

The background of the poster is a stylized illustration. On the left, a large, leafy green tree stands on a green hill. A white banner with the words 'Peace Week' in pink, bold, sans-serif font is draped across the middle of the image. To the right of the banner, a purple silhouette of a person is shown running and holding a long pole that supports the banner. The sky is a light blue with soft, white clouds. The bottom right corner of the image transitions into a yellow and orange gradient.

Peace Week

Transforming activities for
whole school engagement
in human rights, citizenship
and peacemaking

Ideas and resources for use in primary
and secondary schools





“A fantastic project”

Year 9 student

“The best thing we’ve ever done
together as a school community”

Moya Richardson, Associate Head Teacher, Our Lady’s Catholic Primary School

“A brilliant week, really creative and fun,
but with learning at its core”

Christian Kingsley, Head Teacher, Chestnut Grove Academy

“Peace Week has been a wonderful week. It has allowed children to think about their own feelings and emotions and taught them to deal with difficult situations. Peace Week has provided the opportunity to teach children about tricky global issues within a safe environment.”

Alice Richards, Year 3 teacher, St Eugene de Mazenod Catholic Primary School

“I loved every moment of Peace Week.”

Year 6 student, St Eugene de Mazenod Catholic Primary School

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Inserts

- Suggested core lesson plans and curriculum links (fold-out)
- Worksheets and other resources from our partners

Acknowledgements

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Part 1

Introduction

This pack is structured to help you find everything you need to organise a rich experience. Section **2** offers overall guidance on planning the week. Section **3** provides content for a preparatory staff day (inset) to build both a shared understanding of peace and human rights and a shared plan. Because issues of peace can sometimes be challenging, we've also included guidance on teaching controversial issues in section **4**. In section **5** you'll find help with identifying whole-school activities and involving young people in decision-making.

Next you'll find two sections, **6** and **7**, one for the primary age range and one for secondary. Each section offers age-appropriate suggestions on approach and structure. The primary section also includes a suite of core lesson plans and resources to include in your Peace Week. For secondary teachers we've suggested themes other schools have found engaging, such as conscientious objection, drone warfare and peace in Israel and Palestine.

Peace Week is, we hope, only part of a journey for your school, so section **8** provides avenues for embedding peace in the life of your school and points to organisations that can offer support.

To help you picture the possibilities, section **9** shares case studies from different schools excelling in peace and human rights education, while section **10** gives you some of the understanding underpinning peace and human rights.

The suggested core primary lesson plans have been marked with the particular curriculum links you can make, whether in England, Scotland or Wales. You can link these to the curriculum map insert we've provided.

“Peace Week was an opportunity for our children to do some deep learning about critical issues that affect us all. It was time very well spent on the PSHCE curriculum and the children really enjoyed the stories, discussion and debates. The conversations we had as a community during Peace Week will continue to impact on our behaviour and attitudes for years to come.”

Juliette Jackson, Executive Headteacher, St Eugene de Mazenod Catholic Primary School



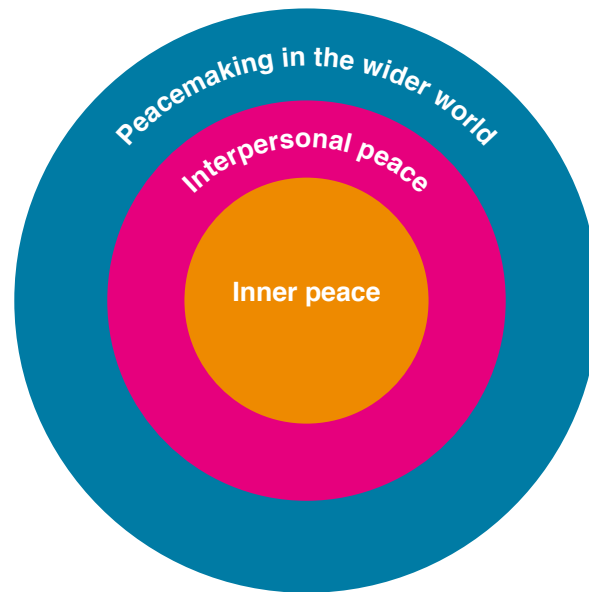
What is a Peace Week?

A Peace Week is a unique opportunity for an entire school to come off-timetable and immerse itself in learning about, experiencing, and celebrating peace. It's a chance to explore fundamental questions central to the kind of society we want to live in, and to develop the attitudes, values and skills that will help us create it.

When can a Peace Week be held?

Peace Week can be a positive way to celebrate the end of the school year or an exciting way to start a new term. Some schools hold Peace Week around the UN International Day of Peace on 21 September or Human Rights Day on 10 December. What's important is that it fits into the rhythm of your school year.

This resource draws on inspirational peace and human rights weeks run in primary and secondary schools, and the delivery of over 400 peace lessons. Peace Weeks have also taken place in communities. In the London borough of Haringey, and in Manchester, Peace Weeks have been organised as a response to local community safety concerns. Thousands of local residents have participated in peace concerts, prayer walks and lantern parades to reclaim neighbourhoods and promote harmony. In 2016 Oldham launched its first Peace Week, creating new peace sections in local libraries, assemblies and activities to mark the UN International Day of Peace. Our focus in this resource is on schools, but your Peace Week will be much richer if you can involve the local community in creative and engaging ways.



Peace Education has many layers

Peace education helps children and young people discover the wonder and beauty within themselves and nurtures inner peace. It supports the development of the attitudes, values and skills needed to respond to conflict creatively, and encourages interpersonal peace. It helps children to examine the root causes of violence and war and to explore the possibilities for building peace at community, national and international levels.

UNICEF has noted that peace education is not a peripheral need, but “an essential component of quality basic education”.

Source: www.unicef.org/education/files/PeaceEducation.pdf

How can a Peace Week enrich our school?

You have around 39 weeks in the school year – why use one for Peace Week? Peace Week can feed children's thirst for justice by encouraging critical thinking about what's fair and right about the world, and what's not. It can inspire students to view themselves as peacebuilders, active citizens and human rights defenders. Through teaching cooperation and conflict resolution it can provide concrete skills to help students take opportunities to be 'upstanders' rather than 'bystanders' in their school community and beyond.



Peace Week creates rich learning opportunities across the curriculum. There are obvious links with subjects such as PSHE and Citizenship, but also opportunities within areas such as English, History, Geography, Music, PE, Maths, and RE.

Peace Week can also bring together your school community and encourage learning about each other through new experiences. Whether that's increasing levels of respect for each other by deepening awareness of the different religions, cultures and beliefs of your class/school, or improving self-esteem and feelings of being valued through opportunities to affirm each other and work collaboratively. The effects can also cascade across the whole year, helping to strengthen relationships between staff and students and encouraging values to be lived out and rights respected.

It's true that some changes need sustained work, but Peace Week can be both a celebration of all that's already peaceful about your school and inspiration for new strides forward.

"Society educates young people at best haphazardly and at worst quite destructively as far as conflict is concerned. From an early age, people are led to think that conflicts should be settled by someone in authority: the parent, the teacher, the head teacher, the gang leader, the policeman, the judge, the boss, the president. If there is nobody to arbitrate, then the 'strongest' will 'win' and the 'weaker' will 'lose'. Traditionally, little encouragement has been given to young people to take responsibility for resolving conflicts, to look for 'win-win' solutions. Yet the way in which young people learn to respond to conflict will have a pervasive effect both on the quality of their personal lives and on the prospects for society as a whole."

Sue Bowers and Tom Leimdorfer, 1990,
From *Quaker faith and practice* 24.53

Things I learnt in Peace Week were:

A deeper understanding that conflict begins in roughly the same ways whether it's at the local or international level.

"The week was fabulous. Students chose their sessions, so felt trusted, and there was a sense of anticipation in the run-up. The atmosphere across the school was brilliant. Students were calm but really engaged. They learnt so much, and in really diverse ways. Returning to school in September one student told me it had been the best week of his life."

Deborah Gostling, Assistant Head Teacher, Chestnut Grove Academy

Part 2

Organising your Peace Week



For a successful Peace Week at either primary or secondary level, start with whole-school planning. It's important that everyone is involved and understands the importance of the week. Be clear and bold about your objectives and learning outcomes. Appoint a development team, including students, and allow plenty of time for teachers to plan, and then share their planning. Staff need to become enthused about the possibilities of Peace Week and to understand that it complements and extends ongoing work. They need to feel encouraged to bring their own ideas, talents and creativity to the week.

“What’s done to children, they will do to society.”

Karl Menninger

Peace Week Objectives

Your objectives will depend upon your specific needs as a school, but learning outcomes may include:

- building self-esteem and supporting inner peace
- encouraging a culture of affirmation
- developing communication and conflict resolution skills
- awakening students' thirst for justice
- deepening understanding of human rights
- strengthening the sense of school community
- developing critical thinking skills and understanding of the root causes of war and the building blocks for peace
- deep learning across the curriculum, delivered in engaging and creative ways
- learning from peacebuilders in the community
- being a voice for peace in the community.

Dos and Don'ts

Do...

- incorporate cooperative games and activities into the week. It's a really important way of developing skills for peace and creating a fantastic atmosphere across your school
- make connections throughout the week between inner peace, interpersonal peace and peacemaking in the wider world
- consider peer-teaching and learning opportunities
- find ways to involve students in choosing the content of the week
- include workshops from peace, human rights and environmental organisations
- bring in local and regional peace organisations and activists
- include parents/carers and the local community as much as possible
- discover 'hidden histories' of local people who have worked for peace
- build action into the week as much as possible. Enable your students to develop their skills and knowledge and to gain experience of active participation
- inspire teachers to be creative and harness their interests and talents
- use the week as an opportunity for students and staff to think about steps towards being a more peaceful school.

Don't...

- forget that you'll need a budget – identify funds for resources, trips, etc.
- overstretch yourselves – if students are choosing their sessions you'll need a lot of administrative support. This needs to be agreed from the start.
- be unrealistic about how much time and energy the planning will take. If you're planning a full peace/human rights week, four days of the programme might be enough. Or you may decide to have only one lesson/session each day and build up to a fuller programme in your second year of Peace Week
- bring in outside organisations without fully exploring with them what they'll offer students. For example, check whether the session will be interactive, look into what support they'll need.
- be afraid to be bold!

Decision-making

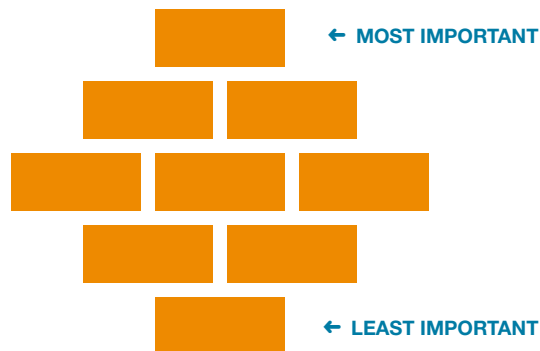
Article 12 of the UN Convention on the Rights of the Child says that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Taking part in choosing some of the content of Peace Week is an opportunity to exercise this right and explore different forms of decision-making.

Brainstorm with students the kind of issues they would like to explore in Peace Week. Group these into headings or select the most popular by voting (you may want to ask students to close their eyes so it's like a secret ballot). Divide students into groups to further prioritise their two or three most popular topics. You may want to give groups different styles of decision-making to try out. For example:

- diamond ranking – topics are written on slips of paper and the group tries to arrange them in a diamond pattern, with the most important at the top and the least important at the bottom
- scoring – groups give each topic a score, such as from 1–5, with 5 being something they really want to explore during Peace Week
- debate and vote
- silent debate – write a topic on flipcharts, then write thoughts on the flipcharts (a silent conversation), followed by sticky spot voting on the flipcharts.

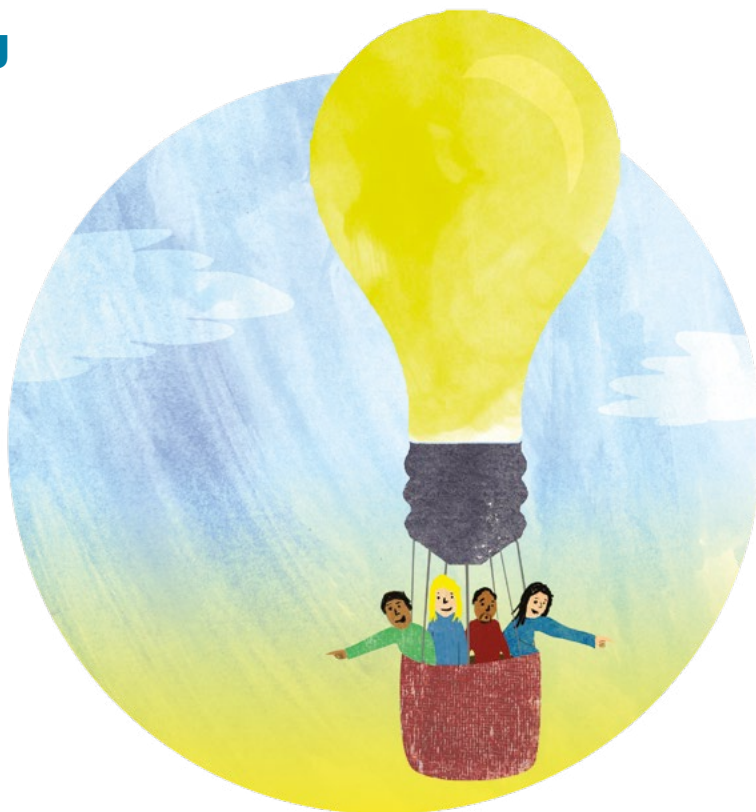
Groups can then feed back on which issues came out as most popular, and the merits and downsides of that form of decision-making. The group may want to give themselves a score from 1–5 based on how well they worked together.

Diamond ranking



Part 3

Staff training



The aims of staff training are to build a shared understanding of what peace means for your school, and the foundation of a plan for your Peace Week.

We have provided themes and activities to prepare staff to explore different aspects of peace for themselves, but schools need not feel limited to these. See also the Powerpoint presentation available from www.quaker.org.uk/peace-education.

There may be local training organisations able to help you – see **Find more help from...** on page 59. You may want to organise the session as a ‘market place’ where teachers experience an activity and then return to base groups to share it with their colleagues.

Something I enjoyed about Peace Week was:

Hearing all the children's ideas about what peace means to them.

Sharing training purpose

It is crucial that staff are enthused about the possibilities of Peace Week, not only feeling it complements and extends their ongoing work but feeling empowered to bring their own ideas and creativity to it. Be clear and bold about why you're running the week and what you hope to get out of it. For example:

- gather staff hopes and expectations
- link to and develop your school's vision of peace or school values
- unpack the different dimensions of peace – the sense that Peace Week has many parts, but they fit together to make a whole.

Your planning INSET may take a similar shape to Peace Week itself. You could begin with inner peace and identity; move on to consider conflict and the skills of interpersonal peace; finally, explore wider global peace issues.

Staff can discuss in pairs their definitions of peace, conflict and violence, and return to these at the end of the INSET to see if they have changed at all.



“True peace is not merely the absence of war, but it is the presence of justice.”

