aim: to learn that walls are built to keep the peace but also divide people.

Planning/Preparation: a PowerPoint presentation is available from www.peace-education.org.uk.

The orange squares ■ in the text refer to these slides.

As children arrive show ■ slide 1 – a series of images of barriers (the slides will scroll through automatically).

You may find it useful to use a 'valuable' object such as a watch/trophy.

1 Introduction: Walls

- Show slide 2: A brick wall. *Ask the children:*
- *Why do people build walls?* [to feel safe, to protect their belongings/land, for privacy etc].
- *Has anyone seen any famous walls, or really tall walls?*

2 Invite one volunteer to the front

Give her/him your valuable object, and explain they need to keep it safe. *Ask what they can do to keep it safe, perhaps they should keep it close?* Explain that you trust everyone here, but what if you were somewhere where you were worried that you couldn't protect your valuable object? What if you thought people were going to come and take it from you, what could you do? Might you build a wall for protection?

3 Create a human wall

Invite other children to come up to gradually form an outward-facing human wall around your first volunteer until she/he is more or less out of sight. Ask if he/she feels safer now they are surrounded by a human wall. *Ask: are there any problems with being protected in this way?* [You may or may not feel safer, but will it be difficult to move around, get to lessons, go home and watch TV, chat to friends? Might the wall become damaged, could someone climb over it? Ask if she or he would like to stay inside the human wall forever.] Thank your volunteers – they can sit down again.

4 Musk oxen

■ Show slide 3: A group of musk oxen defending their young.

What are these animals doing? Click to explain using the PowerPoint:

- Reveal the young oxen – the most precious thing they have.
- Reveal the wolves – a predator.
- Show how the adult animals make a defensive wall.

5 Hadrian's Wall

Like the musk oxen, people build walls between each other to keep safe. Sometimes these are little walls; sometimes they are huge walls to divide whole communities, but what happens to them in the end?

■ Show slide 4: Hadrian's Wall. This was built by the Romans to defend southern Britain, which they had invaded, against Scotland, which was not part of Roman Britain. The wall was abandoned when Emperor Hadrian died, and today England and Scotland are (mostly!) friends.

6 Peace walls in Northern Ireland

Slide 5: The peace lines/walls in Northern Ireland. These are a series of barriers that separate Protestant and Catholic neighbourhoods because there has been a lot of fighting between them. The first peace lines were built in 1969 to reduce the violence, and were only meant to last 6 months. They have multiplied over the years and became wider and longer. They have meant that people in the neighbourhoods on either side live very separate lives. They are still there, but may disappear in the future as some neighbourhoods want to work towards removing the walls and building peace.

7 Separation barrier

Slide 6: Separation barrier around the Palestinian West Bank. This is another barrier which divides two communities who are in conflict. It is being built by Israel. Some of it is an 8 metres tall concrete wall; some of it is a fence. Israel says it is needed to protect its community, on one side, from Palestinians on the other side. Some people think that the barrier is effective at stopping attacks. Others people say that it isn't, and that it makes life very hard for ordinary Palestinians living nearby the wall. It makes it more difficult for them to get to work and to get to the land they own. This barrier is still being built today, we don't know if it will last forever.

8 Conclusion

We might feel safer while we are behind a wall. We might not get hurt and there might not be fighting. So we might *keep* the peace but what do we lose? Would we *enjoy* the peace? Not necessarily. *Rather than build walls to feel safe, what can we do to build peace?* [Get to know each other, build trust, and communicate]. We need to learn to build peace between ourselves, and overcome differences, rather than have to build barriers between ourselves.

Follow up activities/resources:

- Circle Time Discussion: Do the children agree that “Good fences make good neighbours”? (Robert Frost’s poem *Mending Wall*). Begin with a ‘feelings line’ – standing at one end indicates you agree, standing at the other means you disagree. Let the students think, then take their position. Back in the circle discuss the advantages and disadvantages of fences/walls. Repeat the feelings line to see whether students have changed their mind.
- Read *The Kites are Flying* by Michael Morpurgo, in which Said, a Palestinian boy who never speaks, makes kites to fly over the wall near his home, or *Child’s Garden: A Story of Hope* by Michael Foreman, in which a boy who nurtures a plant in a war-torn country watches it grow until it becomes a symbol of hope. Available from the Quaker Centre: 020 7663 1030 or email quakercentre@quaker.org.uk.
- Order a free copy of *Learning about human rights in the primary school* from Amnesty International. See: <http://tinyurl.com/TPP-AmEd>
- Become a Rights Respecting School – The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. To find out more about gaining a RRSA go to: www.unicef.org.uk/rights-respecting-schools.

Teach Peace Pack

Assembly: The importance of disobedience



Aim: to explore doing what you believe to be right.

Planning/Preparation: with a large group you may want to use 'stand up' to represent 'fight' and 'sit down' to represent 'won't fight'. Alternatively, you could get a small group of children to do the activity at the front on behalf of everyone.

With a small enough group this assembly can be done with one side of the room marked 'Fight' and the other 'Won't fight' and the children go to whichever side of the room represents their decision.

1 Introduction

Explain that you are going to tell the children a story.

The story is about making a very difficult decision. The person in this story has to decide whether to go to war and fight for his country or refuse to fight.

I want you to imagine that you are that person and try to make the decision for them.

Say you're going to ask them some questions. If your answer is that you would fight, you want the students to 'stand up' (or do something visual, such as put their hands up). If you would refuse to fight then stay sitting down

2 Telling the story

Explain that you are going to tell the story slowly, only giving a little bit of information at a time. So if you change your mind during the activity then

change your position. [After each point in this story give the children a moment to change their mind if they wish. You also might want to occasionally get feedback on their reasons, if time allows.]

- *Your country has just become involved in a huge war – a world war – and you have been called up to fight in the army. Do you fight or not fight...?*
- *The government have made a law that you have to fight so those of you sitting down and not fighting will be breaking the law and will be punished... Do you fight or not fight...?*
- *You are a married man with three young children... Do you fight or not fight...?*
- *Your family rely on you to provide for them so if you join the army and fight you will be paid and be able to look after them – and even if you get seriously injured there will be a pension – but not fighting would leave your family's future less certain... Do you fight or not fight...?*
- *You live in Austria, and it is 1943. So this is World War II. And Austria fought on the side of Germany – so you would be joining Hitler's army... Do you fight or not fight...?*
- *Under Hitler the punishment for refusing to fight is that you will be killed (you will be beheaded)... Do you fight or not fight...?*
- *You are a Christian and think it is impossible to be a good Christian and fight for Hitler... Do you fight or not fight...?*
- *You go to your priest for advice and he tells you that it is your duty to fight for your country... Do you fight or not fight...?*

- You go to consult the local bishop and he agrees with the priest, it is your duty to fight for your country... Do you fight or not fight...?
- You go to talk with your mother. She tells you that you must fight as it is the only way you can look after your wife and children (her grandchildren)... Do you fight or not fight...?
- Final decision time... you have talk it through one last time with your wife. She tells you that she supports you. She knows it is an impossible situation but you have to do what you think is right and not to worry about her. Do you fight or do you refuse to fight...?

