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Addysg Heddwch

Uwchradd



Gwersi gan y Rhwydwaith Addysg Heddwch

- ✓ Cysylltiadau trawsgwricwlaidd
- ✓ Trawsnewid rhyfela
- ✓ Newid di-drais
- ✓ Empathi a thosturi
- ✓ Dinasyddiaeth fyd-eang foesegol
- ✓ Deall rhyfel
- ✓ Hawliau dynol



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WCIA





Clawr blaen

Llun yn dangos Zarghuna a Gwirfoddolwyr Heddwch Affgan eraill yn cyflwyno'r slogan "#Enough!" ar ei llaw. Roedd y slogan "#Enough!" wedi'i gyfeirio at y grymoedd a ddaeth â degawdau o drais i Affganistan. Mae Gwirfoddolwyr Heddwch Affgan yn ddynion a merched ifanc o wahanol darddiad ethnig sy'n trefnu rhaglenni yn Affganistan yn cynnwys dysgu plant stryd, cefnogi teuluoedd ffoaduriaid a sefydlu ynni solar i ymladd newid hinsawdd.

Cydnabyddiaeth

Mae'r adnodd hwn wedi cael ei gefnogi gan aelodau o'r Rhwydwaith Addysg Heddwch a sefydliadau partner. Mae wedi'i gynhyrchu mewn partneriaeth â Chanolfan Materion Rhyngwladol Cymru (WCIA). Mae'r WCIA yn cefnogi rhwydwaith o Ysgolion Heddwch ar draws Cymru'n datblygu heddwch fel thema drawsgwricwlaidd, ac fel rhan o fywyd pob dydd yr ysgol.

Diolch i'r plant a'r athrawon a roddodd gynnig ar weithgareddau newydd, ac i'r myfyrwyr a'r gwirfoddolwyr a helpodd i greu nifer o'r adnoddau. Ac i bawb sy'n ymroddedig i frwydro dros heddwch a chyfiawnder yn eu cyd-destunau gwahanol drwy'r byd.

Hoffem hefyd ddiolch i'r Gronfa Addysg Heddwch Gristnogol am eu grant a helpodd i wneud yr adnodd hwn yn bosib.

Mae copiâu o'r adnodd hwn ar gael o Siop Lyfrau Canolfan y Crynwyr drwy ebostio quakercentre@quaker.org.uk, ffonio 020 7663 1030, neu brynu ar-lein o www.quaker.org.uk/bookshop.

Mae copiâu o ddeunyddiau'r gwersi ar gael ar-lein yn:

- <http://bit.ly/teach-peace-TES> or www.tes.com/teaching-resources/shop/peace_edu_network_uk
- www.peace-education.org.uk/teach-peace

Cynhyrchwyd gan Aisling Griffin, Pax Christi, Ellis Brooks ac Isabel Cartwright o Quakers in Britain ar ran Rhwydwaith Addysg Heddwch y DU.

Cyhoeddwyd yn 2025.

Quakers in Britain yw'r enw gweithredol ar Gyfarfod Blynyddol Prydain Cymdeithas Grefyddol y Cyfeillion (Crynwyr). Friends House, 173 Euston Road, London, NW1 2BJ. Elusen gofrestredig rhif 1127633.

www.quaker.org.uk

www.peace-education.org.uk

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Beth yw Addysg Heddwch Uwchradd?

Addysg Heddwch Uwchradd yw gwaith dwsinau o arbenigwyr o'r Rhwydwaith Addysg Heddwch (PEN). Maen nhw wedi cyfrannu gwersi ar sail eu gwaith a'u profiadau eu hunain.

Mae'r argraffiad dwyieithog yma'n seiliedig ar adnodd mwy o dros 50+ o wersi dros heddwch. Rydym wedi dewis rhai o'r gwersi mwyaf poblogaidd o'r agraffiad Saesneg sydd o ddiddordeb arbennig i athrawon yng Nghymru.

Gallwch lawrlwytho'r gwersi i gyd o <http://bit.ly/teach-peace-TES> (neu sganio'r cod QR isod), gan gynnwys sleidiau, cynlluniau ac unrhyw daflenni printiadwy. Maen nhw hefyd ar gael gan WCIA.



Mae *Addysg Heddwch Uwchradd* yn dilyn y Pecyn Addysg Heddwch, cyfres hynod lwyddiannus o wasanaethau poblogaidd ar gyfer ysgolion cynradd. Enillodd wobr Dewis Athrawon y Dimensiwn Byd-Eang.