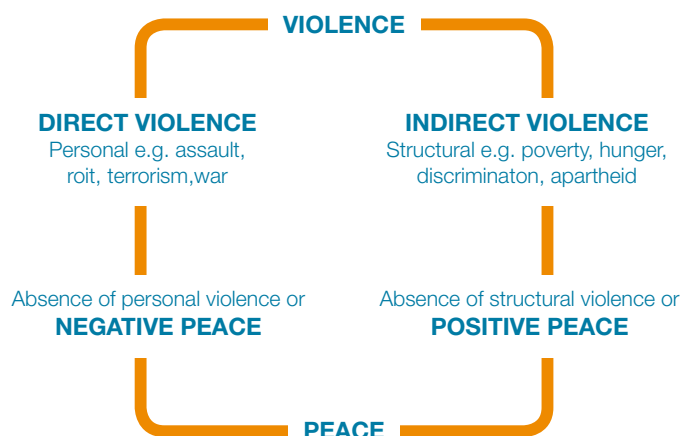
Martin Luther King

Exploring peace: what's a peaceful school?

Take staff through a short creative visualisation where they imagine visiting a peaceful school and picture what they see, hear, feel. They then share thoughts with their partner and feed back. It may emerge that a peaceful school isn't necessarily quiet, though it's healthy for there to be times/spaces for this. It is also about people being respected and valued, underlying needs being met and active participation to build a more just and peaceful world.

A useful distinction to introduce is the difference between 'negative peace' and 'positive peace' (as identified by Johan Galtung, the Norwegian sociologist). **Negative peace** involves reducing visible violence, in other words 'keeping the peace' – stopping fights in the playground or reaching a ceasefire between warring factions. **Positive peace**, or 'making the peace', involves working to change attitudes, reducing hatred, fear, racism, sexism and intolerance. It addresses structural or institutional violence in societal systems such as discrimination, denial of rights, segregation and economic injustice. Positive peace is underpinned by respect for people's human rights.

For more ideas and activities to help adopt a model of positive peace in your school, see *Learning for Peace*, Part 1, and the Rights Respecting School Awards from UNICEF UK.



EDUCATING FOR PEACE

www.ppu.org.uk/learn/peaceed/pe_which.html



For more ideas and activities to help adopt a model of Positive Peace in your school, see *Learning for Peace*, Part 1, and the Rights Respecting School Awards from UNICEF UK. www.peacemakers.org.uk



Exploring identity: how do we alleviate 'stereotype threat'?

Peace Week provides an opportunity to do some valuable work on identity. People can become defined by only one aspect of their identity, rather than by what they may have in common with others. Historically, people have been turned against each other by this 'othering' – for example, the Jews in Nazi Germany or Protestants and Catholics in Northern Ireland. We need to remember that we're all complex and multi-dimensional, but how do we teach, model and instil this in our classrooms?

A useful concept to explore in your INSET is '**stereotype threat**'. This refers to the risk of confirming negative stereotypes about an individual's racial, ethnic, gender, or cultural group. The term was coined by the researchers Claude Steele and Joshua Aronson, who performed experiments that showed that black students performed worse on standardised tests than their white peers when they were told – before taking the tests – that their racial group tends to do poorly in such exams. When their race was not emphasised, however, black students performed similarly to their white peers.

Identity hands: staff find a partner (ideally someone they don't know very well) and create their 'identity hands' (see 'Peace Week plans for children in Years 1–2/P2–P4: Belonging and handling our emotions', lesson plan page 2). After this activity discuss how conflict can be connected to identity.



Stereotype Threat

Claude Steel explains stereotype threat (8 mins): <http://facingtoday.facinghistory.org/how-stereotypes-affect-us-and-what-we-can-do-an-introduction-to-stereotype-threat>.

When primary school teacher Jane Elliot carried out her now famous 'blue eyes/brown eyes experiment' (1968), she was amazed by how quickly and readily the blue-eyed children were prepared to treat the brown-eyed children as inferior. Within minutes they were agreeing that they were better and were making suggestions about how to manage the brown-eyed children. On the second day Elliot was shocked that even though the brown-eyed group knew how bad it had felt, they too relished the chance to 'be on top'.

Elliot was struck by how much better the groups 'on top' did in their tests, because they'd been told they were smarter than the others, and how much worse they did the next day when they were told they were inferior. When she asked the brown-eyed children why they'd done so badly in various tests that first day, they replied that it was because "we were worrying about how dumb we knew we were".

When we're conscious that we might be judged on an aspect of our identity, it can affect our behaviour. Our classrooms need to be places where we alleviate stereotype threat. One way of doing this is to affirm people's identities and build confidence that you won't be judged negatively on the basis of who you are or how you are perceived. Peace Week provides opportunities to creatively explore identity with children, although this also needs to be ongoing work.

Facing History and Ourselves UK offers a wide range of resources and training to empower teachers and students to think critically about history and to understand the impact of their choices.

www.facinghistory.org

Go to 'How Stereotypes Affect Us and What We Can Do' on the Facing History website and watch Claude Steel explain stereotype threat (8 mins).

Exploring conflict: how do we deal with conflict in our school?

It's likely that conflict affects everyone and that most staff successfully resolve several conflicts a day, yet we rarely talk about how we handle conflict.

Peace Week is an opportunity to develop our understanding of conflict, share strategies, and provide students with more skills and opportunities for resolving conflicts themselves. This teaches students a valuable life skill as well as helping develop a more peaceful school. Here are some possible activities to do with staff:

- **Conflict brainstorm:**

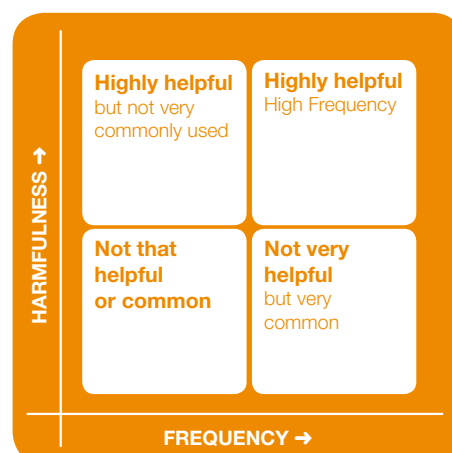
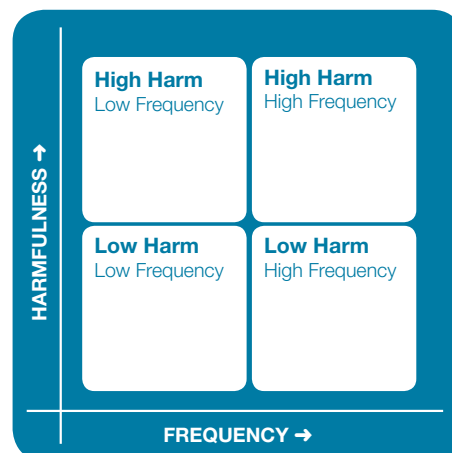
staff work in groups to brainstorm the kinds of conflict that take place, where they occur, the severity of the conflicts and how they're usually handled.

- **Conflict ABC:**

give staff three minutes to come up with a real conflict for every letter of the alphabet (work in small groups using post-it notes) and share these across groups, sharing something for each letter in turn. Draw this diagram, or use the Powerpoint slide, to ask staff where most of these conflicts are situated (they can stick their post-it notes to the diagram) or discuss how they map in their small groups and feed back where most are situated.

- **Conflict resolution:**

ask staff to share an example of a time they've seen someone resolve a conflict effectively, and how they did it. You may want to draw this or use the Powerpoint slide to map multiple examples in terms of helpfulness and frequency.

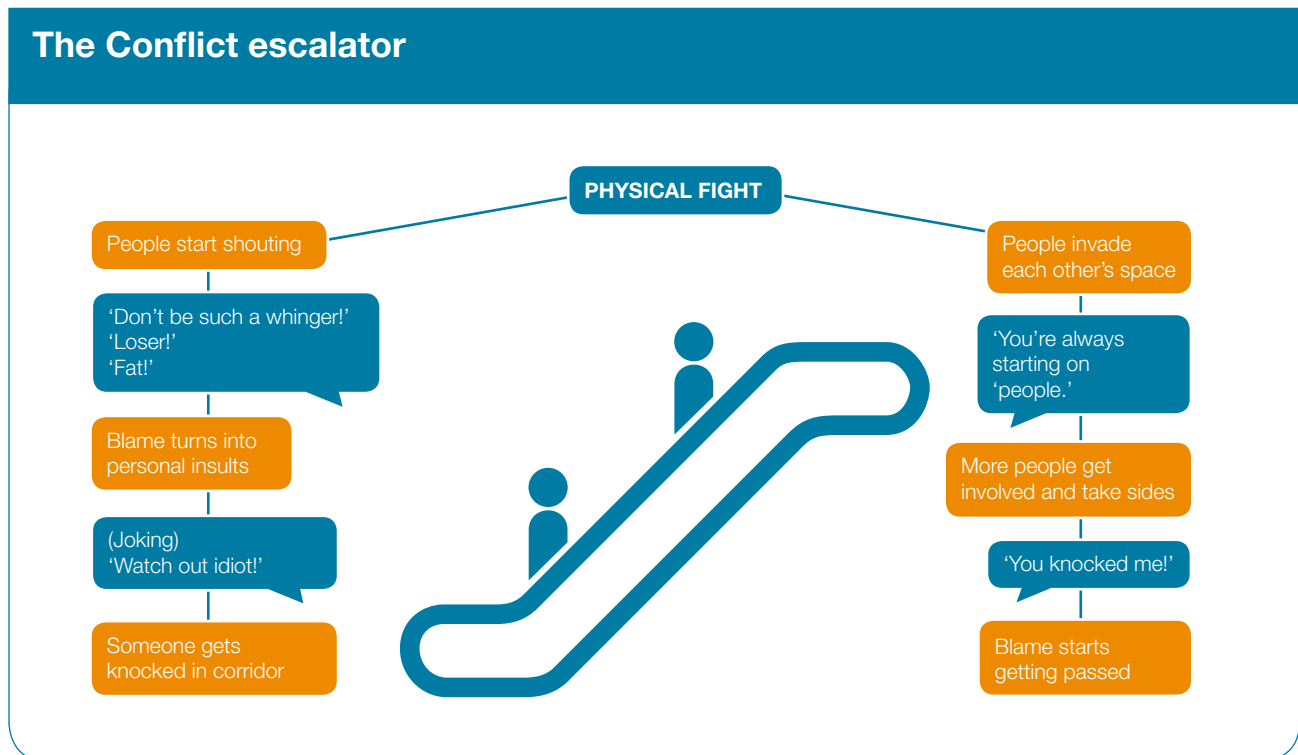


“Teach yourself peace. Pass it on.”

Alice Walker

- **Conflict Escalator:**

give staff the image of conflict as an escalator.
Explain that it's a helpful image for young people as you can ask them who has been on an escalator.
How is it like an argument? How do escalators stop?
What are your emergency stop buttons? You may want to role-play a conflict such as this, showing how easily it gets out of control.



Things I learnt in Peace Week were:

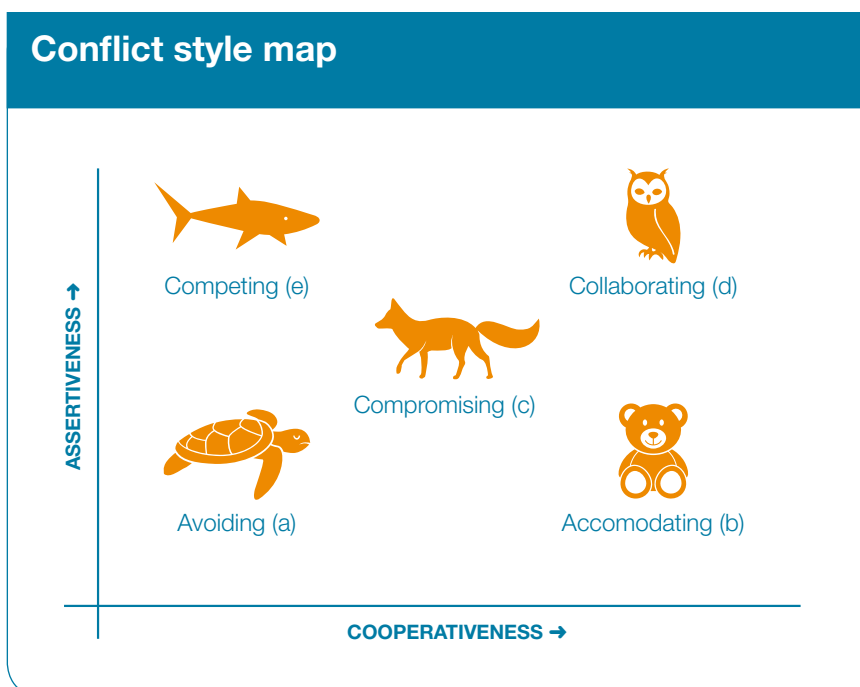
Different approaches to deal with conflicts in the playground.

- **Conflict styles:**

most of us use different conflict styles in different situations, but we usually have a default style. These sometimes serve us well, but not always as different situations require different approaches. Ask staff to consider their default conflict styles by presenting these different conflict styles symbolised by the following animals. Which other styles do they use? You could ask staff to discuss in pairs why they think this became their default style, and if they think others would agree with where they've positioned themselves, and which other styles they use. You can draw or write these animals on pieces of paper and lay them on the floor. Explain each style and ask staff to stand on the conflict style that most often represents how they react in conflict.

The conflict styles can be mapped in terms of how assertive and cooperative they are, while the descriptions below can help you reflect on each approach:

- Turtle** – seeks to avoid conflict; prefers to ignore it or withdraw from it rather than offer its viewpoint or try to work through it. (Avoiding)
- Teddy bear** – values the relationship more than resolving the issue; seeks to smooth things over. (Accommodating)
- Fox** – seeks compromise; sees resolving conflict as a matter of give and take. (Compromising)
- Owl** – tries to find a mutually agreeable solution; willing to spend as much time as needed working through the conflict; highly values resolving the issue and the relationship. (Collaborating)
- Shark** – faces conflict head on; forces through its options at the expense of others if need be. (Competing)



Handling conflict

Handling conflict is easier when you're aware of conflict styles and your own default style, but it also helps to understand that at the heart of conflict is unmet need. Resolving conflict is like peeling the layers of an onion to get to the needs. Needs range from the practical things we need to survive – Maslow's basic needs – to the more psychological and self-fulfilment needs, such as needs connected with having control over our lives, self-esteem and being loved. For more on needs see the 'Human beings have needs' sheet at the back of this resource. In your INSET you may want to pick one of the conflicts that has been raised and use the onion model to peel back its layers to identify the action, thought, feeling and need. For example, "the argument started when I pushed her work off the desk" (ACTION); "I was thinking that she deserved it" (THOUGHT); "I felt hurt and angry that she'd laughed at my ideas" (FEELING); "I need to be listened to" (NEED).

Ask four members of staff, with signs saying "behaviour", "thought", "feeling" and "need", to line up and read out the different layers of the conflict. This can visually help staff understand a conflict in terms of layers and unmet need.



Need
Feeling
Thought
Behaviour/action

Example

ACTION:	The argument started when I...
THOUGHT:	I was thinking that...
FEELING:	I felt...
NEED:	I need...

“Every minute, two people die in conflicts around the world.”

Peace Direct

Exploring war: how do we teach war in our school?