[Announce whether most people are fighting or not]

3 Franz Jägerstätter

Explain: *This actually happened to an Austrian man called Franz Jägerstätter. Franz decided that he could not fight for an evil cause and was killed for refusing to fight.*

A sad end to a difficult story.

But it is not quite the end because today, all these years later, Franz is considered a hero by peacemakers...

4 Being a peacemaker

Ask the children: *Why do you think Franz is considered a hero by peacemakers? What can we learn from Franz about working for peace?* [Look for answers about doing the right thing even when it is difficult].

5 Conclusion

We are not faced with huge decisions like Franz, but we can learn something from him. Often we can feel pressured or tempted to do the wrong thing. People might want us to join in being nasty or unkind to someone in our class or one of our friends at home. When this happens we must be brave enough to say no. We must refuse to join in. We must stand up for what is right.

Follow up activities/resources:

- For more about Franz Jägerstätter see Pax Christi's education resources on Peace People at www.paxchristi.org.uk.
- Discuss with your class if they can think of a time when they have refused to do something they know to be wrong.
- See www.veteransforpeace.org.uk to explore recent stories of men and women who have decided it is against their conscience to fight.
- To see members of Veterans for Peace discarding their medals go to https://youtu.be/_rZgtMGD_o8 for a short film.
- Book a school speaker from Veterans for Peace: www.veteransforpeace.org.uk/education
- For help with introducing sensitive issues see:

Headlines: War and Conflict: Tackling Controversial Issues in the Classroom by primary head teacher Marguerite Heath, 2010.

Teaching Controversial Issues, Oxfam GB, available online at www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues.

Teach Peace Pack

Assembly: The Christmas truce



Aim: to learn about a remarkable story from World War I and encourage children to think about reaching out in friendship across divides.

Planning/Preparation: you may like to find images of WWI trenches to display during the assembly.

1 Introduction: Football

Ask the children: Who likes playing football? [Show of hands] What do you like about it? [Look for answers about friendship and fun]

Explain that you want to tell a story about an extraordinary game of football that took place 100 years ago...

2 Tell the story of The Christmas Truce

It was 24 December 1914 – Christmas Eve. Many children were getting ready for Christmas without their fathers. Earlier that year, in August, war had broken out right across Europe and around the world. Germany had invaded the next-door country of Belgium. Britain had agreed to help defend Belgium and so hundreds of thousands of men had set sail to France.

Before very long they were facing German troops in a long line of trenches. These deep trenches were dug to protect soldiers on both sides from the guns of the enemy. Even so, already thousands of men on both sides had been killed.

Explain to the children that it was Christmas Eve. Ask: What would the soldiers be thinking of? [Look for answers like friends, family, wives and girlfriends.] So were the Germans.

3 Continue the story...

As the British soldiers kept watch, they heard something which surprised them. It was not gunfire but singing. As dawn broke, instead of the guns starting up once more there was a strange calm. Someone in the German trenches raised a board on which they had written the words, "You no fight, we no fight". Along the line, a German officer raised a white flag. Nervously, some British soldiers stood up above the trench – and nothing happened. Cautiously they began to advance, without their guns, towards German lines. The Germans, too, came forward and began to greet their enemies with warm handshakes. "Happy Christmas, Fritz!" and "Merry Christmas to you, too, Tommy."

By that afternoon, thousands of soldiers on both sides were talking and laughing and singing. Some showed their new friends pictures of their loved ones. Some Germans had been working in England just before the war and one soldier asked a British officer if he would take a letter back to his English girlfriend. There was much swapping of small presents such as cigarettes, tinned food, plum puddings, and even helmets! Someone else found a football and a game began. Other games started and where there was no ball, tin cans or sandbags stuffed with straw were used. And all the while, carols continued to be sung in both languages. This truce had been started by ordinary soldiers not wishing to fight on Christmas Day. The officers who were fighting with them joined in the truce but officers higher up were not at all pleased.

4 The Generals

Ask the children: Why do you think the generals, those running the army, were unhappy? [Look for answers about them not being happy because being friendly with the enemy was not a good idea. How can you fight with someone who is a friend?]

When the Generals commanding the war got to hear of it, they were very angry. They feared that their soldiers would lose the will to fight because they could see that their enemies were people just like themselves.

The army commanders acted quickly to prevent this ever happening again. Orders went out that there was to be no more contact with the enemy and before long, sadly, the shooting began again. Many people had hoped the war would have been over by Christmas that year. Sadly, it went on for another three and a half years. By this time, millions of soldiers around the world, and even more civilians, had died.

5 Conclusion: Building peace

Explain to the children that you want them to think about reaching out across divides. *Ask: Have you ever helped someone new settle into your class, or stood up for someone who has needed it, even though you didn't really know them. Have you been a friend to someone who needed you? When you do this sort of thing you are building peace. So keep doing it...*

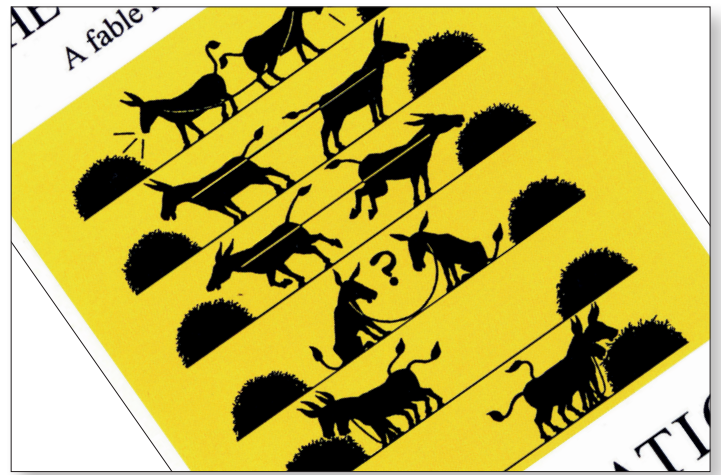
Follow up activities/resources:

- For more about the Christmas Truce, see: <https://research.ncl.ac.uk/martinlutherking> and *Truce: The Day The Soldiers Stopped Fighting* by Jim Murphy, 2009.
- Learn more about the experiences of conscientious objectors –people who refused to kill from the start, not just on Christmas Day. See *Conscience A World War I critical thinking project* (primary) and *Conscription* (secondary). Available from the Quaker Centre 020 7663 1030 or email quakercentre@quaker.org.uk
Voices of Conscience, short films www.vimeo.com/channels/voicesofconscience
Choices then and now – a World War I resource for primary schools, secondary schools and colleges, from the Bradford Peace Museum. For more info see: www.choicesthenandnow
- Go to www.ppu.org.uk for more resources from The Peace Pledge Union.
- Explore with your class times when people might want you to do things which make you unhappy. How hard is it to stand out and refuse? Why? What can help us to be courageous about our ideas and beliefs?
- During World War I and in every other war, newspapers and others, spread terrible lies about the enemy. Why do you think this is? Discuss times when groups of people become suspicious of each other. What can be done to help break down these barriers? Why do some people not want these barriers to come down?
- Learn how to make a Peace Mala – a symbolic bracelet that promotes friendship, respect and peace between the faiths and all people in our world, see: www.peacemala.org.uk

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Teach Peace Pack

Assembly: Conflict resolution: A tale of two mules



Aim: to show that co-operation is better than conflict.

Planning/Preparation: you may find it useful to have for the assembly:

2 mule masks

(from: www.peace-education.org.uk)

A frisbee and a football

A length of rope/cord

2 cardboard boxes.

1 Introduction: ask for two volunteers

Explain that they won't have to speak, but might need to do a bit of acting. (*Give each of the two students a donkey mask and one end of the rope/cord, making sure they know they cannot let go of it. Explain you are going to tell a story, and you would like them to act it out as you go along.*)

2 Tell the following story:

Once upon a time there were two mules. They were tied together in the farmyard, and they were very hungry. (Encourage your actors to mime.)

Then, the farmer left two boxes of food in the yard for them: one for the first mule (position on the left of the stage) and one for the other mule (position on the right of the stage).

Each mule saw that the food had been left, but they were still tied together. They each tried to reach their food, but they couldn't. They were just as strong as each other, so however hard they pulled on their rope, they would never get the food.

Feeling tired and out of breath, they sat down next to each other, even hungrier than before.

Explain that at this point it's a 'lose-lose' situation.

Neither of the mules has got what he/she needs.

3 What can the mules do?

Ask the children for suggestions about what the mules could do. [Look for ideas about working together, cooperating to eat together from one box first and then the next].

4 Continue the story...

Then the mules started to talk to each other, and they came up with an idea that would help them both get food. They went together to the first mule's food and shared it, never pulling on the rope. Once that food was gone, they went to the other mule's food and shared all of that. They both got enough food and the sat down happily. They had found a 'win-win' solution.

5 Different endings

'Win-win' solutions made both mules feel happy. But this story mightn't have had a happy ending. How could it have ended in a less happy way? *Ask the children for suggestions.* Look for ideas such as...

- The mules could have fought over the food and got hurt – 'lose-lose'
- One mule might have bullied the other one and taken all the food – a 'win-lose'
- They could have pulled so hard that it hurt them – another 'lose-lose'

There was a point in the middle of our story when the mules did something that helped them solve their problem. *Did anyone notice what this was?* By stopping and thinking, and then talking and listening, they found a win-win idea.

6 Conflict

Explain that disagreements, or conflicts, happen

all the time. What matters is how we handle them. Instead of falling out and arguing we can, like the donkeys, work together to find a solution that everybody is happy with. How do we do this?

Ask the children what the mules had to do to get to their 'win-win' solution. [Look for answers like stop and think, cooperate, listen to each other, think about each other's needs....] So now we know how to try to reach 'win-win' solutions, let's see if we can solve this problem for Sam and Ali (or use the names of the two students who volunteer). Ask for two more volunteers. Give one a football and one a Frisbee. Explain the situation:

*Sam really wants to play Frisbee
Ali really wants to play basketball.
But they want to play together.*

Ask the children what Sam and Ali could do about their problem that would be a 'win-win'? [Look for answers such as...]

- Agree to split their time, playing a bit of basketball and a bit of Frisbee
- Agree to play one now, and the other tomorrow
- Invent a new sport – you could even ask your volunteers to demonstrate a solution, such as basketfrisbee!

7 'Win-win' solutions

These ideas are all what we call 'win-win' solutions. When we get into a disagreement, or conflict, we often think that for the other person to win, we must lose. So we focus only on winning. We pull really hard in our own direction, like the mules before they sat down to think. But even if we end up winning, we've sometimes hurt the feelings of the other person, or damaged the friendship.

8 Conclusion

So next time you get into a disagreement, what should you do? Remember the tale of the two donkeys. Rather than pull in different directions, take the time to stop and think. See if you can cooperate and find a 'win-win' solution.

Follow up activities/resources:

- Introduce Peer Mediation – conflict resolution for young people by young people – to your school. To find out about training and more information contact the Peer Mediation Network:
www.peermediationnetwork.org.uk

- Display and use in your classroom *The Two Mules* poster.

Explore the nature of conflict with children or all-age groups using *Once Upon a Conflict: A fairy-tale manual of conflict resolution* by Tom Leimdorfer, 2014. This book uses familiar stories to help readers explore the nature of conflict and find ways to handle it constructively.

Both are available from the Quaker Centre: 020 7663 1030 or email quakercentre@quaker.org.uk.

- Practise 'I statements'. These are useful for helping children handle conflict. For a Circle Time Game on 'I statements', and an 'I statement worksheet' go to: www.cresst.org.uk/pen-resources.
- As a class, use circle time as a regular space to safely share feelings and problems children experience (naming no names), inviting the group to suggest solutions using the phrase "would it help if..." For more on using circles go to: www.peacemakers.org.uk
- See the Woodcraft Folk's 'Pioneer Peace Pack activity 2 – Conflict Resolution': <https://woodcraft.org.uk/resources/pioneer-peace-pack-activity-2-conflict-resolution> for materials and activities (aimed at children aged 10–12).

Teach Peace Pack

Assembly: Think before you act: the legend of Beddgelert

Aim: to show how things can go wrong when we act in anger.

Planning/Preparation: you may like to find a photo of Gelert's grave to display during the assembly

You may want to begin the assembly with pictures of pets belonging to you/ other teachers/children.