Gellir addysgu pob un o wersi Addysg Heddwch Uwchradd ar ei phen ei hun ond hefyd fel dechrau trafodaeth fwy manwl am bwnc. Ewch i wefannau aelodau rhwydwaith PEN am fwy fyth o adnoddau gwych.

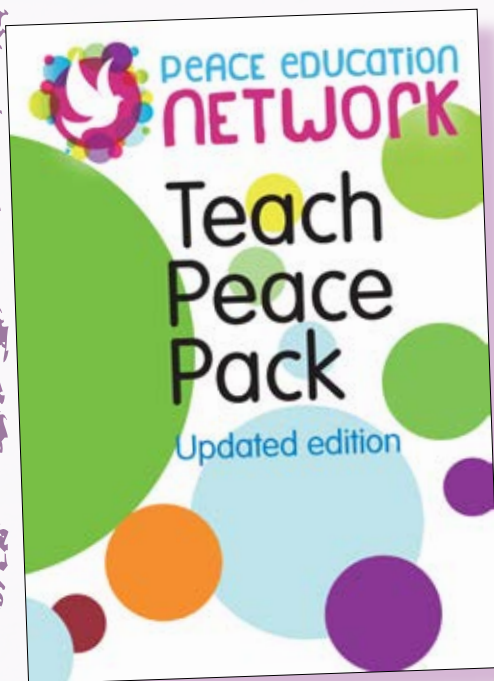
Gyda'r holl bosibiliadau, mater i chi yw sut yr addysgwch heddwch!

“Dysgwch fwy am heddwch eich hun. A'i basio ymlaen.”
Alice Walker

Rhagair

Beth ydy heddwch? Beth y mae o'n ei olygu i bobl ifanc? Beth yw sgiliau, agweddau a gwerthoedd heddwch? Sut allwn greu diwylliant o heddwch yn ein hysgolion, yn yr ystafell ddosbarth ac yn ein cymunedau?

Dyma'r cwestiynau a ofynnir yn aml wrth drafod addysg heddwch. Wrth i ni drafod heddwch yn yr ystafell ddosbarth, rhaid cofio bod pobl ifanc yn aml yn delio gyda sefyllfaoedd anheddychlon, felly fel addysgwyr mae angen i ni greu llefydd dysgu dewr a gonest fel bod dysgwyr yn gallu meddwl yn feirniadol am heddwch a sut i'w ddatblygu yn eu hamgylchiadau eu hunain. Fel y dywedodd Janet Gilbraith yn 1986, "Y ddwy nodwedd sydd bwysicaf i blant heddiw yw gobaith a dychymyg. Gobaith i gredu y medrant newid y byd sydd ohono a dychymyg i ddod o hyd i ffyrdd o wneud hynny." (*Quaker faith & practice 23.85*)



Mae'r pecyn *Addysg Heddwch Uwchradd* wedi'i anelu at bobl ifanc 11-18 oed ac yn dilyn y Pecyn Addysg Heddwch tra llwyddiannus ar gyfer plant ysgol gynradd 5-11 oed. Mae'n ystyried themâu o gwmpas plant ac addysg am hawliau dynol, dad-goloneiddio'r cwricwlwm, enghreifftiau lleol, cenedlaethol a rhyngwladol o heddwch ar waith. Mae'n dod ag arferion o gwmpas y DU at ei gilydd gan ofyn i bobl ifanc ystyried y cwestiynau mawr iawn am arferion heddychlon. Mae addysg heddwch yn ennill momentwm ar draws pynciau'r cwricwlwm, o addysg am Ddinasyddiaeth i gwricwlwm Cymru a'i flaenoriaeth ar greu 'dinasyddion Cymru a byd-eang moesegol a gwybodus'. Yn y cyfamser mae cynllun gweithredu *Learning for Sustainability* yr Alban yn rhoi mandad i ysgolion ar gyfer addysg dinasyddiaeth fyd-eang.

Mae pawb sy'n rhan o'r pecyn hwn yn llawn cyffro i'w rannu. Mae'n dod ag addysgwyr heddwch ac addysgwyr eraill, cyrff anllywodraethol, elusennau ac academyddion at ei gilydd i roi ciplun cyfoethog i athrawon o'r doreth o ddeunyddiau y gellir eu defnyddio i gyflwyno'r wybodaeth a'r sgiliau i bobl ifanc ar gyfer arwain heddwch yn eu cymunedau.