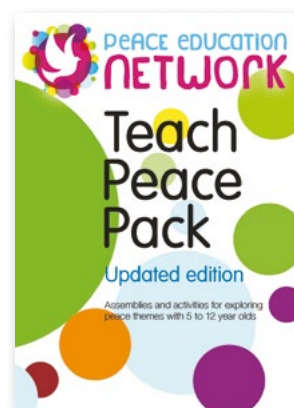
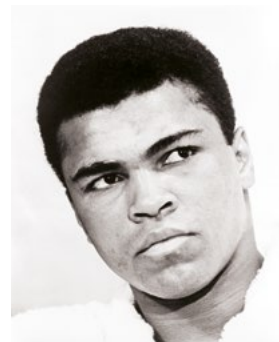
In staff teams consider how your school helps students to understand the causes and consequences of war, and how students are given a range of perspectives to encourage critical thinking about war. You may want to explore some of the following ideas and resources:

Conscientious objection/pacifism

In one secondary-focused Peace Week students explored a range of conscientious objectors, including Muhammad Ali, the world's 'greatest' conscientious objector.

Resources include *The importance of disobedience*, an interactive story about Franz Jägerstätter, an Austrian man who refused to fight for the Nazis. See the Teach Peace Pack or go to www.peace-education.org.uk/teach-peace (upper primary and secondary).

For moral dilemmas and different perspectives during World War I see *Conscience* (primary-focused) and *Conviction* (secondary-focused): www.quaker.org.uk/teaching-resources.



“My conscience won’t let me go shoot my brother, or some darker people, or some poor hungry people in the mud for big powerful America.”

Muhammad Ali on refusing to fight in Vietnam. Ali said that as a Black Muslim he was a conscientious objector, and would not enter the U.S. military

Remembrance

Ask staff to discuss in groups how your school covers remembrance. You may want to explore the following questions:

- Does your school encourage emotional engagement in the consequences of war?
- Do you manage to avoid language that overly sanitises and simplifies war's causes and consequences?
- Do you teach students about conscientious objection?
- Do you explore the white as well as the red poppy?

For further help with exploring these issues and alternatives to violent responses to conflict go to www.forceswatch.net/resource/rethinking-remembrance-in-schools.

Remember for Peace/Cofio dros Heddwch is available through the *Times Educational Supplement* (TES) or at www.peace-education.org.uk/teach-peace.

War, Human Rights and International Humanitarian Law

Do you explore with students questions such as: Is it wrong to kill? Is it wrong to kill in war? What rules should a country at war follow? Do human rights become less important when a country is at war? Teaching human rights involves teaching about war, and teaching about war involves exploring questions about human rights and international humanitarian law.

Human rights are violated amidst war. It was after the Holocaust and the horrors of the Second World War that the newly formed United Nations came together to try to work out how to build peace. The Universal Declaration of Human Rights (UDHR) and the UN Charter were written.

The denial of human rights is not only an individual and personal tragedy but also creates conditions of social and political unrest, sowing the seeds of violence and conflict within and between societies and nations.

To introduce the 'rules of war' (in a nutshell) watch the International Committee for the Red Cross video at <https://www.youtube.com/watch?v=HwpzzAefx9M>. Students should be made aware that the notion of 'rules

of war' is contested. For some, the rules of war help to limit the horrors of war, but for others they merely serve to justify and legitimise the unjustifiable.

For more on International Humanitarian Law see: www.icrc.org/eng/assets/files/other/what_is_ihl.pdf

Just War theory

If you teach students about just war theory, do you look at Christian groups who reject war, such as the Religious Society of Friends (Quakers) or Pax Christi? A local Quaker meeting may be able to provide a speaker to visit your school, and Pax Christi offers school workshops. For resources on the teaching of war and peace developed by Pax Christi and the Quakers go to www.paxchristi.org.uk/peace-education/a-level-re (written for the A level RE curriculum but can be used flexibly at secondary level).

Armed Drones

Legal and moral issues about warfare can be looked at in relation to issues such as the use of armed drones. For some, armed drones are an advance in warfare as they fight war with no risks. There do not have to be soldiers or 'boots on the ground' – the pilot is safe thousands of miles away. They enable us to carry out pinpoint air strikes to kill enemies without harming civilians. For others, they represent a move towards extra-judicial killing and the frequent murder of civilians. To explore these issues go to www.flykitesnotdrones.org (primary and secondary activities).

For students aged 15+ see 'Do drones have a licence to kill?' at www.flykitesnotdrones.org/resources/workshop5.

"I never intend to adjust myself to economic conditions that will take necessities from the many to give luxuries to the few. I never intend to adjust myself to the madness of militarism..."

Martin Luther King Jr., January 1968

The notion of 'defence' and the role of militarism in society

To help students explore what makes us safe, see 'Budget for a Safer World Lesson' (secondary focus) at www.quaker.org.uk/teaching-resources.

Nuclear weapons

To explore peace and nuclear issues in the classroom see *The Bomb Factor* by CND. Free download at www.cnduk.org/information/item/2005-bomb-factor or contact CND for your free copy (www.cnduk.org/information/peace-education).

Evidence base

You may want to explore or cite research that supports the importance of whole-school efforts to build a culture of peace, rather than focusing solely on tackling bullying or specific incidents. For example, a three-year study in the US, overseen by Peter Fonagy of University College, London, showed that Creating a Peaceful School Learning Environment (CAPSLE) was effective in reducing aggression and victimisation. Targeted interventions were better than nothing, but the school-wide programme was more effective.

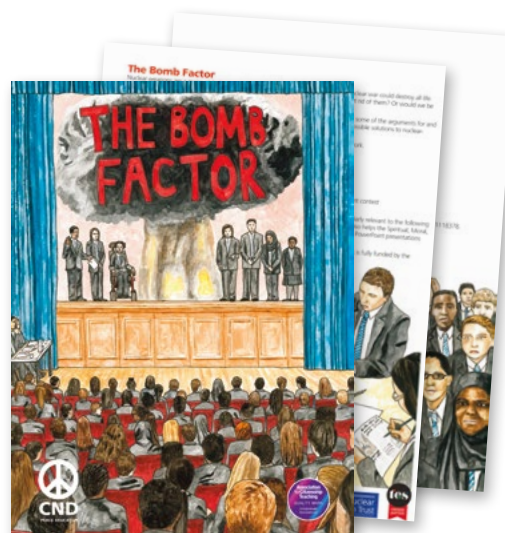
In a study carried out by the Peaceful Schools Movement, when asked about how conflict is handled in their schools, children repeatedly said that:

- adults often decide what to do without really understanding the problem
- they apologise for things they haven't done
- they often feel pushed into being friends
- they can't carry on conversations they'd like to because they'll be accused of being cheeky.

You may want to ask staff if these comments ring true in your school. The study concluded by suggesting that to build peaceful schools we need to:

- focus on building and maintaining healthy relationships
- understand each other better
- help children develop skills to handle conflict
- support children to feel a sense of closure to problems
- include all adults in the school community in the process of building a more peaceful school.

For more on this go to www.peacefulschools.org.uk/research-evidence-base.



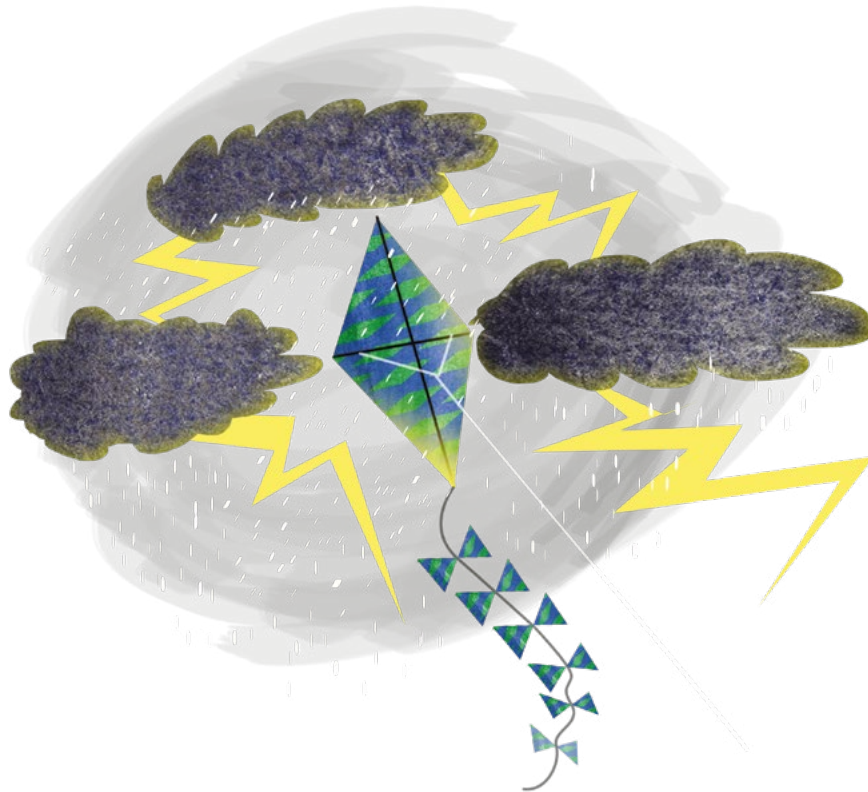
The Association for Citizenship Teaching has awarded *The Bomb Factor* pack its ACT Quality Mark to recognise it as an outstanding Citizenship teaching resource.



White poppies are worn in the run-up to Remembrance Day each year by thousands of people in the UK and beyond. White poppies have been worn in this way for over 80 years. They are distributed by the Peace Pledge Union (PPU). There are three elements to the meaning of white poppies: they represent remembrance for all victims of war, a commitment to peace, and a challenge to attempts to glamourise or celebrate war. Go to www.ppu.org.uk/whitepoppy for more information.

Part 4

Teaching controversial issues



During Peace Week you may want to explore issues or stories that touch on controversial and sensitive topics – and we hope that you do. Tackling tough topics is essential if we're to equip children to make sense of the world around them and develop spiritually, morally, socially and culturally. Children of all ages are regularly exposed to media coverage of controversial topics, and it's important that they're supported

to explore questions, fears and concerns with sensitivity, accuracy and balance. Peace Week provides an opportunity to explore such topics but with more time and flexibility than the ordinary timetable may provide.

“The way Fly Kites is planned is really good because there's an excellent balance between creativity, fun and learning. It leads to really well rounded sessions. It really enriched our student's understanding of current issues in Afghanistan and they've been able to use their political voices. When we got to fly the kites several students told me it'd been the best day they'd ever had in school.”

Jenna Robertson, RE teacher, Chestnut Grove Academy

Sadako and the Thousand Paper Cranes, for example, tells the story of a young girl dying of leukaemia as a result of exposure to radiation from the atomic bomb dropped on Hiroshima in 1945. While this story is upsetting, it helps us explore the human cost of war and shows us bravery, solidarity, and how children can work together for peace. The follow-up activities of making the origami peace cranes give children the chance to do something active with their learning and provide an opportunity to share thoughts and feelings. Sending origami peace cranes to the Hiroshima Peace Park enables children to join an international action for peace. But such stories need to be handled with sensitivity. You know your students and need to make judgement calls on what's appropriate. One primary school using Sadako's story chose not to mention the word leukaemia as one of its pupil's siblings was undergoing treatment for the disease. Instead, they simply referred to the bomb's radiation having killed Sadako.

In *Fly Kites not Drones* a boy from Afghanistan called Aymel loses his father in a drone strike. Again, sensitivity will be required in introducing this story to you class. You may teach children who have experience of violent conflict, perhaps having joined your class as refugees. You may teach children from Afghanistan. This does not mean they cannot participate in *Fly Kites Not Drones* activities, or explore these topics, but you should consider whether and how to approach their involvement safely and positively. Discussing feelings and thoughts in a safe, collaborative space can help build resiliency. Schools with students from Afghanistan have made their Afghan students the resident experts in sessions from *Fly Kits Not Drones*. These students greatly appreciated the opportunity to share their experiences and knowledge.

Fly Kites Not Drones has activities that enable space for discussion and exploring different perspectives. The act of kite-making, as with making the origami peace cranes, provides opportunities for informal conversations, and flying a kite in solidarity with children living amid conflict can be an uplifting experience.



Students at Beacon Peaceful School Argyle Primary take part in 'Fly Kites not Drones' workshops.

For further support with teaching controversial/sensitive issues:

- www.flykitesnotdrones.org/resources/refugee-pupils
- *Headlines: War and Conflict – Tackling Controversial Issues in the Classroom* by Marguerite Heath (2010), published in association with the Citizenship Foundation (primary focus). See more at www.bloomsbury.com/uk/headlines-war-and-conflict-9781408113578.
- UNICEF's 'handling sensitive issues' advice in *In Search of Safety: children and the refugee crisis in Europe* is available at <https://www.unicef.org.uk/in-search-of-safety-complete-teaching-pack>

Part 5

Whole-school activities

Make 1,000 peace cranes: introduce the story *Sadako and the Thousand Paper Cranes* early on in your Peace Week, perhaps even before it begins. During the week children make as many origami peace cranes as they can (the legend is that if you make 1,000 you can make a wish...). Send some to the Hiroshima Peace Park and use the rest to decorate your school. Children love trying to make such a huge number as well as the challenge of making the tiniest or largest possible crane.

Take action for peace/human rights: join PeaceJam's 'One Billion Acts of Peace' Campaign (www.billionacts.org) or get involved with one of Amnesty International's human rights campaigns. They have Junior Urgent Actions for 7- to 11-year-olds as well as opportunities for secondary students. Go to www.amnesty.org.uk/junior-urgent-action-network.

Pledge for peace: create a space in your school where each class hangs a pledge/wish for peace each day.

Build a peace pole or giant jigsaw in each classroom. Each child brings in something from home, or creates something, that represents an aspect of them/their identity. Items are hanged/designed so that the final piece represents the whole class.

Hold daily peace themed assemblies: for ideas see the Teach Peace Pack at www.peace-education.org.uk/teach-peace.

Celebrate Peace Week with parents/carers: run an assembly or workshops for parents/carers and the local community in which children share their learning. Or take Peace Week out into the community with a lantern parade or community peace action.

Train children in conflict resolution/peer mediation: we know that mediation skills help individuals to build resilience and create more peaceful communities. Use Peace Week to provide a large number of children with basic conflict resolution skills and train a smaller number in peer mediation (go to www.peermidiationnetwork.org.uk for local training providers).

Train your school community to use 'I' statements:

being able to use 'I' statements is a really useful conflict resolution skill. When someone says or does something we don't like we may be tempted to use a 'you' statement. These are blaming messages that can make the other person feel hurt and defensive. For example, "You are very rude. Stop borrowing my things and not returning them." Turned into an 'I' statement, this becomes "When you borrow my things and don't return them, I feel frustrated because I trusted you with them. I'd like you to ask next time." An 'I' statement is a way of expressing clearly your point of view about a situation. It is easier for the other person to hear and is less likely to escalate conflict. But it takes practice to use 'I' statements well. In circle time or tutor time give your students 'you' statements and ask them to re-frame them as 'I' statements. See the 'I' statement worksheets at the back of this pack for help. You may want to train staff in using 'I' statements, or get some experienced students to do the training. It's also a great skill for parents/carers to learn.



Students work together to make a giant peace crane.



Endorsed by Amnesty International, *The Bone Sparrow* by Zana Fraillon, tells the story of Subhi, a refugee born into an Australian detention centre. It deals directly with questions about migration, human rights and our broader humanity. There are a number of teaching resources created to accompany *The Bone Sparrow* such as a Key Stage 3 resource produced by the Literacy Trust.