1 Introduction: Pets

Ask the children: Does anyone have any unusual pets? What about more usual animals... does anyone have a cat? A hamster? A rabbit? What about a dog? Why do people keep dogs? [Look for answers about loyalty, companionship, and guardianship.]

Explain that you are going to tell a story about a dog whose master thought him to be a good and faithful companion.

2 The legend of Gelert

Near the North Wales village of Beddgelert (pronounced beth-gel-airt), in a field close to the banks of the River Glaslyn, you can find a stone which marks the final resting place of Gelert, the faithful dog of Prince Llywelyn.

Around 800 years ago Llywelyn had a palace close to Beddgelert from where he went out for a day's hunting. Unusually Gelert was not with him. He was waiting joyfully to greet his master. However, on his return, the prince was dismayed to see his dog stained and smeared with blood.

Panicked, the prince raced into his castle to look for his baby son. He found the cot empty and the



bedclothes and floor covered with blood...

Ask the children: What do you think had happened?

3 Continue the story

Prince Llywelyn, furious with rage, plunged his sword into the dog's side thinking he had killed his little boy. When the dog's dying yelp was answered by a child's cry, Llywelyn searched and found the child unharmed beside the body of a mighty wolf, which Gelert had slain. The prince, filled with sadness, is said never to have smiled again. He buried Gelert where today there stands the stone shown in the picture above.

Image location: <http://tinyurl.com/TPP-Gelert>

4 Prince Llywelyn

Ask the children: How do you think Prince Llywelyn felt? [Look for answers about being relieved/happy that his son is safe but sad/angry that he killed Gelert and would miss his friend.] Was he right to do what he did?

5 Barney and the spilt paint

Finish the assembly with an up-to-date story with the same moral.

Explain that you're going to tell them about something which happened more recently, and closer to home...Mr Smith walked into his classroom one day only to find the floor covered in paint. Only Barney was there – also covered in paint. What do you think had happened? *What should Mr Smith do?* [Barney was trying to tidy up, having found the mess.]

6 Conclusion

Ask the children: What can we learn from these stories? [Look for answers about not acting in anger, thinking before blaming someone, finding out the full story.] Finish by reminding them that it's

OK to be angry, but it's what we do about it that counts. Explain that if you get angry, and have a volcano in your tummy, there's lots of things you can do, such as:

- Count backwards from ten
- Take five deep breaths
- Move away and do something different. You can return to the problem when you've cooled down, or you might even find it's gone away!

Follow up activities/resources:

- Watch the online animation of the story of Gelert in English: <http://tinyurl.com/TPP-Gelert-An> and in Welsh here: <http://tinyurl.com/TPP-Gelert-AnW>.

- Act out the story of Gelert and Prince Llywelyn with your class.

- Explore strategies for handling anger, see:

A Volcano in My Tummy: Helping Children to Handle Anger, by Whitehouse and Pudney, 1998.

What To Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger by David Huebner, 2002

- For simple mindfulness practices for children aged 5–12 see '*Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents)*', 2014.

- Other useful books:

The Sand Tray by Don Rowe, part of the 'Thinkers' series for Key Stage 1, written to encourage children to see complex but familiar situations from a number of viewpoints.

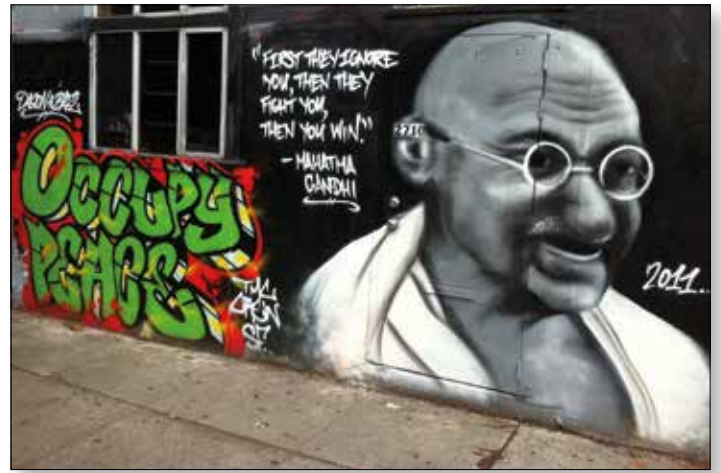
Moose by Michael Foreman, Andersen Press Ltd, 2014. Moose is a tale of overcoming conflict and working together.

Two Monsters by David McKee, 2009. Two Monsters is a picture book with a strong message about understanding other people's point of view.

Ask Me by Antje Damm, 2005. For help with Circle Time, simple open question and lovely images.

Teach Peace Pack

Assembly: What is peace?



Aim: to encourage children to think about what peace means and how we can achieve it.

Planning/Preparation: you will need the 'What is peace?' slideshow presentation from the Peace Education Network website www.peace-education.org.uk.

The orange squares ■ in the text refer to these slides.

The four quiz pictures ■ slides 2, 4, 5 and 7, are gradually uncovered by repeatedly clicking the mouse (be prepared to do quite a lot of clicking!).

1 Quiz. ■ Slide 1

A series of pictures will be slowly uncovered (as you click). Ask the children to put their hands up when they think they know what the picture is of...

- Slide 2: Picture of a dove
- Slide 3: What can you see? (click through to reveal the image)
- Slide 4: Peace sign with fingers
- Slides 5 and 6: Paper origami cranes [look for answers like birds, paper birds, origami]
- Slides 7 and 8: Campaign for Nuclear Disarmament (CND) symbol [look for answers like peace symbol]

2 CND Symbol

Ask the children: Does anyone know where the CND symbol comes from?

Explain that the Campaign for Nuclear Disarmament campaigns to get rid of nuclear bombs, the most powerful bombs that exist. The sign symbolises N and D in semaphore, for Nuclear Disarmament ■ Slide 8.

3 Peace

Does anyone know what one word connects these four symbols?

■ Slide 9: [Look for the answer PEACE. If more help is needed then...] It has five letters...

■ Slide 10: It begins with P

■ Slide 11.

■ Slide 12: What is peace? Explore with the children what they think peace means. Ask: What is peace? Give them a few seconds to consider the question and ask them to discuss ideas with the person next to them. [Take feedback after a minute or two].

4 Definitions of peace

Explain that many people have tried to define peace over the years...

- Slide 13: Ask: Does anyone know who this is?
- Slide 14: Martin Luther King – American who worked for fairness for people of all races in the USA.
- Slide 15: He said "True peace is not merely the absence of tension: it is the presence of justice."