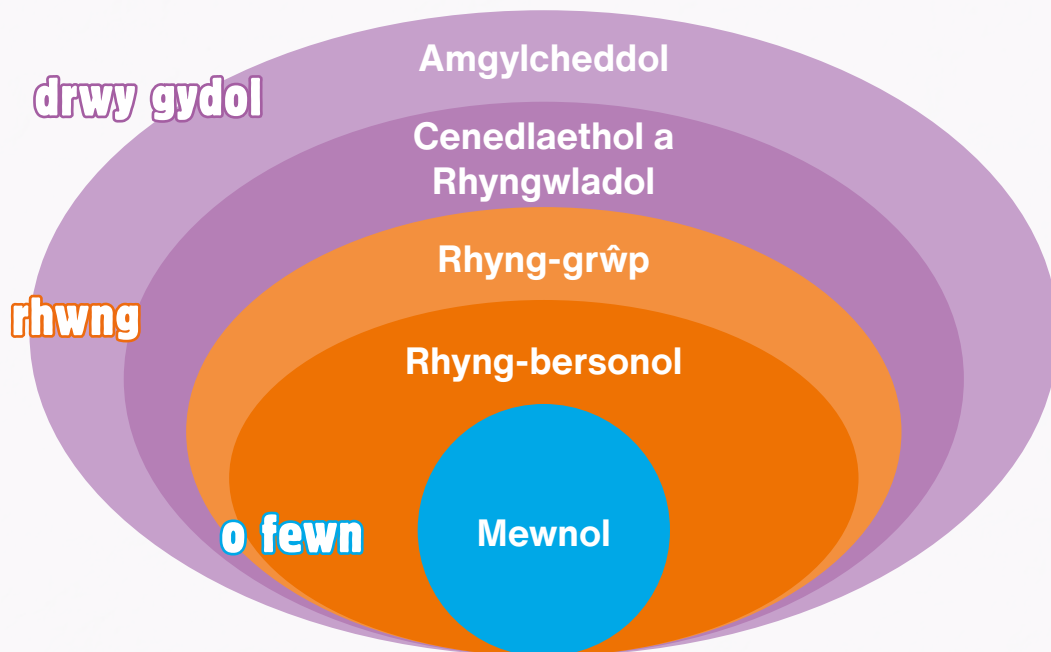
Gobeithiwn, gyda'r casgliad hwn o wersi, y gall athrawon ddechrau trafod y cysyniad o heddwch rhyng-bersonol, mewnol ar sail cymuned gyda phobl ifanc, gan ddatblygu sgiliau chwilfrydedd, tosturi, empathi a gobaith a chreu diwylliannau sy'n gallu cymodi, cydsefyll a gweld eraill mewn golau positif.

Nid yw addysg heddwch wedi'i gyfyngu i un maes pwnc. Gall ategu nifer o raglenni astudiaeth ar draws eich cwricwlwm. Yn y catalog gwersi, gallwch weld y prif gysylltiadau cwricwlwm ar gyfer pob gwers ac a yw'n ymwneud mwy â heddwch mewnol, rhyng-bersonol neu fyd-eang.

Mae'r siart yma'n dangos y llaw-fer a ddefnyddir gan *Addysg Heddwch* i ddangos cysylltiad pob gwers i'w meysydd pwnc yng Nghymru. Gallwch lawrlwytho map cwricwlwm llawn o'r canlyniadau dysgu o peace-education.org.uk.

Wrth feddwl am ba mor daer yw problemau o gwmpas trychinebau hinsawdd ac anghydraddoldeb hil, cred, rhywedd, anabled a LHDTTC+ ac ymosodiadau treisgar, neu gwestiynau rhyngwladol yn ymwneud â'r twf mewn arfau niwclear, rhyfela drôns neu'r trasiadau a ddioddefir gan bobl mewn llefydd fel Palestina, Israel, Wcráin, Affganistan, Ethiopia a Yemen, mae mwy o angen addysg heddwch nag erioed.

Mae addysg heddwch yn golygu: Rhoi sylw i degwch mewn perthnasoedd ar bob lefel.



Ein cyfrifoldeb ni i'r genhedlaeth nesaf yw rhoi gobaith mewn byd o anobaith; darparu'r sgiliau fydd eu hangen ar y genhedlaeth nesaf i gael effaith, ystyried a deall y byd o'u cwmpas, bod yn barod i dderbyn ac annog, yn garedig a thosturiol, creu perthnasoedd trawsnewidiol gyda'r cwestiynau mawr, ystyried y cysyniad o addysg heddwch ym mhob pwnc a thema, a thrwy deimlo meddiant a rheolaeth dros y pethau hyn, cael ein grymuso i greu yfory gwell un cam ar y tro.