Amnesty International's publications and endorsed fiction is here: www.amnesty.org.uk/fiction-and-human-rights

More useful material to accompany fiction can be found here: www.amnesty.org.uk/issues/amnesty-cilip-honour

“Search out whatever in your own way of life may contain the seeds of war.”

Advices & queries 31

Pre-Peace Week Reading: select some peace books to read to your class in the run-up to Peace Week, or for older students pick a whole-class reader such as *The Kites are Flying* or *Sadako and the Thousand Paper Cranes* (suitable for students aged 9+). An inspiring true story for secondary students is *Warriors Don't Cry* (abridged young readers edition) by Melba Pattillo Beals. This book draws on the author's diary she kept as one of the nine black teenagers to be integrated into the previously white-only Central High School. It's a story of cruelty, courage and the power of nonviolence. Another is *A Little Piece of Ground* by Elizabeth Laird. This tells the story of some young boys trying to carve out a secret place to play in spite of the soldiers, tanks and guns that rule their Palestinian town.



Find out who or what you have in your local community that could play a part in your Peace Week: lots of areas have 'peace trails' (including Birmingham, Manchester and London) that offer a great way to show children a local history of peace and justice. Some areas have peace museums, such as Bradford, or peace centres or gardens, such as the Edinburgh Peace and Justice Centre or Cardiff's Temple of Peace. Most areas have Quaker meeting houses, and they may have members who have been conscientious objectors or stood up for peace in some way. You could make your week inter-generational and have some of your children act as reporters and interview someone who has stood up for peace and justice.

Peaceful school visioning: do some visioning work with students and staff to discuss and illustrate a peaceful school. What does it look and feel like? What initiatives could you develop based on these ideas? Other schools have developed ideas ranging from a whole-school period of silence each day to a meat-free menu on Mondays.

Tree of war/peace: create two large trees, one representing war and the other peace. Identify and label the roots of war. These can be portrayed in images or words, and depending on your age range may include roots from fear, hatred and inequality to weapons/the arms industry, consuming more than is sustainable, and militarism. What this leads to is presented on the branches of the tree, for example fighting, death, refugees, destruction of infrastructure and the ecosystem, decrease in social spending, mistreatment of prisoners of war and civilians, and increased revenues for weapons manufacturers. For the tree of peace, roots may include equality, justice, democracy, human rights, tolerance, love, understanding, and communication; and on the branches, the fruits may include freedom, security, social spending on schools and hospitals, and tolerance. You can discuss with students how – just as with real trees – the fruits fall and feed the roots, operating in a cycle. The same is true with the trees of war and peace. Once a war has begun, fighting leads to more fighting and increases fear, hatred, arms manufacture, etc. You may also want to discuss the role of the media, technology and propaganda. How might the media play a role in the roots/causes and consequences of both war and peace?

Seeds of war activity: explore with children the roots, or seeds, of war in our own lives and one thing we could do something about. The roots of war can be understood as anything in our lives that contribute to conflict, injustice, oppression, environmental degradation, etc. Seeds of war can be anything from staying silent in the presence of bullying, not sharing, not listening, wasting food, etc. Doing something about one of these might involve standing up to racism/bullying, including someone who is left out, buying fairly-traded food and drinks, or wearing a white poppy.

Film your peace week: as one of its options during Peace Week, one secondary school allowed students to be part of a film-making team. They worked with a member of staff all week to collect footage of their activities and went out into the community to ask local people their views on peace, war and conflict. They made a brilliant short film that was shown to the whole school at the end of the week.

"If, by reading...we are enabled to step, for one moment, into another person's shoes, to get right under their skin, then that is already a great achievement. Through empathy we overcome prejudice, develop tolerance and ultimately understand love. Stories can bring understanding, healing, reconciliation and unity."

Archbishop Desmond Tutu

Part 6

Primary school focus (ages 4–11)



Primary approach

The tried-and-tested plans for primary schools make up an essential structure for your Peace Week and can be used in their entirety or to spark inspiration and ideas. Teachers are encouraged to adapt the resources to suit the needs of their pupils and ensure all children have access to the activities and discussion. We provide a lesson each day for three different age groups at primary level, but you know your students, so use the resources flexibly. For instance, the story of Sadako is suggested for ages 7–11, but schools have used the story with Year 1 and found that the youngest children gained a lot from it.

In addition to this spine of Peace Week lessons, you may choose to develop more lessons and activities for the rest of the week – for all children, or perhaps just the older years. You may choose to focus the rest of the week on specific themes such as conscientious objection, the impact of war on children’s rights, or refugees. There are plenty of resources and materials to support a full week of lessons. See ‘Key resources’ (page 36) and ‘Additional resources’ (page 40) for more help.

Peace can mean living out rights like association, self-expression and play. You may also choose to integrate lessons with visitors running sessions, educational trips, arts/crafts-based sessions (see Peace Mala) or physical activities, all of which can be developed to support teamwork and peacebuilding skills.

You may wish to begin conflict resolution workshops as a first step towards introducing a legacy of peer-led mediation in your school. Peer mediation is conflict resolution for children, by children, and requires whole-school support and preparation. You can take steps during Peace Week to introduce the idea of mediation, or even use it as an opportunity to train a group of mediators. For more on peer mediation go to www.peermediationnetwork.org.uk.



Children pass a ‘rain-maker’ around the circle during a cooperative games session in their Peace Week. Photo: Jane Hobson



These peer mediators were trained with the help of CRESST – Conflict Resolution Education Sheffield Schools Training. Go to www.cresst.org.uk to find out more. Photo: CRESST

“Not only have I learnt an enormous amount from Peace Week but I think it has given me the skills to become a better teacher, to teach children values such as cooperation, listening and how to deal with anger. If other schools could take part in a week like this (or even a few days) I think it would be so valuable to help children understand how to become better citizens in this world.”

Jehan Morbi, Assistant Head Teacher, St Eugene de Mazenod Catholic Primary School

Circle time

The lesson plans are intended to be run as circle time sessions. Circles provide a versatile space for cooperative activities, discussion and drama. It can be a space where you model the peace you want to see in the world.

If your children are not used to this way of working it'll be especially important to work with each group to agree ground rules for the sessions, and to do a lot of activities and games that help to build empathy and cooperation skills. If your children are already familiar with circle time, it might still be worth classes agreeing or re-establishing class contracts/conventions to help support their work in circle time. These contracts can be compared with others later in the project, such as the UN Convention on the Rights of the Child or the Declaration of Human Rights.

It's important not only to focus on the tools for handling conflict, but to set these tools in a context in which self-esteem is nurtured – children need to have a sense of their own power and goodness. 'Pick-ups' rather than 'put-downs' need to be reinforced as the norm by staff, and the sharing of feelings needs to be an integral part of school culture. Circles are important in this process and shouldn't be used just when things have gone wrong.



The Peacemaker Project is carried out by the West Midlands Quaker Peace Education Project. Go to www.peacemakers.org.uk to find out more. Photo: Peacemakers

Things I learnt in Peace Week were:
Children can work together very well and need more opportunities to act as peacemakers without always involving adults.

“Whatever you are using to help promote conflict resolution in the classroom, have a tangible symbol visible and accessible to the children in the classroom. Setting up a place in the room for conflict resolution to occur helps.”

Elyse Jacobs, pre-school teacher and founder of the Tools of Peace conflict resolution programme for young children.

Making peace visible

You may want to create a peace place in your classroom where children can go to resolve their conflicts, or simply catch a moment of peace.

In this corner of Pacific Primary in San Francisco, there's a peace place with two chairs facing 'The Two Mules' poster, which depicts conflict and cooperation. When children get into arguments they're encouraged to pull up a chair opposite the poster and try to find a 'win-win' solution, using the structure of the poster to help them. They're encouraged to go and try their solution, and if it doesn't work to come back and find a different one.

You may want to use a 'Talk Box' during Peace Week to encourage children to share their feelings and 'crowd source' solutions. St Andrew's Catholic Primary School, a Beacon Primary Peaceful School, regularly uses Talk Boxes throughout the school. They have found it an effective way to encourage children to share their concerns and achievements, build trust, and develop creative problem-solving skills. For more on St Andrew's and other Beacon Peaceful Schools go to www.peacefulschools.org.uk/school-awards.

Puppets can be used in a variety of ways to support your Peace Week and foster a peaceful school environment. If they're available in classrooms they can be used as and when the need arises to explore how conflicts escalate and to demonstrate how they can be resolved. Another way of using them is to symbolise values or qualities. At Blackheath Primary School in the West Midlands puppets brought to life the launch of their whole-school values. Assemblies about different values were followed by a puppet visiting each classroom on rotation, with the values then being drawn out in lessons and class time throughout the week. The children at Black Heath have become really attached to their puppets (and love grooming them!), and the values they represent have become a much more meaningful part of school life. For more on Blackheath Primary and other Beacon Peaceful Schools go to www.peacefulschools.org.uk/school-awards.



Two five-year-olds having fun playing together and taking turns to sing their interpretation of 'The Two Mules'. Photo: Elyse Jacob, www.toolsofpeace.com



A student from St Andrew's Primary School explains the 'Talk Box' at the Peaceful Schools National Conference in 2016. Photo: Michael Preston



Responsible Roger, Empathy Eddie, Smart Sammy Polite, Polly, Empowering Ella, Caring Clive and Team Tahia, Peaceful Schools National Conference in 2016. Photo: Michael Preston

Primary structure

The primary core lesson plans can be found in the pocket on the inside back cover of this Peace Week pack.



A session plan is provided for each day of Peace Week, aimed at three different age groups:

Reception
P1

Years 1-2
P2-P4

Years 3-6
P5-P7

Framework for children in Reception/P1

Day	Theme	Key questions/areas of possible exploration
Monday	Peace in me	Explore peace. What do we mean by peace? When and where do we feel peaceful? Self-esteem activities to feel peaceful inside and help children discover the wonder and beauty within themselves.
Tuesday	Peace for us	Affirmation and communication activities. Explore daily relationships, stressing cooperation. What does it feel like to give and receive 'pick-ups' and 'put-downs'?
Wednesday	Peace for us	What makes me angry? What happens to my body when I'm angry? How can I handle my anger? Conflict resolution and finding win-win solutions.
Thursday	Peace for everyone	What do I have in common with others? Celebrate uniqueness and commonality. My class as a peaceful community. Practise communication skills.
Friday	Peace for our planet	What does it take to be a peacemaker? Explore the qualities of a peacemaker. How do we care for the earth?



Playing parachute games during peace week.
Photo: Jane Hobson

Primary structure

Framework for children in Years 1-2/P2-P4

Day	Theme	Key questions/areas of possible exploration
Monday	Exploring peace, and inner peace	What do we mean by peace? Activities to feel peaceful inside. Practise self-esteem and affirmation activities.
Tuesday	Identity and peace	What makes me, me? What do I have in common with others? Belonging and my class as a community. Celebrate uniqueness and commonality.
Wednesday	Interpersonal peace	Consider how to handle conflict. Examine handling anger. Practise communication skills. Explore the qualities of a mediator/peacemaker.
Thursday	Building peaceful communities	What are the ingredients of a peaceful classroom/community? Consider fairness. Introduce human rights. What makes someone want to be an ‘upstander’ rather than a bystander?
Friday	Building a peaceful world	Discuss the human cost of war, refugees and how war impacts on human rights. Introduce nonviolence. Explore what’s needed to prevent violent conflict/war. Think about the building blocks for peace and how we can live more peacefully and sustainably.



Books ordered for classrooms during a primary peace week.
Photo: Jane Hobson

Framework for children in Years 3-6/P5-P7

Day	Theme	Key questions/areas of possible exploration
Monday	Inner peace	What do we mean by peace? Explore identity, celebrate our uniqueness and commonality. Practise self-esteem and affirmation activities.
Tuesday	Interpersonal peace	Examine handling strong emotions. Consider how to handle conflict. Practise communication skills. Explore the qualities of a mediator/peacemaker.
Wednesday	Building peaceful communities	What are the ingredients of a peaceful classroom/community? Consider fairness. What makes someone want to be an 'upstander' rather than a bystander? Introduce human rights – return to these throughout the week. Explore 'upstanding' in your local community.
Thursday	Global peace	Discuss the human cost of war, refugees and how war impacts on human rights. Explore what's needed to prevent violent conflict/war and think about the building blocks for peace, including economic justice and environmental sustainability. Do we view the earth as having gifts for us to use, resources for us to look after, or do we see ourselves as part of an ecological web?
Friday	War resistance and solidarity	Learn about war resisters such as conscientious objectors and others who have struggled nonviolently for peace. Explore the impact of weapons such as armed drones. Take action in solidarity with children living amid war.



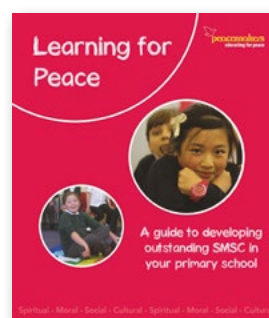
Peace Week at St Eugene de Mazenod Catholic Primary School. Children act out different human rights while their peers – human rights 'detectives' – identify which articles from the Universal Declaration are being conveyed.

“It is not often children get the chance to stop and think about the impact of their actions, particularly on the wider world. Peace Week has allowed children to think about the type of world they want to live in. Most importantly it has given them practical advice on how to achieve the peaceful world they deserve.”

Chloe Mitchell, Year 2 teacher, Our Lady's Catholic Primary School

Key resources

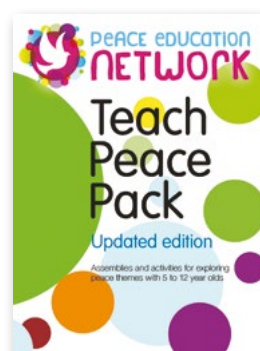
We recommend purchasing **Learning for Peace** by Peacemakers (the West Midlands Quaker Peace Education Project). It's packed with practical activities and cooperative games you can use in your Peace Week, as well as useful ideas for inspiring longer-term peace education work. Some of the resources are available for free online, but the session explanations are in the text, so at least one copy for your school would be helpful. Copies can be purchased for £30 (or £20 per book if you're ordering six or more copies) from www.peacemakers.org.uk. (For schools in Wales and Scotland, *Learning for Peace* is useful even if you're not following the SMSC development criteria).



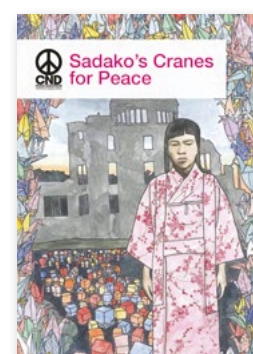
We recommend ordering (for free) **Learning about human rights in the primary school: Activities for exploring human rights themes with 5 to 11 year olds**. This resource from Amnesty International is available in English and Welsh. To order your free copy phone 01788 545 553 and quote the code ED140 or download the resources at www.amnesty.org.uk/resources/human-rights-primary-school-resource-pack-welsh.