5 Children's definitions

Children in Year 1 and 2 doing a 'peace week' had their own ideas about what peace is ...

■ Slide 16: They said: "Peace is helping my friends when they need me."

■ Slide 17: And "Peace is when everyone cooperates and listens to each other."

6 Gandhi

■ Slide 18: *Finally, ask who is this?* – Gandhi.

■ Slide 19: He said "*Be the change you want to see in the world.*" What do you think he meant by that? [Look for answers about if we want peace then we need to be peaceful, if we want fairness we need to treat people fairly, etc.]

7 Conclusion: Peace and justice

We have talked about peace and what peace is. A peaceful world is one where there is justice; where everyone is treated fairly, where there is no violence, and where we are able to live without fear. And that last quote, from Gandhi, reminds us that if we want peace then we need to be peaceful people and to work for peace.

Follow up activities/resources:

- Children can write or draw 'Peace is...' booklets/messages. Ask the students where they feel peaceful and create a 'peaceful place' in your classroom/school where you can display the messages.

The Peace Book by Todd Parr, 2008, helps 5-7 year olds relate to the concept of peace.

- For activities to create a more peaceful school, see 'Learning for Peace – developing outstanding SMSC in Primary Schools' from www.peacemakers.org.uk or email office@peacemakers.org.uk
- If you live in Wales, see www.wcia.org.uk/walesforpeace.html to find out about local peacemakers.
- Go to www.peacefulschools.org.uk to join the Peaceful Schools Movement.
- Other useful books:

Can You Say Peace? by Karen Katz, 2006. A simple book which introduces children to saying 'peace' in different languages.

What does peace feel like? by Vladimir Radunsky, 2004. Children describe what peace might feel, taste or sound like.

The Story of Ferdinand by Munro Leaf, 2011. Ferdinand is a bull who would rather sit and smell the flowers than butt heads.

War and Peas by Michael Foreman, 2002. Underlying messages about helping others, and sharing what you have.

- For more children's books see www.wordpool.co.uk/ccb/war.htm

PeACE education NETWORK

Teach Peace Pack

Assembly: We all live under the same blue sky



Aim: to explore the issue of armed drones through stories from two children who want to fly a kite.

Planning/Preparation: You will need:

- Two cut-out kite shapes
- Story of Aymel (below) stuck to the reverse of a kite shape
- Story of Anita (below) stuck to the reverse of the other kite shape
- Large kite and long string
- Paper for wishes (children will need pens)

A PowerPoint presentation is also available to tell the story: see the Peace Education website at www.peace-education.org.uk.

With a small enough group the wishes can be tied to the string on the way out of the assembly. It may be preferable with a large group to collect the wishes and make a display of Aymel's kite, his story and the wishes.

*This is a useful assembly for upper primary/lower secondary. It is drawn from the resource 'Fly Kites Not Drones', available at: www.FlyKitesNotDrones.org. It touches on the true story of Aymel, a young boy whose father was killed in a drone strike. If you are working with children who have experienced war or violent conflict see www.flykitesnotdrones.org for advice.

1 Introduction

Today I want to talk about kites... has anyone ever flown a kite? ... Tell me about it...

A kite in the sky is a beautiful image wherever you are. Whether pieced together from bin bags and string, or manufactured with high-tech fibres, when we see a kite fly, part of us flies with it. But the lives of people holding the string can be very different.

I have two kites here. Can I have two volunteers to hold them for me please?

Two children (confident readers preferably) are selected to hold the kites. Ask them to stand with the front of the kite facing the audience and the reverse – with the story – facing towards them.

One of these kites belongs to a girl called Anita who is from this country. Which of you has Anita's kite? And the other kite belongs to a boy called Aymel. [Name of person holding Anita's kite] can tell us a bit about Anita...

2 Anita's story [Child reads Anita's story]

I live in a large town in England. There are some hills a short drive from where I live and I often visit there with my parents and my little brother Jaydon.

It is always very windy on the hills. When Jaydon was little I used to worry he would blow away!

The hills are a brilliant place for flying kites and every time we go for a walk there I take my kite with me. Lots of people of all ages go there to fly kites.

Last summer I had my birthday party on the hills with my friends. There was a picnic and some games but we spent most of the time flying our kites. My mum had got me a big yellow kite and had even written my name on it. The weather was perfect – and very windy – and we played for hours, trying new tricks and stunts as our kites soared through the air. It was brilliant!

Jaydon's nearly old enough to fly a kite now, so I'm going to teach him.

For Anita, like for many of you, flying kites is something fun, something she does with her family or friends, something that she enjoys and that makes her happy.

The same is true for Aymel. But for him the story isn't all happy. [Name] can you tell us about Aymel please...

3 Aymel's story [Child reads Aymel's story]

I live in Dadal, a town in Afghanistan. You may have heard of my country because of the war and fighting here in recent years. I wish you could hear about all the good things in my country and the wonderful people who live here.

I fly my kite in my town. I have an old kite that my uncle gave to me before he went to the city to study. He is going to be an engineer!

I love my kite, it flies so high! As I make it soar, dive, and rise again, I feel like I can fly over the mountains!

My uncle told me that I have to be careful when I am flying my kite, and that if I see a red and green light in the sky I must go home. The lights might be a drone and drones are dangerous. They are so high in the sky. And they drop bombs. One of these drones killed my dad and he was just a farmer. He never even carried a gun, but the drone couldn't tell the difference. I was only three when it happened.

We send wishes up with our kites. At New Year – which we celebrate on the 21st of March – everybody in the town goes out to fly kites together. It is an Afghan tradition. I know I'll see my dad again one day, so my wish is always the same: that there will be peace and I can fly kites with my friends without feeling afraid.

4 The rights of a child

When we are at leisure – playing football or computer games – when Aymel is flying his kite, you and he are exercising your human rights; the universal right of children and young people to play ('Every child has the right to relax, play and take part in a wide range of cultural and artistic activities', Article 31, the UN Convention on the Rights of the Child).

For Aymel, living in Afghanistan, kite flying is very important. It is part of Afghan culture. On special occasions like New Year lots of people fly kites together in celebration.

But good kite-flying weather is also the weather in which drones – those machines that Aymel is so scared of – fly well. When Aymel flies his kite he is always worried that a drone is there, even if he can't see it, and playtime is over. He must go home where it is safer.

5 Conclusion

In Aymel's story we heard him speak about how, on special occasions, he likes to send a wish up with his kite. What would our wish be today? For Aymel... for children whose lives are affected by war and violence... for the world?