Mae'n drasiedi diangen bod llawer o bobl, gan gynnwys llawer o'r rhai mwyaf bregus – plant – yn teimlo'n anniogel. Dylai addysg heddwch fod yn rhywbeth i bawb fel y mae Datganiad Cyffredinol o Hawliau Dynol 1948 yn ei ddweud yn ei linell gyntaf – “Mae pawb wedi'i eni'n rhydd a chyfartal o ran urddas a hawliau” – felly fel addysgwyr mae gennym gyfrifoldeb i sicrhau bod hyrwyddo'r rhyddid a'r urddas hwn yn sgil gydol oes sy'n dechrau gyda phlant yn gallu herio anghyfiawnder ble bynnag y bo i greu byd mwy heddychlon. Gobeithio y bydd y pecyn adnoddau hwn yn cynorthwyo a chadw eich gobaith o wneud hynny'n fyw.

Hans Svennevig, Arweinydd Pwnc TAR Dinasyddiaeth

IOE – Cyfadrn Addysg a Chymdeithas Prifysgol Coleg Llundain

“Pan fydd person arall yn gwneud i chi ddiodef, mae oherwydd ei fod yn diodef yn ddwfn ynddo'i hun, a'i ddiodefaint felly'n tywallt drosodd. Nid cosb sydd ei angen arno ond cymorth. Dyna'r neges y mae'n ei anfon.” Thich Nhat Hanh

Heddwch fel diwylliant a chymhwysedd

Mae addysg heddwch yn fwy na sylwi ar ryfel yn y newyddion; mae'n fater o gymhwysedd heddwch y gall pob un ohonom ei ddysgu, am y diwylliant cyffredin yr ydym yn ei greu. Pan ddaw'r pethau hyn at ei gilydd, gall dysgwyr ddarganfod eu capasiti i greu a datblygu heddwch.

Cymhwysedd heddwch

Gall y gwersi yn Addysg Heddwch Uwchradd ddatblygu cymwyseddau pob dysgwr, gan eu harfogi i wneud a datblygu heddwch. Mae gwybodaeth ar gael sy'n gallu grymuso myfyrwyr i ddeall eu byd, fel sut y mae gwrthdaro'n gwaethygu a sut y mae ein meddyliau a'n cyrff yn ymateb. Gall myfyrwyr ddod yn hyderus mewn sgiliau fel cyfryngu a gweithredu di-drais. Ac mae agweddau o gwmpas tosturi ac empathi i gynorthwyo dewisiadau dyddiol am heddwch a chyfiawnder.

Nid oes angen gweld y cymwyseddau hyn fel pynciau cwricwlwm ar wahan neu ychwanegol. Er enghraifft gallwn ddeall Romeo and Juliet ar lefel ddyfnach drwy ddadansoddi gwrthdaro a daw hanes Islam yn fwy eglur drwy wella ein dealltwriaeth o newid di-drais. Mae'r cysylltiadau yno i'w gwneud. Mae angen y cymwyseddau hyn ar bawb i fyw ar y Ddaear yn yr 21ain ganrif.

Gwybodaeth a chysyniadau	Agweddau	Sgiliau
Trais uniongyrchol, strwythurol a diwylliannol	Meddwl agored a bod yn gynhwysol	Cydweithredu a gwaith tîm
Achosion ac effaith trais a rhyfel	Parch at eich hun, pobl eraill a'r amgylchedd	Meddwl yn feirniadol
Dewisiadau heddychlon yn lle trais	Empathi a thosturi	Deialog
Hawliau dynol a chyfraith ryngwladol	Cydsefyll	Negodi
Materion cyfoes	Dim trais	Cyfryngu
Cynaliadwyedd amgylcheddol	Tegwch a chyfiawnder di-drais	Cyfryngu / meddylgarwch
Prosesau dinesig	Gwrth-hiliaeth a gwahaniaethu	Cyfathrebu di-drais
Gwrthdaro a rhyfel	Ymdeimlad o gyswllt cymdeithasol	Deall, rheoli a mynegi emosiynau
Heddwch positif a negyddol	Hunan-ymwybyddiaeth	Gwrando sylwgar
Cynhwysiant ac allgau	Hunan-werth	Cydweithrediad rhyng-ddiwylliannol
Rheoli, atal, datrys a thrawsnewid gwrthdaro a rhyfela	Goddefgarwch	Sgiliau dadansoddi
Addysg rhyng-ffydd a rhyng-ddiwylliannol	Awydd i hyrwyddo cyfiawnder	Myfyrio
	Cyfrifoldeb cymdeithasol	Gweithredu dros newid
	Chwilfrydedd	Dadansoddi gwrthdaro
	Sensitifrwydd i rywedd	
	Cydweithredu	