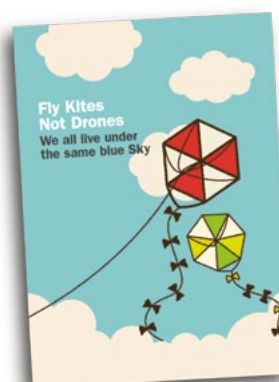
Produced by the Peace Education Network, the **Teach Peace Pack** is full of assemblies and activities for exploring peace themes with 5- to 12-year-olds (Welsh version available online). The assembly resources also provide rich materials for lessons. One of the resources in the pack is *Nonviolence in action: Mama Zepreta's House*, a true story about injustice. This can be really useful if you want to explore nonviolence, which is often studied as something historical rather than as a tool for social change today. The story is useful for asking the children "what would have happened if the people involved had instead been violent?" and eliciting the idea that violence often leads to more violence. It's free to download at www.peace-education.org.uk/teach-peace or you can purchase a copy for £5 from the Quaker Centre Bookshop (plus P&P) at www.quaker.org.uk/bookshop or by phoning 020 7663 1030.



Sadako's Cranes for Peace: CND will send you this resource free of charge. Find out more at <https://cnduk.org/sadakos-cranes/>.



Fly Kites Not Drones offers enriching workshops and assemblies to encourage critical thinking about the human rights impact of armed drones on children living in countries such as Afghanistan. It shows you how to make and fly a kite for peace – a fabulous way for children to take action in solidarity with their peers living amid war. It's available as a free download from www.flykitesnotdrones.org, or you can buy a copy for £5 (plus P&P) from the Quaker Centre Bookshop: go to www.quaker.org.uk/bookshop or phone 020 7663 1030.



You can also order child-friendly kite-making kits, ready to assemble, from Kites for Schools, which would make this option more accessible to younger children. Go to www.kitesforschools.co.uk.

Conscience, a World War I primary-focused resource, reveals the difficult choices people faced during the war. It focuses on dilemmas around choosing whether or not to fight and the challenges faced by conscientious objectors. Lesson plans use engaging speaking and listening activities to reveal not only what happened, but also the moral questions that remain relevant today. It's available as a free download from <https://www.quaker.org.uk/teaching-resources> or you can buy a copy for £5 (plus P&P) from the Quaker Centre Bookshop: go to www.quaker.org.uk/bookshop or phone 020 7663 1030.

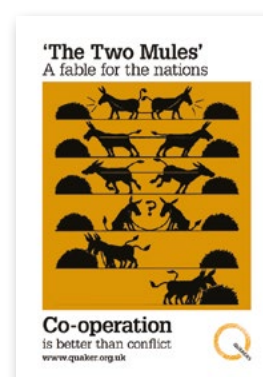
If you chose to focus on conscientious objection there are also short videos available from 'Voices of Conscience' at www.vimeo.com/channels/voicesofconscience/88405557. And there are more resources on conscientious objection for primary school students such as *Choices then and now*, a World War I resource from the Peace Museum, Bradford. For some free resources go to <https://peacemuseum.org.uk/choices>.

In Search of Safety, children and the refugee crisis in Europe, a Teaching Resource, available at www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/refugee-crisis-europe

KS1 and KS2 Refugee crisis resources from Action Aid are available at www.actionaid.org.uk/school-resources/resource/ks1-and-ks2-refugee-crisis-resources.

'The Two Mules': Cooperation is better than conflict poster is available for purchase from the Quaker Centre Bookshop: www.quaker.org.uk/bookshop or phone 020 7663 1030.

Amnesty International will send you a Primary School Poster Pack (for free) helping you introduce human rights into your classroom. To order your copy phone 01788 545 553 and quote the code ED176.



Popular peace week activities

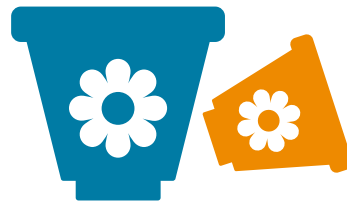
Cooperative juggling

Stand in a circle. One person throws a ball to someone in the group, they remember who they threw it to and then sit down. That person throws to someone else and it continues until everyone has received the ball. This is then repeated in the same order. Once the ball is being quickly passed around the group in the correct order, more balls or other soft objects can be thrown in. See how many balls you can have in the air at once. Set a class record and try to improve on it later in the week.



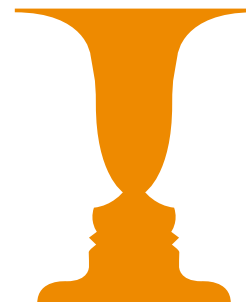
Flower pots

The aim of this game is to pass a plastic flowerpot around the circle using only your feet. If one pot is successfully passed all the way around the circle without dropping it, do a second turn with one flowerpot going one way around the circle and the other going the other way around. This creates an extra challenge when the pots have to cross over.



Optical illusion art

Looking at it, and children creating it, can be a great way to make the point that we see the same things in different ways.



Cooperation challenge

Put a coloured dot on a sticky label and affix the label to children's backs. Use as many colours as there are groups. Ask the children to find the other members of their group (children with the same coloured dot) without speaking (children can use things in the classroom to point at, or help each other). Ask the children to sit down in their groups once they've found them. (Give them a few minutes and then see how they got on. Ask them how they did it – elicit cooperative skills.) In groups, children come up with freeze frames for the words 'conflict', 'war' and 'peace'. Discuss any common themes that emerge.



Making a difference

This short story can be a nice way to start or end a session, or can be used in assemblies during Peace Week.



A young girl was walking along a beach where thousands of starfish had been washed up during a storm. When she came to each starfish, she would pick it up and throw it back into the ocean. She had been doing this for some time when a man approached her and said, “Why are you doing this? Look at all the starfish on the beach! You can’t begin to make a difference!” The girl listened, paused and after a few moments bent down, picked up another starfish and hurled it as far as she could into the ocean, saying: **“I made a difference to that one!”**

Adapted from Loren C. Eiseley (1907–1977)

Additional resources

These books aren't mentioned in the lesson plans but would be excellent additions to support your Peace Week or ongoing peace education in your school.

Mindful Movements: Ten Exercises for Well-Being (including a DVD) by Thich Nhat Hanh (illustrated by Wietske Vriezen): ten routines that can be practised by people of all ages and body types, whether or not they're already familiar with mindfulness practices.

What does peace feel like? by Vladimir Radunsky. In this colourful picture book we hear what young children from around the world have to say about what peace might feel like, taste like, sound like, etc. For children aged 4–8.

Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents) by Eline Snel: contains simple mindfulness practices to help children deal with anxiety, improve concentration, and handle difficult emotions. Includes a 60-minute audio CD of guided exercises read by Myla Kabat-Zinn. For children aged 5–12.

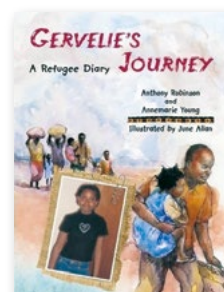
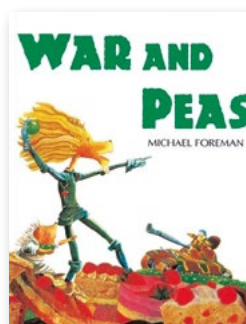
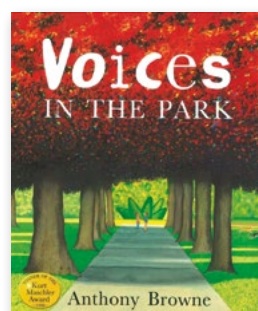
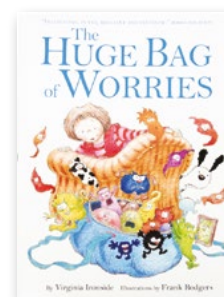
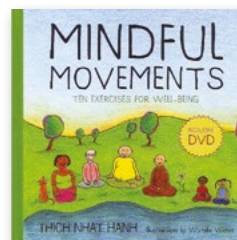
The Huge Bag of Worries by Virginia Ironside is a useful story for encouraging children to share their worries. For children aged 6–9.

Voices in the Park by Anthony Browne shows a sequence of events through the eyes of different characters. Useful for exploring different worldviews, with beautiful illustrations. For children aged 4–8. Ideas for using *Voices in the Park* to think critically about how we all live together are available from Schools Linking: www.thelinkingnetwork.org.uk/voices-in-the-park. (If you wanted to extend work with this book, there are five detailed lesson plans available.)

I am Rosa Parks by Brad Meltzer tells the story of how Rosa dared to stand up for herself and other African-Americans by staying seated, and as a result helped end public bus segregation and launch the country's civil rights movement. It's part of a biography series for children about ordinary people who have changed the world, including *I am Martin Luther King, Jr.* For children aged 5+.

War and Peas by Michael Foreman is a humorous story with underlying messages about helping others and sharing what you have. For children aged 5+.

Gervelie's Journey: A Refugee Diary by Anthony Robinson and Annemarie Young tells the story of Gervelie's journey from the Republic of Congo to the Ivory Coast, and then to Ghana, across Europe and finally to England. Told in Gervelie's own voice and using her photographs, it depicts with sensitivity her long journey, her life in a new country, and her new hopes for the future. This is part of a series of 'Refugee Diary' books for children aged 8–12.



War Boy: A Wartime Childhood: Michael Foreman's award-winning memoirs about his childhood during World War II. For children aged 9–12.

War Game begins with a game of football on a village green in Suffolk, and follows a group of teenage boys to the fields of Flanders and the realisation of their dream to play for England. For children aged 10–12.

Child's Garden: A Story of Hope by Michael Foreman tells the story of a boy who nurtures a plant in a war-torn country, watching it grow until it becomes a symbol of hope. For children aged 7–8.

The Forgiveness Garden by Lauren Thompson is about conflict between two different groups inhabiting the same land. Beautiful illustrations and important lessons about moving from the endless cycle of violence towards forgiveness. For children aged 7+.

The Kites are Flying by Michael Morpurgo tells the story of a journalist travelling to the West Bank to witness first-hand what life is like for Palestinians and Jews living in the shadow of a dividing wall. Journalist Max strikes up a friendship with a Palestinian boy, Said. Together the two sit under an ancient olive tree while Said makes another of his kites. The story reveals how children's hopes and dreams for peace and unity can fly higher than any wall built to divide communities and religions. For children aged 9–11.

You may also want to introduce the '**Peace Mala**' into your Peace Week. This is a symbolic bracelet that promotes friendship, respect and peace between the faiths and all people of the world. You will need to allow up to a month for delivery of the Peace Mala kits. Lesson materials to accompany the kits are available – go to www.peacemala.org.uk.

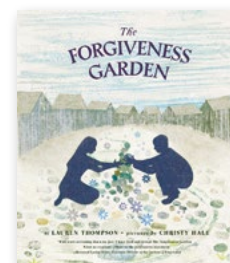
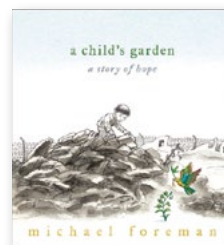
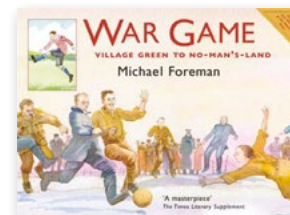
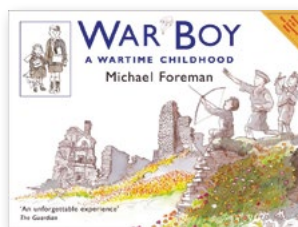
Peace One Day offers free online global peace education resources. Go to www.peaceoneday.org/education.

Action Aid resources offers free online global peace education resources. for children aged 7–11) about fairness, equality and community. These have been produced in partnership with the creators of 'Philosophy for Children' (P4C). Go to www.actionaid.org.uk/get-involved/school-resources and search for 'Tax, fairness and 'Philosophy for Children''. First Steps is an online resource pack by Amnesty International supporting teachers to introduce human rights to children aged 3–5.

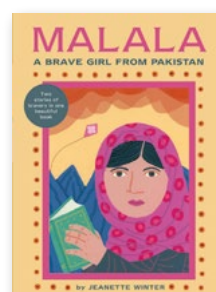
Books available in Welsh

Malala/Iqbal – Dweyleithog/Bilingual by Jeanette Wineer is an inspiring picture book about two courageous children who spoke out, Iqbal against child slavery in the carpet trade and Malala for the right of girls to attend school. For children aged 4–8.

Mae'n lawn Bod Yn Wahanol / It's Okay to be Different by Todd Parr is about embracing difference and self-confidence. For children aged 3–7.



act:onaid





Students from Chestnut Grove Academy learn about nuclear weapons and make 1,000 origami peace cranes.
Photo: Isabel Cartwright

Part 7

Secondary focus (ages 11–16)

Our suggested approach for a secondary school Peace Week is for staff to be introduced to its themes and vision and then to offer workshops, trips or projects that draw on their subject expertise, interests or talents. Staff are then encouraged to submit project proposals, and once these are agreed students are free to choose what they'd like to attend. Individual timetables are created for each student for the week. Where possible, we encourage schools to arrange the whole week in mixed age groups.

This approach can reveal the otherwise hidden talents of staff, provide students with a rich menu of options, and create a unique opportunity for students to work in groups drawn from across the school community. It offers staff the opportunity to:

- ✓ select topics/activities that are meaningful to them
- ✓ develop their teaching repertoire
- ✓ experiment with new ideas
- ✓ lead a team
- ✓ work with new colleagues

Proposals are agreed by the development team.

Workshops can also be offered from peace, human rights and environmental organisations such as Pax Christi, Amnesty International, War Child, Greenpeace, Friends of the Earth, and Veterans for Peace UK, as well as local/regional peace organisations and individuals who work on peace and social justice issues. This approach offers students the opportunity to

- exercise autonomy and choice over their learning by selecting activities that spark their interest
- learn about topics not covered in the rest of the curriculum, but which have an intrinsic value to us as humans
- work with students from different year groups
- learn with and from people outside the school community
- explore themes in ways that are different to day-to-day classroom-based learning.



Through text, imagery and drama, students in a peace week meet people with different experiences of armed drones.
Photo: Di Tatham

This provides a unique opportunity to explore fundamental but often neglected issues.

Questions could include:

- How would you design affordable social housing in London?
- How would you re-design our school to make it accessible for all students?
- Should the UK have weapons of mass destruction?
- Running a mock trial: how does the legal system work in the UK?
- Should we have food banks?
- Is conscientious objection to war an act of bravery or cowardice?
- Can you use violence to build peace?
- Should children be allowed to vote? What's the point of voting?
- What is institutional racism and what should be done about it?
- How are immigrants treated in the UK?
- How do armed drones affect the rights of children in countries such as Afghanistan?
- Does everyone have an equal education in the UK and around the world?
- What are the benefits system and why does it exist?
- Should the UK government be doing more to help refugees?
- Is religion compatible with the notion of true equality for LGBT+ and women members?
- What campaign would you create to increase equality in your community?
- Do we need the Human Rights Act?

Something I enjoyed about Peace Week was:

I really enjoyed the way the quieter children in the class felt more confident to engage in conversations this week.

“Our project week was an opportunity for students to immerse themselves in a theme, exploring it in a context different from day-to-day classroom-based learning. All sessions related in some way to the overall themes of peace and human rights.”

Deborah Gostling, Assistant Head, Chestnut Grove Academy

Project Proposals

Our suggested structure for a secondary school Peace Week is for teachers to be encouraged to submit project proposals based on subject areas or personal interests. Students are then given the opportunity to exercise autonomy and choice over their learning by selecting the sessions that appeal to them.

Case study: In this peace and human rights week staff were introduced to the global peace and human rights situation, the national situation and then the situation in their school. This encouraged teachers to link the local to the global in their sessions.

The global human rights situation...