Write your wish on the paper and we will add it to Aymel's kite string and let us wish with him for peace.

Follow up activities/resources:

- For workshop plans which help children learn more about human rights and armed drones, plus kite making instructions, 'Fly Kites Not Drones: We all live under the same blue sky' (£5 plus p&p). Copies available from the Quaker Centre Book Shop, email quakercentre@quaker.org.uk or call 020 7663 1030, or order online from www.quaker.org.uk/bookshop.
- For videos, ideas and more resources see www.flykitesnot-drones.org.
- Read 'The Kites are Flying!' by Michael Morpurgo, in which Said, a Palestinian boy who never speaks, makes kites to fly over the wall near his home.
- For another assembly about kites, and all living under the same blue sky, see www.assemblies.org.uk/sec/1547/reach-for-the-stars--and-your-kite.

Teach Peace Pack

Assembly: Nonviolence in action: Mama Zepreta's house

Aim: to explore positive ways of challenging injustice through nonviolent means.

Preparation: you may want to rehearse mimes for the story beforehand. A PowerPoint presentation is also available to tell the story: see the Peace Education Network website at www.peace-education.org.uk.

1 Introduction: a true story about injustice

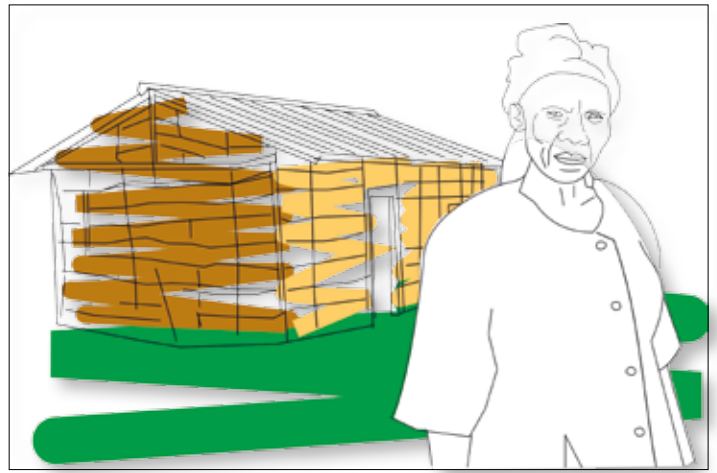
Explain that you are going to tell a true story about injustice (when something is really unfair).

First of all, ask the children to think about a time when they felt something was unfair. Maybe they felt they weren't listened to, or they had been treated unfairly. How did it make them feel?

2 Play script

This story is about a woman who was treated unfairly and how she and her neighbours reacted. Some children will be able to help tell the story by miming what they hear (miming means acting silently). Each new number can prompt new mimes. The teacher (or a student) can act as the narrator, reading the following, accompanied by the mime.

1. Here's Mama Zepreta, a grandmother from Kenya (introduce a child as Mama Zepreta).
2. Here is her house... (children can act as the walls, with their arms outstretched as the roof)
3. ...and her big family – her children and their children (more children appear).
4. But a Big Man wanted the house (the child playing him should stand with arms folded).



Why is he called “big”? Because he’s powerful – people usually did whatever he said (two children should stand behind him looking imposing).

5. The Big Man sent men to take the house away from Mama Zepreta. What could she do? Why do you think the Big Man wanted the land?
6. The men took away the house and knocked it down (the house falls down and Mama Zepreta’s family go back to their seats). The Big Man was going to use the land for himself.
7. Mama Zepreta went to the Village Chief, but he held up his hands. He was too scared to help.
8. She went to the District Commissioner, but he shook his head. He wouldn’t help either!
9. Then Mama Zepreta’s neighbour decided to help. Mama Zepreta wasn’t alone anymore.
10. They went to see the Big Man himself, but he wouldn’t see Mama Zepreta (the Big Man turns his back). Instead, he sent her threatening text messages! She and her friend were very scared.
11. They met a court judge, who agreed it was wrong of the Big Man to take her house. The judge gave her papers to say the law was on Mama Zepreta’s side (they can show the Big Man the paper), but still the Big Man would not listen.
12. People all over the village were angry and afraid for their own homes.
13. Mama Zepreta and her friend went into the village centre. They danced and people joined in with them. They decided to help Mama Zepreta. What might the people from the village do?

14. The villagers decided to march to her land and started rebuilding her house. They decided that they would do this 'nonviolently'. What do you think it means to be nonviolent? It means not fighting or hurting people, but it does not mean giving up.
15. Before long, the police arrived. These police worked for the Big Man, so they always did what he said. They said "Get off the land!" They threatened the villagers with guns and threw tear gas, which made the people's eyes burn and made them cough.

How do you think Mama Zepreta and the villagers felt? What might they do? Some of them did want to fight the police. What would have been the results of fighting? How do you think the police felt?

16. For a long time the police and the villagers were on Mama Zepreta's land, facing each other. Although they were very angry, the people decided that they would remain nonviolent. The villagers talked to the police and asked them if they really wanted to be part of something as unfair as stealing a grandmother's home.
17. Finally, the police left. The villagers could hardly believe it, but they finished rebuilding the house. Mama Zepreta had her home back. The village celebrated their victory by dancing and cheering.

3 Discuss the story.

Thank all the actors. Mama Zepreta's story is about nonviolence. What would have happened if they had been violent? Explore this question persistently: "And *then* what would have happened?" Elicit the idea that violence often leads to more violence.

4 Conclusion

Being nonviolent doesn't mean giving up; it means standing up. Has anyone else ever stood up for themselves or for someone else without being violent? It can be scary, can't it? But some of the biggest changes in history have been made by nonviolent people working together. Nonviolent campaigns helped get the vote for women in Britain, and were used by Martin Luther King, Jr. in the United States and by people campaigning for justice in South Africa. Nonviolence helped

India win its freedom from the British Empire and stopped Russia being taken over by its army in 1991. In fact, nonviolence is twice as likely to succeed as violence in changing things for the better.

Mahatma Gandhi said: "Nonviolence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man."

Martin Luther King, Jr. said: "At the centre of nonviolence stands the principle of love."