More than 300,000 children under the age of 18 are exploited as child soldiers in armed conflicts. Armed conflict has **killed 2 million children, disabled 4 to 5 million, left 12 million homeless** and **orphaned more than 1 million** in the past decade.

40 million children below the age of 15 suffer from **abuse and neglect**.

Approximately **27 million** people are currently in the **human trafficking trade** around the world. Around **15,000,000 girls are forced into child marriages**.

In 2012, **112 countries tortured their citizens** and 101 countries repressed their people's right to freedom of expression.

The national human rights situation...

Strip searching of children doubled between 2008 and 2013. In 45% of cases no appropriate adult was present. In 2012, tasers were used on 230 children.

Around **130,000 children** live in households where there is a **high risk of domestic violence**. 23% of children in care are moved at least once annually.

Childhood obesity has increased. Only 14% of young people eat 3 or more portions of fruit and vegetables a day. **330,205 children a year are referred to food banks**. Mental health services are receiving far more requests despite budgets being cut.

Almost **17,000 children** in the UK are **at risk of child sexual exploitation**. Female genital mutilation continues to be an issue. The **NSPCC** receive **13,500 calls** reporting concerns about children annually.

At our school...

In our school we have children who are:

- Suffering from mental health disorders and medical issues, including childhood obesity
- Victims of domestic violence and physical abuse
- In care / looked after children (LAC)
- Asylum seekers and immigrants (EAL)
- Victims of sexual exploitation
- Below the poverty line (FSM)

Learning about issues that affect them and their rights can support students in their development, despite the adversity they face.

When teachers are asked to be creative, their hidden talents and interests emerge. Here are some examples of project proposals offered to students during one secondary project week, including accompanying notes by teachers involved:

What is project week?

An opportunity for students to immerse themselves in a theme exploring it in a context different from day to day classroom based learning. All sessions relate in some way to the overall topic.

For staff

The opportunity to select a topic and activity that is meaningful to you and to develop your teaching repertoire beyond your normal practice. The freedom to experiment, lead a team and work with others. No expectation of written feedback.

For students

A unique opportunity to exercise autonomy and choice over their learning by selecting activities that spark their interest. The chance to learn about topics not covered in the rest of the curriculum, but which have an intrinsic value to us as humans.

Project week proposals



It's A Straight White Man's World

Half day

Science, technology, engineering and mathematics careers are among the most prestigious, highest-paying and exciting jobs out there, so why are so few women, ethnic minorities and LGBT people pursuing them? In this session you will get to talk to people with STEM careers who are working to increase the proportion of these groups to discovering why they are underrepresented and what can be done to fix this.



Football Beyond Borders

1/2 days

Football Beyond Borders first foreign tour was to Palestine. Learn about what they discovered and participate in FBB activities.



The Right To Play: Water Sports

1 day

Everyone has a right to play. Exercise your human rights on a day trip to do watersports on Wimbledon Common.



Become a Political Speech Writer

Half day

Ever wanted to change the world? Ever wanted to encourage others to see the world from your point of view! Learn the tips of the trade of rhetoric and persuasion and win the competition for the best public speaker of Chestnut Grove!

“Football Beyond Borders ran for two days, with students enjoying sport but also learning about human rights issues in Palestine.”



"Fly a Kite for Peace actually ran for two days. Our students from Afghanistan and Pakistan became our teachers. These boys shared so much about their countries and experiences that we'd never heard before. It's the happiest they've been since they came to our school. Flying the kites was great fun."

"The Right to Healthcare session was popular. Students appreciated gaining First Aid certificates, but also learning about how the right to healthcare varies all over the world."



Project week proposals



“Opportunities for physical activities, such as playing cricket at Lords, provided a diversity of opportunities to students and meant that they were more willing and able to engage with the stretching academic content of other sessions.” (exercising the right to play)



“The visits to Parliament were amazing. A lot of what they’d been learning throughout the week was touched on in Parliament – the students were really interested that a painting depicting war had been hung to remind politicians of how awful it is.”

“Innocent Until Proven Guilty was a session run by a barrister. Students enjoyed acting out a trial and learning from someone currently working in the field.”

Themes and resources

In addition to ideas from staff, find below some peace and human rights themes that have proved popular in secondary peace and human rights weeks.

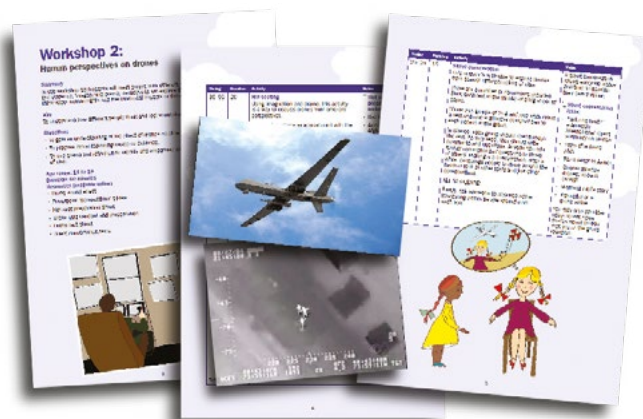
Armed drones: keeping the peace or execution without trial?

Drone warfare is controversial, so it is an appropriate issue to explore in a week about peace and human rights. It raises important questions about execution without trial, civilian deaths and endless war.

Fly Kites Not Drones was inspired by the threat of drone warfare in Afghanistan, a country that has known over three decades of continuous war. At its heart is the true story of Aymel, a young boy who lost his father to a drone strike. The resource encourages critical thinking about the human rights impact of armed drones on children and helps young people safely explore their own questions, thoughts and feelings.

The resource includes help making a kite for peace. This offers a fabulous positive opportunity for students doing a Peace Week to take action in solidarity with their peers living amid war. You can also order child-friendly kite-making kits ready to assemble from Kites for Schools, which would make this option more accessible to younger children (go to www.kitesforschools.co.uk).

Fly Kites Not Drones is available as a free download at www.flykitesnotdrones.org, or you can buy a copy for £5 (plus P&P) from the Quaker Centre Bookshop: go to www.quaker.org.uk/bookshop or phone 020 7663 1030.



“My tutor group felt the simple act of enjoyment of kite flying linked them to a group of people whose way of life was very different. The beauty of this project was that the actual construction of the kite allowed for time to process what we’d discussed and speak about it in their own time.”

Adam Hodgkinson, Teacher, Warwickshire high school

Conscientious Objectors: heroes or cowards?

In Great Britain around 16,000 people refused to fight in World War I (source: Peace Pledge Union). Britain was the first country in the world to recognise the right to conscientious objection. Nevertheless, many of these ‘conchies’ were badly treated – many were imprisoned and some even died. To some they’re heroes; to others they’re cowards, even traitors. Today, many countries have yet to recognise people’s right to refuse to serve in the armed forces, and around the world prisoners of conscience are tortured. Organisations like War Resisters’ International, the Peace Pledge Union, Amnesty International and Quakers in Britain continue to campaign for the right to object on grounds of conscience. This fundamental human right is highlighted on 15 May each year – International Conscientious Objectors’ Day.



Conviction: A World War I critical thinking project

(secondary school-focused) uses personal stories to help students engage with the dilemmas faced by women, men and families during World War I. It helps students to:

- think about the consequences of warfare and violence
- understand the difficulties and dilemmas faced by those who objected to war and to fighting in it
- reflect on whether it is ever right to use force to achieve a good end
- learn about conscientious objection as a human right
- consider the importance of peacebuilding in preventing violence from occurring in the first place.



Conviction is available as a free download at www.quaker.org.uk/teaching-resources, or you can buy a copy for £5 (plus P&P) from the Quaker Centre Bookshop: go to www.quaker.org.uk/bookshop or phone 020 7663 1030.

There are further resources from *Choices then and now* – a World War I resource for schools from the Peace Museum, Bradford. Resource Packs cost £19.99 and can be ordered from choices@peacemuseum.org.uk.

“During project week we learnt about Omar Sa’ad, a Palestinian Arab Druze and conscientious objector repeatedly sent to prison for his refusal to join the Israeli Army. We explored what it means to be a conscientious objector, looked at war propaganda and created our own peace art.”

(The case of Omar Sa’ad is explored in *Conviction* – see above.)

These Dangerous Women: On 28 April 1915 1,300 women, who had been organising internationally to get the vote, came together in The Hague to try to find a way forward to peace. They advocated continuous mediation as an alternative to armed struggle. Envoys from the congress visited 14 heads of state, the King of Norway, the Pope, and the President of the United States in an attempt to halt the war.

Winston Churchill called them “these dangerous women”. They were influential in forming the **League of Nations** and set up the Women’s International League for Peace and Freedom (www.wilpf.org.au), which is still active today, giving women a voice at international level.



Students study war propaganda and create their own peace art.

This resource connects with:

- **Key Stage 3 History:** the First World War, Suffrage and Conscientious Objection
- **Religious Studies GCSE:** Morals and Ethics paper.
- **A level Politics:** Feminism and the Equality Act.

Go to www.e-voice.org.uk/wilfpcentenary/assets/documents/these-dangerous-women-wilpf-bo.

Women of World War I: www.tes.com/teaching-resource/women-of-world-war-i-11047353.

To support the development of critical thinking about war, invite a member of **Veterans for Peace UK** to offer a workshop. These provide engaging personal insights into military life and warfare and explore questions such as:

- Why join the military?
- What happens in military training?
- What is war like?

For more information and to book a visit please email coord@vfpuk.org.



Something I enjoyed about Peace Week was:

Excellent details planning and relevant book choices.

Human rights in Palestine and Israel

The conflict between Israel and Palestine is so controversial that it's often ignored completely in schools. Yet many stories that emerge from it can inspire and teach us. While it is not the only conflict worthy of study, in exploring Palestine and Israel we can better understand both how conflict escalates to violence and how peace is built. A Peace Week can provide the space and time to explore sensitive issues in depth, and in a range of ways that may not fit easily into the regular timetabled week.

One way of approaching this topic is to enlist the help of the Ecumenical Accompaniment Programme in Palestine and Israel (EAPPI). EAPPI is a World Council of Churches programme. It recruits volunteers from around the world to live alongside communities working nonviolently against the occupation. EAPPI uses the internationally recognised model 'accompaniment', which is used in many conflict zones. They are on the ground 24/7 and are often the first to respond to human rights violations. Ecumenical accompaniers (EAs) range in age from 25 to 70 and come from many different backgrounds, but what they all share is a deep commitment to human rights.

EAs offer school talks and workshops. These provide students with opportunities to:

- hear eyewitness stories about human rights and peacemaking
- understand the concept of accompaniment
- explore the choices people make for using violence and nonviolence
- learn about Israelis and Palestinians working for peace
- develop their own analytical, communication and critical thinking skills.

Contact Quaker Peace & Social Witness to arrange a visit by an ecumenical accompanier or to order secondary school-focused teaching resources. These include:

- courageous Israeli and Palestinian peacemakers' stories
- case studies in relation to issues such as water rights, house demolition and freedom of movement
- web links to multimedia resources and lesson templates
- curriculum links (e.g. English, Maths, Geography, Citizenship, and History).

Resources such as *Palestine & Israel: How will there be a just peace?* support young people in exploring injustice and peacebuilding within a framework of human rights and international law. It addresses key issues underlying the origins of the situation and obstacles to bringing about a just peace today. The resource enables

students to move from an understanding of the situation into consideration of how that situation might change. It enables students to realise that ordinary people can and do contribute to peacebuilding and the upholding of human rights. It's available as a free download at www.sadaka.ie/What_We_Do/Education/Education.html.

Some schools have also offered a film festival strand, showing films that explore issues of peace and justice, followed in some cases by discussions. Films could include the following (most of which would need to be purchased; we have given websites, and you can view trailers to judge if they're appropriate):



Ecumenical accompanier Peter Hughes helps young people prepare stencils for peace and human rights-themed graffiti.



Film festival – a few ideas

You can find more ideas (and films for younger children) at www.common sense media.org/lists/movies-that-inspire-kids-to-change-the-world.



Short human rights films are available at www.amnesty.org/en/latest/education/2015/05/10-best-human-rights-videos.



Pray the Devil Back to Hell

(www.forkfilms.net/pray-the-devil-back-to-hell): the remarkable story of the courageous Liberian women who came together to end a bloody civil war and bring peace to their shattered country. The film doesn't shy away from the violence and horrors of the war. View first to consider suitability.



Freedom Writers

(www.imdb.com/title/tt0463998): a young teacher inspires her class of 'at-risk' students to learn tolerance, apply themselves, and pursue education beyond high school.



A Force More Powerful: A Century of Nonviolent Conflict

(www.aforcemorepowerful.org): explores little understood stories about how nonviolent power has overcome oppression and authoritarian rule all over the world.



Do the Math

(<http://act.350.org/signup/math-movie>): a 42-minute documentary film about the rising movement to change the terrifying maths of the climate crisis and challenge the fossil fuel industry. This is a film about climate change, activism and challenging the fossil fuel industry.



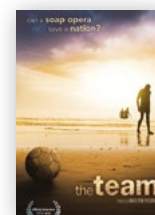
Lost Boys of Sudan

(www.lostboysfilm.com): This feature-length documentary follows two Sudanese refugees on an extraordinary journey.



The Team

(www.whitepinepictures.com/the-team): a film about a taboo-breaking TV soap opera produced to help heal divisions in Kenya after post-election violence – it follows the struggles of the squad both on and off the pitch.



Cowspiracy: The Sustainability Secret

(www.cowspiracy.com): this is a documentary about the animal agriculture industry's destructive impact on the planet and the environmental organisations "too afraid to talk about it".



Budrus

(www.justvision.org/budrus): about a Palestinian village and its unlikely hero – it reveals the power of ordinary people to peaceably fight for extraordinary change (contains challenging themes, view to consider suitability).



Short films

Where is the love?

(www.caat.org.uk/issues/arms-fairs/dsei): a short film made by young people about the arms fair held opposite their school.



The Unseen March

(www.quaker.org.uk/the-unseen-march): a ten-minute film from Quakers in Britain that explores the militarisation of education.



In Peace Apart

(www.theguardian.com/film/2014/dec/14/across-divide-northern-ireland-film): Catholic and Protestant girls swap school uniforms in a short film produced as part of a project to teach children about 'the Troubles' in Northern Ireland.



Step Forward, Tariq Jahan: a reluctant hero

(<https://www.youtube.com/watch?v=iieRR8ExvME>): a 25-minute documentary about Tariq Jahan, whose son Haroon was killed in the 2011 Birmingham riots. Hours after his son's death Tariq pleaded with angry crowds. "I've lost my son", he said; "step forward if you want to lose yours. Otherwise, go home." The mood was transformed and the crowds dispersed.



For more feature films recommended by Amnesty, and accompanying resources, see: www.amnesty.org.uk/resources/human-rights-through-film Amnesty's blog also has posts listing short films that can be used to explore key themes: <https://www.amnesty.org.uk/blogs/classroom-community>

You may want to divide students into age groups for your film festival. Use discretion regarding suitability and in determining whether to show the whole film or an excerpt.

Songs that changed the world

Some schools have explored freedom of speech, including songs that have been banned for political or religious reasons. Students have enjoyed producing their own song lyrics and melodies about freedom. Useful resources include:

Amnesty International resource pack: *The Power of our Voices*

A pack of lesson plans to explore the power of protest song. Order your free pack from Amnesty or download the resources at www.amnesty.org.uk/sites/default/files/yhrs_lesson_plans_1_2_3_2014.pdf.

UNSONGS: forbidden stories

This is a project about musicians who have faced censorship, persecution and violent suppression. Go to www.unsongs.com to read their stories and listen to their music.

Additional resources

Action Aid resources (for students aged 11–14) about fairness, equality and community. These have been produced in partnership with the creators of ‘Philosophy for Children’ (P4C). Go to www.actionaid.org.uk/get-involved/school-resources and search for ‘Tax, fairness and ‘Philosophy for Children’.

War Child Schools Resource Pack: Lesson plans and worksheets on issues related to children in conflict (free to download)

A set of six lesson plans written for teachers of 11- to 14-year-olds, but easily adapted for a wider age range. Many of the activities could be led by young people. The titles of each lesson are:

- What are war and conflict?
- The impact of war on children
- Issues in conflict: child soldiers
- Issues in conflict: street children
- Emergency!
- What difference can one person make?



You can download the pack for free at www.globaldimension.org.uk/resource/war-child-schools-resource-pack.

Schools of Sanctuary: Giving a Warm Welcome (free to download)

Created by Oxfam in partnership with Schools of Sanctuary (for students aged 11–14, 14–16 and 16+), this resource enables learners to think about why refugees leave their homes, what challenges they face, how welcoming the UK is to those seeking asylum and our fundamental human rights. Students can then turn their attention to their own school and the welcome it provides. The aim of the resource is to encourage young people to help their school become a School of Sanctuary.

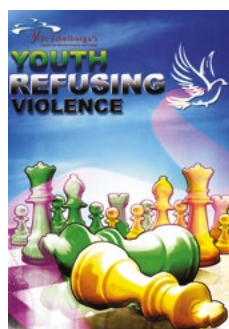


Download it for free at www.oxfam.org.uk/education/resources/schools-of-sanctuary.

Youth Refusing Violence: a resource by St Ethelburga's (free to download)

This resource offers young people insights into the nature of conflict and violence. It aims to:

- help young people relate to and draw from the wisdom to be found in their own and other faiths, which may help them refuse the use of violence as an automatic response to conflict
- equip young people with realistic alternative methods of dealing with conflict.



Available for free download under ‘Resources from partner organisations’ at www.quaker.org.uk/teaching-resources.

Refugees: In their own words, a resource by Action Aid

Suitable for lessons in geography, citizenship and English, these secondary school resources on the refugee crisis will help your students to understand the lives and experiences of refugees as they tell their own stories, in their own words. Go to www.actionaid.org.uk/school-resources/resource/refugees-in-their-own-words.



Part 8

The longer journey and further support

A project week focusing on peace should of course be part of longer-term work towards being a peaceful school that aims to put children's rights at its heart, nurtures a peaceful culture in which everyone's wellbeing is paramount, and supports children and young people to gain conflict resolution skills and engage actively in issues of peace and justice.

The UK's Peaceful Schools Movement has resources to support this longer journey and has developed the concept of a 'peaceful school'. This has four, inter-related levels, and it's broadly this structure that we suggest for your Peace Week:

1. **Inner peace:** this may include quiet places, emotional intelligence being central to the school, and mediation practised across school.
2. **Peaceful relationships and constructive resolution of conflicts:** this includes listening, cooperation, problem-solving, conflict resolution skills, inclusion and mixing-up games, check-in circles, use of circles to build, maintain and repair relationships.
3. **Peaceful school ethos and environment:** whole-school – playgrounds, restorative approaches, voice for all, peer mentoring, student councils, peer mediation schemes.
4. **Peacemaking within the wider community/world.**



For more on the Peaceful Schools Movement go to www.peacefulschools.org.uk.

Things I learnt in Peace Week were:
Practical ways to deal with emotions such as anger.

Wales for Peace

Based at the Welsh Centre for International Affairs in the Temple of Peace in Cardiff, Wales for Peace is establishing a 'Peace Schools Scheme' for Wales. Elements of a 'peace school' in this scheme may include:

- exploring and sharing Wales' peace heritage through piloting curriculum materials linked to the stories of individuals and groups who have promoted peace in Wales, or through critically examining the impact of war on communities
- participating in other project activities, such as our annual Schools Conference or Peace Heroes Competition
- involving learners in producing and signing up to a whole-school statement reflecting a commitment to peace
- creating a warm and welcoming community built on listening, understanding and respect
- developing the skills and attitudes necessary for critical thinking and respectful discussion through initiatives such as Philosophy for Children
- developing whole-school practices, such as peer support and mediation, that promote respectful and harmonious communities.

Go to www.walesforpeace.org for more information on Wales for Peace.

If you're from a primary school in mid-Wales, the Peaceful Schools Project of Mid-Wales Area Quaker Meeting may be able to offer workshops in your school. Trained volunteers facilitate a programme exploring conflict resolution, managing behaviour, feelings and restorative justice. Email peaceedu@quaker.org.uk for contact details and more information.



**CYMRU DROS HEDDWCH
WALES FOR PEACE**



Mid-Wales Quakers' Peaceful Schools Project runs at Gungrog Church in Wales School every year:

"The project lasts for six weeks and everyone enjoys it very much as it teaches the children helpful strategies to use when dealing with difficult or unfamiliar situations, such as starting a new school and making new friends."

Gungrog has achieved a Peaceful Schools Project Award.

Find more help from...

For ongoing work to develop a peaceful culture in your school, there are lots of other organisations that can help. These include:

The Peace Education Network: for more on peace education go to www.peace-education.org.uk.



The Peer Mediation Network: for support to develop a peer-mediation scheme go to www.peermediationnetwork.org.uk.



Amnesty International (www.amnesty.org.uk): as well as providing materials and support for you to run an Amnesty group at your school, Amnesty can provide you with free school speakers and run free human rights workshops, lessons, assemblies or contribute to whole-day events in your primary or secondary school.



Facing History and Ourselves (www.facinghistory.org): through rigorous historical analysis combined with the study of human behaviour, Facing History's approach heightens students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy. Facing History also offers free workshops, both in person and online.



Find out about other organisations in your area that may be able to offer support, such as Peacemakers in Birmingham, CRESST in Sheffield, or the Foundation for Peace in Warrington. You may have a local museum you can draw on: Bradford has a Peace Museum while other areas have museums that focus on social justice, such as the People's History Museum in Manchester.

There are overlaps with peace education and development education, citizenship education and values-based education. Some other useful places for resources and ideas include:

- Young Citizens: www.youngcitizens.org
- CRESST: www.cresst.org.uk
- Go Givers: www.gogivers.org
- Peacemakers: www.peacemakers.org.uk
- Values Based Education: www.peacefulschools.org.uk
- Warrington Peace Centre: www.thepeacecentre.org.uk



Part 9

More case studies of peaceful schools

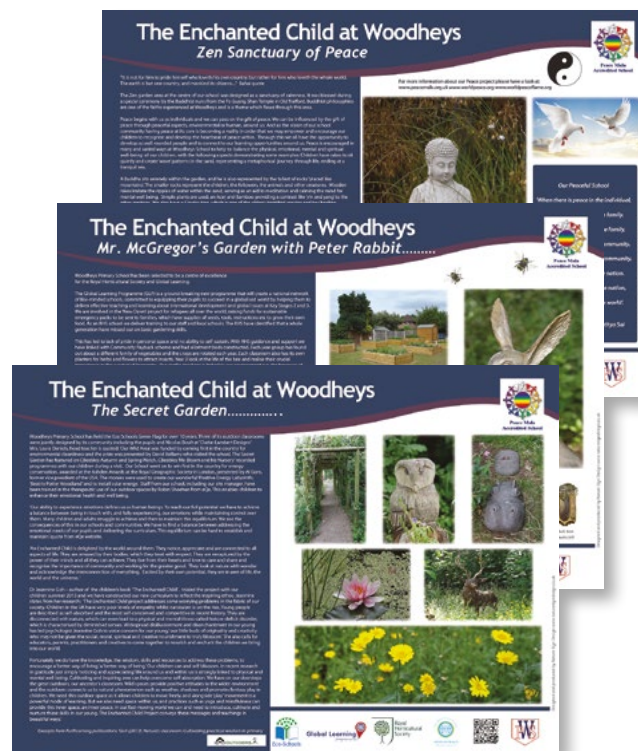
Woodheys Primary School in Cheshire is the Peaceful Schools Movement's first 'Beacon' Peaceful School. Peace and respect are at the core of the school. In 2009 Woodheys joined Peace Mala, a project committed to interfaith dialogue for peace:

All pupils explore the different faiths and celebrate diversity. As a result of the school's involvement with the Peace Mala project, Trafford Education Authority invited Woodheys to be the RE HUB school for RE/Interfaith training, which has included contributions to Greater Manchester's re-design of the RE curriculum.

Peace Mala: the vision

- Peace Mala promotes friendship, respect and peace between people of all cultures, lifestyles, faiths and beliefs.
- It cuts through every type of prejudice and celebrates what makes us different from each other.
- It is a vision for the future.
- Wearing the Peace Mala is a promise to help create a better world.

Go to www.peacemala.org.uk



Woodheys School mural: 'This is our World – We are all different – We are all the same'. The school also has a Bahai quote next to it: 'The Earth is but one country and mankind it's citizens'.

“Being a Peace Mala School has transformed our lives and provided amazing opportunities for our pupils...”

Laura Daniels, Headteacher of Woodheys School

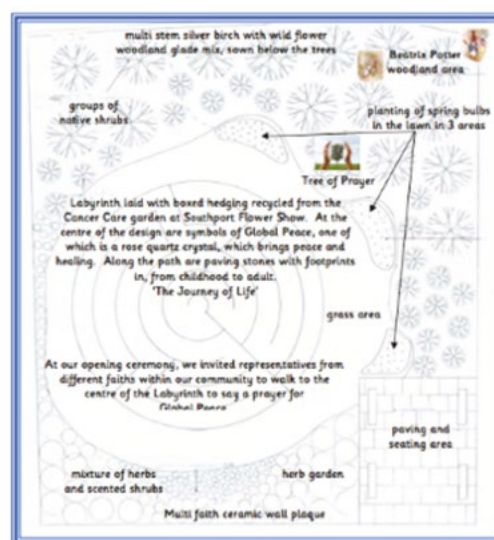
One of its many peace projects is its labyrinth, which children can walk to find calm and inner peace. Labyrinths were first developed during the ninth and tenth centuries and are commonly found in European medieval churches and cathedrals. The most famous example is on the floor of Chartres Cathedral in France. People walk labyrinths for stress relief, anger and pain management, focus and meditation.

Even when you draw a labyrinth, you can use it to reflect on problems and paths to peace. Tracing its shape with your finger helps to balance your right and left brain. This can expand your potential and enhance your capabilities.

Finding peace in the labyrinth

1. With your finger or footsteps, trace the path from the entrance to the centre of the labyrinth.
2. If you have a problem, think about it as you enter the labyrinth.
3. Be calm and relax. Enjoy the silence on your journey. Wait at the centre and think.
4. You may want to repeat a quiet word or sentence on your journey, an affirmation like 'peace', 'hope' or 'I am calm and peaceful', 'I trust my inner voice'.
5. As you leave the labyrinth, open yourself to any answers or thoughts that may come to you.
6. You may want to share your experience with a friend, but only if you want to.
7. How did you feel?

For more on Woodheys and its many peace projects see <http://www.woodheys.trafford.sch.uk>.



Bacon's College is a secondary school and sixth form. In 2016 it celebrated ten years of peer mediation.

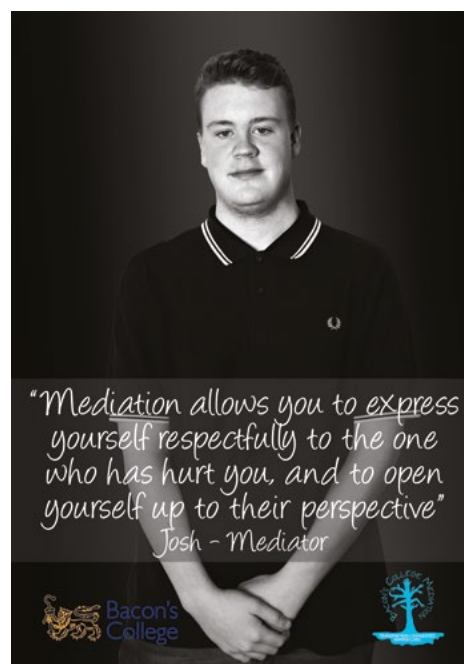
Conflict between young people can take many forms, including arguments or disagreements and all forms of bullying, in person or online via social media. The negative impact of unresolved conflict can be far-reaching, with consequences for friendships, learning and emotional wellbeing.

At Bacon's College, day-to-day, the peer mediation team of sixth form students works to support younger students in the college to resolve their conflicts. The programme embodies and promotes values such as open-mindedness, understanding and acceptance of difference. The college mediators are so effective they even work in the community alongside mediators from Southwark Mediation Centre.

The impact of peer mediation includes:

- Students are able to resolve ongoing conflicts and bullying and focus on their academic work.
- Escalation and possible fights and exclusions have been prevented.
- Behaviour and relationships between students and staff have improved.
- Teachers spend less time dealing with conflict and disputes between students and are able to put more time and energy into teaching.
- Peer mediators report increased confidence, leadership and communication skills, as well as greater maturity.

Go to www.southwarkmediation.co.uk/projects/youth-mediation-project for more information.



“As young mediators they deal with fights, cases of bullying, ‘fallings out’ between friends and pupils returning to school after exclusion. They have proved that using this approach reduces the time excluded pupils are out of school and can mediate a peaceful return.”

Dave Walker, Southwark Mediation Centre Coordinator

Part 10

Contextual information about peace and human rights

Initiatives to grow peaceful, values-rich schools are quietly growing in Britain, and many schools now practise mindfulness and meditation. Nationwide, schools have begun to place real emphasis on exploring values and moral decision-making. There are schools engaging with practices such as Philosophy 4 Children (P4C), which can be a powerful tool for helping children learn how to disagree peacefully, and schools that put inner peace and wellbeing at the heart of everything they do.

There are schools with established peer-mediation schemes, where children successfully support each other to resolve their conflicts, and even examples of schools where the students mediate adult conflicts in their local communities. But these practices need to be more widely shared, celebrated and supported. Many children don't get taught how to handle strong emotions or deal constructively with conflict, yet these are such valuable life skills. The UN Committee on the Rights of the Child recognised this in its call for the UK government to "intensify its efforts to tackle bullying and violence in schools, including through teaching human rights, building capacities of students and staff members to respect diversity at school, improving students' conflict resolution skills..."¹

Peace education is key to the realisation of children's rights.

Article 29 of the UN Convention on the Rights of the Child (UNCRC) states:

"...the education of the child shall be directed to [...] the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples..."¹

Some schools explore the hidden histories of peacemakers, human rights defenders and conscientious objectors, and some balance their involvement of the armed forces with critical exploration of militarism, inviting in groups such as Veterans for Peace UK. There are schools that tackle issues of war and remembrance without glorifying war, and in ways that encourage critical thinking. But they are in the minority. Lots of young people in Britain have no idea that their country has nuclear weapons, or that Britain is one of the biggest arms dealers in the world. Links are rarely made between the global arms trade and the conflicts, human rights abuses and refugee crises it fuels, or the valuable resources it squanders.