Follow up activities

- Classes can discuss different situations in and out of school that could lead to violence. Encourage the children to think of creative, nonviolent ways of resolving those problems without fighting. Link this to pupil-voice in the school.
- Explore storybooks about non-violence such as *The Bus Ride* by William Miller, based on the story of Rosa Parks. For more ideas see the Facing History and Ourselves website at www.facinghistory.org/for-educators/educator-resources/resource-collections/choosing-to-participate/books-young-readers.
- Ask the children to research the stories of Mahatma Gandhi, Rosa Parks, Nelson Mandela, Martin Luther King, Jr. or the women's suffrage movement.
- Explore examples of successful nonviolent actions with the Non-violence works resource from the Fellowship of Reconciliation: go to www.for.org.uk/wp-content/uploads/2013/10/Nonviolence-Works.pdf.
- Use this special children's work edition of *Journeys in the Spirit* to explore nonviolence: www.quaker.org.uk/peace-and-nonviolence-childrens-activities.

Teach Peace Pack

Assembly: Remembering for peace

Aim: To encourage children to think about the impact of war and to consider ways of remembering for peace.

Planning/Preparation: You will need the 'Remembering for peace' PowerPoint presentation from the Peace Education Network website: www.peace-education.org.uk.

The orange squares ■ in the text refer to these slides.

* This is a useful assembly for upper primary and lower secondary school students.

1 Remembering war

■ Slide 1: Picture of red and white poppies

Today we're going to be talking about how we remember war, and remembering for peace.

■ Slide 2: In 1918...

World War I came to an end at the eleventh hour of the eleventh day of the eleventh month (11 November 1918). This is when the guns fell silent. This is known today as Remembrance Day. On the very first Remembrance Day in 1919, people gathered in cities, towns and villages to remember all those who had fought in World War I.

■ Slide 3: Picture of a clock face

At 11am on 11 November, over one hundred years later, there is still a two-minute silence. Ask the children: has anyone here ever taken part in this silence?



There is not much silence in our world. There is noise all around us. So silence is special. Silence can help us to stop thinking about what is going on right now and give us time to reflect. Ask the children: but what are we thinking about? How do we feel?

■ Slide 4: 17,000,000 people died in World War I

Around 17 million people died in World War I. It is hard to imagine this number of people. Can you picture 17 million people? (This could be related to the size of the students' school, or the number of people in their town or village, or a local sports stadium.) Ask all students to count aloud with the seconds on the clock. After ten seconds tell them to stop. Tell children that if they were to count like that to 17 million it would take them 187 days. (Link this to their school calendar, i.e. next Christmas or summer holiday.)

■ Slide 5: Picture of street with houses boarded up

Look at this slide of an empty street with houses boarded up. If another war happened on this scale, all the streets, towns and cities in the UK would look like this – deserted of their civilians.

■ Slide 6: Memorials to soldiers

Ask children what these pictures are. Who are in these photos? Did anyone else die in World War I? (Women, children, animals...)

2 Military and civilians

Ask approximately 40 per cent of the children in the assembly to stand up. Explain to the children that of the 17 million deaths, this percentage were civilians (non-military people). The children can then sit back down.

People hoped that World War I would be the "war

to end all wars". But a few years later World War II began. Ask the children who were standing up to stand again, then ask another 25 per cent of children to stand up as well. In World War II this was the proportion of civilians that died (65 per cent).

Ernest Brooks [Public domain], via Wikimedia Commons



Ask another 25 per cent of the children to stand up (90 per cent should now be standing). By the 1990s, more than 90 per cent of those dying in armed conflict were civilians (source: www.unicef.org/graca/patterns.htm).

■ Slide 7: Pie charts showing percentage of military/civilian wartime fatalities

Civilian fatalities in wartime climbed from 5 per cent at the turn of the century to more than 90 per cent in the wars of the 1990s.

■ Slide 8: Do the war memorials you have seen represent everyone who has died in war?

Many of our war memorials commemorate the soldiers who are killed in war, but there are other types of memorials.

3 Remembering for peace

■ Slide 9: Hands across the divide, Northern Ireland

What do you think this is? When you enter a town in Northern Ireland called Craigavon, a place affected by years of violent conflict, across the bridge the first thing you see is this memorial of two men reaching out to each other. Ask the children: what do you think this is trying to show? It symbolises the spirit of reconciliation and hope for the future.

■ Slide 10: Memorial to conscientious objectors

In the UK during World War I, some people (over 10,000) believed that, at whatever risk to themselves, they must not resort to violence. They were called conscientious objectors. They refused to kill other human beings. The right to refuse to kill was recognised in Britain, but many conscientious objectors suffered for their beliefs in peace and nonviolence. Many were sent to prison, and some were tortured. Many conscientious objectors were called cowards and were never given jobs again. Families and friends of conscientious objectors were threatened. It takes a lot of courage to hold out against violence when you are being called a coward and a traitor. This memorial stone in Tavistock Square, London, recognises them. It says: "To all those who have established and are maintaining the right to refuse to kill. Their foresight and courage gives us hope".

■ Slide 11: Show statue of Sadako and cherry tree

This is a memorial statue of Sadako Sasaki. Sadako was a girl who died at the age of 12 from radiation caused by the atomic bomb that was



By Lisa Norwood from Portland, USA (A zillion origami cranes for peace) [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons.

dropped on her home city of Hiroshima in Japan when she was two years old. Schoolchildren from all over Japan raised money for this memorial statue. Written on Sadako's statue are the words "This is our cry. This is our prayer: To create peace in the world."

This cherry tree in Tavistock Square in London was planted from seeds from cherry trees in Hiroshima. It was planted in memory of the thousands who were killed by the first nuclear bomb dropped in a war.

Ask the children: can anyone think of something else that people do to remember those lost in war? Something that is worn around Remembrance Day on 11 November?

■ Slide 12: Red poppies

Show the picture of the red poppy. Ask the children if they know what the red poppy represents? It became the symbol of those who died in World War I because the disturbed earth on the battlefields provided ideal conditions for the flower to grow. Does anyone know of any other coloured poppies?

■ Slide 13: White poppies

There is another poppy: the white poppy. Does anyone know what the white poppy represents? People who wear the white poppy do so because they reject war as a way of solving problems between people, and call for a commitment to work for peace.

The organisation 'Wales for peace' has a logo that incorporates the red and the white poppy.

■ Slide 14: Purple poppy

Show the purple poppy. Does anyone know what this represents? Some people wear the purple poppy to remember the animals lost in war. This monument is a tribute to all the animals who suffered and died in the wars and conflicts of the 20th century. A small



inscription on the monument simply reads "They had no choice."

4 Conclusion

■ Slide 15: How will you remember?

Remembrance Day is a time to be sad, but it is also a time of hope – the hope of a better, more peaceful world for everyone. Some people wear more than one of these poppies. It is up to you to decide which one, if any, you choose to wear. What is important is that we remember the many victims of war, and that together we try to work towards a world without war.

Ask the children to join you in a two-minute silence.