Few lessons explore questions such as military spending, the ethics of new warfare such as armed drones, or the causes of war. Connections between attempts to bomb countries into peace and the fuelling of hatred and terrorism are seldom explored. Spaces need to be opened up to explore these issues, and a Peace Week allows for a creative way of doing this.

Philosophy for Children (P4C) - a powerful tool for peace education

Many schools are using P4C as an approach to enable students to participate in group dialogues focused on philosophical issues. Teachers report that the overall success of P4C depends on incorporating it into the timetable on a regular basis, and that where this happens it has wider outcomes such as a positive influence on students' confidence to speak, listening skills, and self-esteem. P4C can also be a powerful tool for peace education as children learn to disagree amicably.

For more go to www.p4c.com

"Behind almost every refugee stands an arms trader."

Dr Peter Nobel, Swedish Red Cross²

¹ www.crae.org.uk/media/93148/UK-concluding-observations-2016.pdf

² www.globalresearch.ca/behind-every-refugee-stands-an-arms-trader/5445923

Human Rights

Human rights are the basic rights and freedoms that belong to every person on earth, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example, if a person breaks the law. Human rights are based on values like dignity, fairness, equality, respect and independence. But human rights are not just abstract concepts – they are defined and protected by law. In Britain our human rights are enshrined in the Human Rights Act 1998.

It's all too easy to take our human rights for granted because when they are being respected they go almost unnoticed. More often than not, it is only when our rights are being violated that we stand up and take notice.

Unfortunately, the abuse of human rights is rife. Thousands of people across the world are denied a fair trial, tortured and imprisoned because of what they think or believe. Civilians are targeted in times of war. Children are forced to fight. Rape is used as a weapon. That is why it's important that we don't take human rights for granted. It's crucial that they're enshrined in international law so that we can hold states and people to account when they commit atrocities.

Human rights education is therefore essential, helping to ensure that children grow up understanding and championing their rights and being prepared to stand up for others when they see their rights denied. For more on human rights education and how to deliver it, see Amnesty International's 'Human Rights Education: Questions and Answers' at www.amnesty.org.uk/sites/default/files/hre_questionsandanswers_pol3211272015_0.pdf.



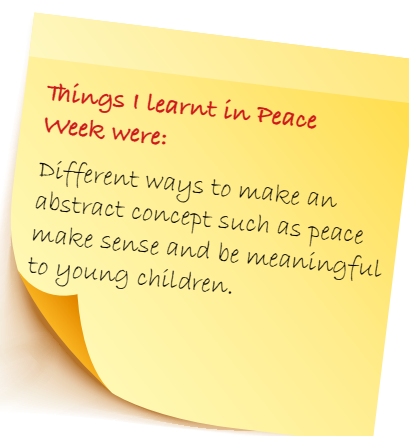
Poverty and children's rights in the UK

This context of growing inequality in Britain makes learning about peace and human rights even more poignant. Poverty affects one in four children in the UK today. Living in poverty does not simply affect children's childhood experiences, but also frequently serves to curtail the life chances available to them as adults. "The recent financial and economic crises and state responses to them have had a significant detrimental effect on children's rights under the UNCRC."³

There were 3.9 million children living in poverty in the UK in 2014/15. That's 28 per cent of children, or 9 in a classroom of 30.⁴ Austerity policies since 2013 are projected, by the Institute for Fiscal Studies, to increase child poverty by 50 per cent by 2020.⁵

The UN Committee on the Rights of the Child is "seriously concerned" that UK child poverty rates remain high and calls on the government – which dropped statutory child poverty targets this year – to re-establish detailed and "concrete" measures to ensure it meets its UN poverty reduction commitments within a set time frame.⁶

Some schools prefer to call their project week a 'Peace and Justice Week' or 'Human Rights Week', or something entirely different. Each school needs to choose the title and content that will gain the support and interest of their school community. What's important is helping to create confident, caring, problem-solving children and young people who care about the human rights and wellbeing of their community and the world around them.



³ <https://www.cypcs.org.uk/ufiles/Austerity-briefing.pdf>

⁴ <http://www.cpag.org.uk/child-poverty-facts-and-figures>

⁵ <http://www.independent.co.uk/news/uk/politics/britain-lagging-behind-developed-world-on-child-poverty-unicef-report-reveals-a6983291.html>

⁶ <https://www.theguardian.com/society/2016/jun/09/poorer-children-disproportionately-affected-by-austerity-measures-says-un>

'I' statements and Nonviolent Communication

Teacher's notes: When someone says or does something we don't like we may be tempted to use a 'you' statement. These are blaming messages and can make the other person feel hurt and defensive. An 'I' statement is a way of expressing clearly your point of view about a situation. It carries less judgement, demand and blame. It is easier for the other person to hear and is less likely to escalate conflict. For example, a member of staff might say "You are always turning and talking to others when they're trying to think of the answer". Turned into an 'I' statement, this might be something like "When you turn around (observation) I feel worried you're not engaging with what I'm saying (feeling), and I need to be sure everyone is clear with the task (needs). I'd like you to stay facing forwards" (request). Or a parent may say to their child "You never put your clothes away. I'm sick of clearing up after you". Turned into an 'I' statement, this comment might be "When you leave your clothes on the floor (observation) I feel annoyed (feelings). I need to know you respect me and can clear up after yourself (needs). I'd like you to remember to put your clothes in the washing basket (request).

This structure of making an observation, describing your feelings, articulating your needs and making a request make up the basic components of nonviolent communication (NVC). NVC is a communication process developed by Marshall Rosenberg in the 1960s. It's based on the idea that all human beings have the capacity for compassion and only resort to violence or behavior that harms others when they don't have more effective strategies for meeting needs.

Basic components of nonviolent communication (NVC)

1. **Observation:** what is happening, describe it without judgement.
2. **Feelings:** how do you feel? What do you think the other person feels?
3. **Needs:** what do you need? Acknowledgement, affirmation, support, security, belonging, freedom? What do you think the other person needs?
4. **Request:** make a request that is specific, concrete and do-able.

A useful structure to practice is...

- When...
- I feel...
- Because I need...
- Would you be willing to...

Something I enjoyed about Peace Week was:

Playing the cooperative games with the children.

Here are some more examples:

Example 1

"You boys are so immature. You're always messing about. Because of you I can't do my work."

Turned into an 'I' statement. "When there's a lot of noise (observation) I feel frustrated (feelings) because I can't hear what we're being asked to do (needs). I'd like everyone to quieten down when we're getting set work (request)."

Example 2

"You're so lazy. You never do the washing up and so mum's in a bad mood with all of us."

Becomes... "When I see you haven't done the washing up (observation) I get anxious (feelings). I worry it'll upset mum and none of us will be able to relax (needs). I'd like us all to get our jobs done when it's our turn (request)."

Example 3

"You're an idiot. Stop calling me that."

Becomes... "When you call me that (observation), I don't like it (feelings). I don't want to be put down (need). I'd like you to call me by my name" (request).

Nonviolent communication role plays

To embed the use of 'I' statements, it's useful to role-play 'you' and 'I' statements. A workshop designed to help you do just this is available from Turning the Tide, an organisation that supports groups to build a more just and peaceful world using the tools of nonviolence. It's written for adults but can be adapted for use with students. Go to www.turningtide.org.uk/toolkit/nonviolent-communication-roleplay.



Handy hints for effective use of 'I' statements

When stating your feelings, remember it's a self-disclosure. It's useful to say "I feel..."

- "I feel like..." is not a statement of emotion
- "I feel like you..." is not a statement of emotion
- "You make me feel..." blames the other for your emotion
- "It makes me feel..." blames "it" for your emotion

When describing the other person's behaviour, try to state the facts objectively without opinions, assumptions, criticisms, commanding, threatening, moralizing, judging, ultimatums, mind-reading or other behaviors that create defensiveness.

Things I learnt in Peace Week were:

How to reflect on peace on a personal, school based and global level.

Practise making 'I' statements – student sheet

Design an 'I' statement for each of the following situations:

- 1** You are waiting in the lunch queue.
Someone pushes into the queue in front of you.

When...

I feel...

Because I need...

Would you be willing to/I would like...

- 2** You often lend your friend pens and other equipment.
They don't always give them back and leave them on the desk when it's break time.

When...

I feel...

Because I need...

Would you be willing to/I would like...

- 3** Someone in your class makes a comment about fat people being disgusting.

When...

I feel...

Because I need...

Would you be willing to/I would like...

- 4** Your friend puts you down in front of others in your class.

When...

I feel...

Because I need...

Would you be willing to/I would like...

Practise making 'I' statements – adult sheet

1 A student in your class makes a negative comment about another member of the class.

When...

I feel...

Because I need...

Would you be willing to/I would like...

2 Another member of staff makes a negative comment about the work of your department.

When...

I feel...

Because I need...

Would you be willing to/I would like...

3 You have had a row with your daughter because she was on her iPad while you were trying to talk to her. You would like to start a conversation with her.

When...

I feel...

Because I need...

Would you be willing to/I would like...

4 Your son borrowed some money from you and promised to pay you back a week later. It's now been three weeks.

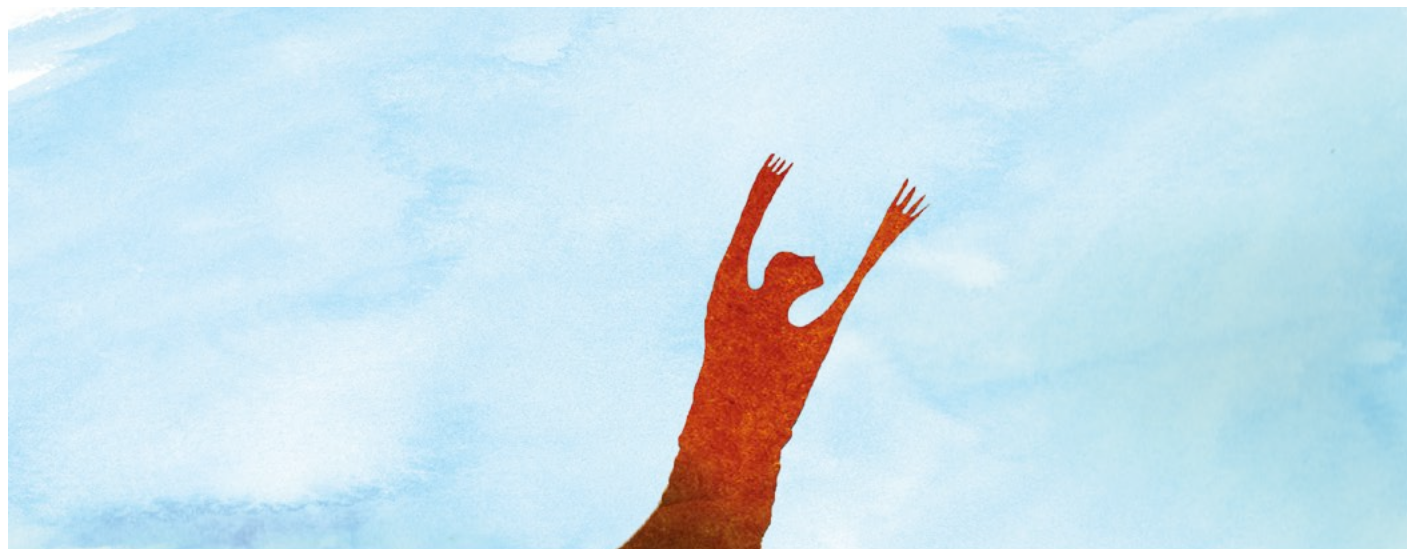
When...

I feel...

Because I need...

Would you be willing to/I would like...

Human beings have needs



To survive

Food
Water
Shelter
Safety
Security
Comfort
Exercise
Rest

To have self-fulfilment

Creative expression
Joy & fun
Beauty & happiness
interests and challenges
Learn & development potential

To have self-esteem

Sense of achievement
Receive recognition
Respect
Justice
To make a contribution

To have some control over our lives

Make choices
Knowledge
Power
Order
Understanding
Reassurance
Clarity
Cooperation from others
Truth

To be loved

Acceptance
Loyalty
Sense of belonging
To feel included
To be listened to
Supported & helped
To get attention

About the Religious Society of Friends (Quakers)



‘Quakers’ is the name often used for the Religious Society of Friends. Quakers believe that love is at the heart of existence, that all human beings are unique and equal, and that there is “that of God in everyone”. This leads them to renounce violence and work for peace. Quakers refer to this as their ‘peace testimony’.

Quaker testimonies are spiritual insights that spring from deep experience. They are intended to guide and challenge Quakers. They are not imposed in any way, but instead require Quakers to search for ways to live them out in their lives – they’re about action. They have changed over the years to reflect society and its concerns. Quakers are also committed to equality, truth, and simplicity and sustainability.

Quakers are perhaps best known for their commitment to peace, which they declared to King Charles II in 1660. Ever since they have opposed all wars, helped victims on all sides of war, and put their faith into action by working locally and globally to change the systems that cause injustice and violent conflict. Today Quakers challenge militarism, campaign to end the arms trade, support the right to conscientious objection, build peace in areas affected by violent conflict, and promote peace education and nonviolence.

For Quakers, peace education contributes to the development of values, skills and understanding to nurture children and young people as peacemakers. It nurtures inner peace and helps them to discover the wonder and beauty within themselves. It develops their ability to respond to conflict creatively, encourages interpersonal peace, and helps them examine the root causes of violence and explore the possibilities for building peace at community, national and international levels.

Quakers in Britain support educators to tackle difficult or seldom-discussed issues, the subjects of which are vital to an understanding of the world and to addressing the root causes of violence. We provide resources and guidance on topics such as armed drones, the global arms trade, and Palestine and Israel. We also work with a wide range of partner organisations to help young people develop conflict resolution and critical thinking skills. These include the Peace Education Network, Peer Mediation Network, Peaceful Schools Movement, Peace Jam UK and Facing History and Ourselves.

For more information go to www.quaker.org.uk/peace-education.

“Peace Week is a fantastic resource. I particularly like the active learning elements in the primary lessons and the conflict escalator. It will really help students to think about what they could change in a conflict situation and learn some strategies before it escalates.”

Hayle Davies, Amnesty International UK Education Officer

“Values-based Education completely endorses Peace Week ... The resources provided are outstanding. We congratulate and thank the Religious Society of Friends (Quakers) for their superb work.”

Sue Webb, Values based Education Executive

“What a great resource. We are so happy to have been involved in helping to get it made.”

Juliette Jackson, Executive Headteacher

“The lesson plans in Peace Week are so detailed and well-resourced it makes teaching different elements of peace really easy, whilst encouraging deep thinking.”

Ian Morgan, Assistant Headteacher, Drayton Park Primary School

“What a wonderful idea - to have a week devoted to exploring peace! And this pack is full of ideas and suggestions to bring the topic alive with all you need to run your own Peace Week. Both thought-provoking and fun!”

Sara Hagel, Director, Peacemakers

Inside this pack you'll find:

- tried and tested ideas for how to structure a peace week in a primary or secondary school
- guidance and resources for staff training
- a suite of core primary lesson plans with curriculum links for England, Scotland and Wales
- case studies from schools excelling in peace and human rights education
- support with teaching controversial issues
- activities for the whole school
- ways to embed and sustain peacemaking in life of your school
- underpinning insights for teaching peace and justice.

“The week was fabulous ... Returning to school in September, one student told me it had been the best week of his life.”

Deborah Gostling, Assistant Head Teacher, Chestnut Grove Academy



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