Follow up activities/resources:

- Discuss with your class who/what about war should be remembered. Make your own poppy, peace symbol or memorial.
- Order white poppies for your school and learn more about conscientious objectors at: www.ppu.org.uk.
- Learn more about the Purple poppy and Animal Victims of War at: <http://animalaid.org.uk/h/n/CAMPAIGNS/living//2256>.
- Find out more about the different choices people made during WWI using 'Conscience: A World War I critical thinking project' at <http://old.quaker.org.uk/conscience-and-conviction>.
- To find out more about Wales for Peace visit: www.walesforpeace.org.

Peace Calendar

Throughout the school year there are many days, secular and religious, local, national and international, where peace and peacemakers can be celebrated. These dates, beginning with UN International Day of Peace in September, provide opportunities to use the materials in this pack.

21 Sept

UN International Day of Peace
www.un.org/en/events/peaceday

2 Oct

International Day of Non-Violence
<https://globaldimension.org.uk>

12–18 Oct

Week of Prayer for World Peace
www.worlddayofprayer.net/

24 Oct

One World Week
(week of 24 October)
www.oneworldweek.org

11 Nov

Remembrance Day
www.ppu.org.uk

19 Nov

World Toilet Day
www.unwater.org/worldtoiletday

10 Dec

UN Human Rights Day
www.amnesty.org.uk/issues/Education

Jan

Peace Sunday (3rd Sunday of January) www.paxchristi.org.uk

8 March

International Women's Day
www.wilpf.org.uk

21 March

Nao Roz, Persian New Year
www.flykitesnotdrones.org

15 May

International Conscientious Objectors Day
www.wri-irg.org

18 May

The Urdd's Message of Peace and Goodwill
www.urdd.cymru/en/humanitarian/peace-goodwill

21 May

Blessed Franz Jägerstätter
www.paxchristi.org.uk

4 June

International Day for Children as Victims of War
www.warchild.org.uk
and www.childvictimsofwar.org.uk

31 July

Anniversary of death of Welsh poet Hedd Wyn at Paschendale
www.wcia.org.uk/walesforpeace.html

6 & 9 Aug

Anniversaries of the bombing of Hiroshima and Nagasaki
www.cnduk.org/education

Prayers and reflections about peace

Martin Luther King Jr.

Peace is not merely a distant goal we seek, but a means by which we arrive at that goal.

If the Earth were only a few feet in diameter – Joe Miller

If the Earth were only a few feet in diameter, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it, marvelling at its big pools of water, its little pools and the water flowing between. People would marvel at the bumps on it, and the holes in it. They would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. The people would marvel at all the creatures walking around the surface of the ball, and the creatures in the water. The people would declare it sacred because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and people would come to pray to it, to be healed, to gain knowledge, to know beauty and to wonder how it could be. People would love it and defend it with their lives because they would somehow know that their lives could be nothing without it.

If the Earth were only a few feet in diameter.

Pope John Paul II

To reach peace,
teach peace.

Dhammapada: 130

Life is dear to all.
Comparing others
with oneself, one should
neither kill nor cause to
kill.

Qur'an 25:63

The worshippers of the All-Merciful are they who tread gently upon the earth, and when the ignorant address them, they reply, "Peace!"

A child's prayer for peace

Dear God,
We thank you for giving us your peace.
Help us to spread peace at home and at school
by loving and caring for one another.
Help us to spread peace by listening to one another,
even when we don't agree.
Help us to spread peace by sharing our time
with those who are lonely and who need a friend.
Help us to spread peace by thinking and praying
for children who have no food or
who are frightened and live in fear.
Let us pray every day for peace
for our families, for our friends
and for ourselves.

Amen

Mahabharata 18:116:37-41

Ahimsa [nonviolence] is the greatest gift. Ahimsa is the highest self-control. Ahimsa is the highest sacrifice. Ahimsa is the highest power. Ahimsa is the highest friend. Ahimsa is the highest truth. Ahimsa is the highest teaching.

A prayer of Desmond Tutu

Goodness is stronger than evil;
Love is stronger than hate;
Light is stronger than darkness;
Life is stronger than death;
Victory is ours through Him
who loves us.

Rhyfel (War) by Hedd Wyn

Gwae fi fy myw mewn oes mor ddreng,
A Duw ar drai ar orwel pell;
O'i ôl mae dyn, yn deyrn a gwreng,
Yn codi ei awdurdod hell.

Pan deimlodd fyned ymaith Dduw
Cyfododd gledd i ladd ei frawd;
Mae swm yr ymladd â'r ein clyw,
A'i gysgod ar fythynnod tlawd.

Mae'r hen delynau genid gynt
Yng nghrog ar gangau'r helyg draw,
A gwaedd y bechgyn lond y gwynt,
A'u gwaed yn gymyg efo'r glaw.

Alas, this is an age so mean
That everyman is made a Lord,
For all authority's absurd
When God himself fades from the scene.

As quick as God is shown the door
Out come the cannons and the sword:
Hate on hate on brother poured
And scored the deepest on the poor.

The harps that once could help our pain
Hang silent, to the willows pinned.
The cry of battle fills the wind
And blood of lads - it falls like rain.

Guru Nanak

No one is my enemy,
no one is a foreigner,
with all I am at peace,
God within us renders us
incapable of hate and
prejudice.

Matthew 5:38-44

But I say to you, love your
enemies, bless those who
curse you, do good for those
who hate you and pray for
those who spitefully use you
and persecute you.

Blessed are you peacemakers

When you speak out
against violence.
When you stand by those
who are hurt or ridiculed.
When you listen to those
you disagree with.
When you give your time and energy
to help others.
When you try to forgive
those who hurt you.
When you love and open
yourself to others.

Leviticus 19:18

Thou shall love
thy neighbour as
thyself.

I believe

I believe in
the sun
Even when it is not shining

I believe in love
Even when I do not feel it

I believe in God
Even when he is silent

Found on the walls of a cellar in
Germany where Jews were
hidden

Thich Nhat Hanh

Peace is every
step.

Inside this pack you'll find:

A set of assemblies and follow up activities/resources

- Remembering for peace
- Nonviolence in action: Mama Zepreta's house
- We all live under the same blue sky
- What is peace?
- Think before you act: the legend of Beddgelert
- Conflict resolution: A tale of two mules
- The Christmas truce
- The importance of disobedience
- Barriers to peace
- Sadako and the thousand cranes

Also included in this pack:

- A peace calendar pull out poster
- A collection of reflections and prayers about peace
- Ideas for how to create a more peaceful school

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