“Ni ddaw heddwch o gyd-ryfela ond wrth i wledydd di-arfog weithredu a byw cyfiawnder yn nannedd pob gwrthsafiad.” Mahatma Gandhi



Diwylliant heddwch

Nid cwestiwn o allu'r unigolyn ydy heddwch. Mae heddwch yn cael ei greu a'i negodi ar lefel cymdeithas, fel syniad a realiti, gan gynnwys yn yr ystafell ddosbarth. Yn wir, mae'r Cenhedloedd Unedig yn gweld hyrwyddo diwylliant heddychlon a di-drais fel un o'r prif amcanion addysgol (Nod Datblygu Cynaliadwy 4.7).

Gyda'i gilydd gall unrhyw gymuned ddysgu geisio creu diwylliant heddwch, fel grŵp addysgu, ysgol, clwb ieuencid neu genhedlaeth.

Mae athrawon yn chwarae rôl o fodelu a chynorthwyo diwylliant heddwch. Mae'r gwersi yn Addysg Heddwch Uwchradd yn defnyddio ystod o wahanol ddulliau ystafell ddosbarth o hyrwyddo diwylliant heddwch, ac mae llawer yn eu defnyddio wrth addysgu.

Creu heddwch bob dydd

Gallwch nodi'r bwriad i greu ystafell ddosbarth heddychlon yn glir, efallai drwy lunio cytundeb heddwch gyda'r myfyrwyr a chytuno sut y gallai'r grŵp weithio gyda'i gilydd. Meddyliwch sut y gallwch roi mwy o gyfle i bobl fyfyrion dawel, drwy gadw dydd-lyfr er enghraifft. Peidiwch â bod ag ofn defnyddio gwaith grŵp a chylchoedd dosbarth i adeiladu perthnasoedd a chydweithrediad. Gofynnwch i'r dysgwyr beth sy'n gwneud i drafodaeth ddosbarth a holi deimlo'n ddiogel iddyn nhw.

Pan fydd gan fyfyrwyr wahanol safbwyntiau am bwnc trafod, dangoswch fod llwyddiant yn gallu golygu anghytuno'n dda, gwahanu'r bobl oddi wrth y broblem. Anogwch gyd-gadarnhau a chyd-addysgu lle y mae'r myfyrwyr yn tynnu sylw at gyfraniadau positif ei gilydd. Yn fyr, i addysgu heddwch, mae'r 'sut' yr un mor bwysig â'r 'beth'. Beth bynnag yw'r amcanion dysg, gall pob gwers hyrwyddo heddwch.

“Oherwydd gobaith yw gweithredu i fyw mewn cytgord a phorthi hadau ewyllys da ym mhob calon.”

Neges Heddwch ac Ewyllys Da'r Urdd, 2024



“Dylai'r Deyrnas Unedig “gynnwys addysg heddwch a hawliau dynol fel pwnc sylfaenol yn y system addysg” a “dwysáu ei hymdrechion i fynd i'r afael â bwlio a thrais mewn ysgolion, gan gynnwys drwy addysgu am hawliau dynol, cryfhau capasiti myfyrwyr a staff i barchu amrywiaeth mewn ysgol, [a] gwella sgiliau myfyrwyr i ddatrys gwrthdaro...”

Pwyllgor y Cenhedloedd Unedig ar Hawliau'r Plentyn

Cysylltiadau cwricwlwm

Nid yw addysg heddwch wedi'i gyfyngu i un maes pwnc. Gall gyfoethogi ac ychwanegu at bob un o Bedwar Diben y Cwricwlwm i Gymru, yn enwedig cynorthwyo dysgwyr i ddod yn ddinasyddion egwyddorol a gwybodus yng Nghymru a'r byd. Yn y catalog gwersi rhoddir prif gysylltiadau pob gwern i'r cwricwlwm.

Mae'r siart yma'n dangos y llaw-fer y mae Addysg Heddwch yn ei ddefnyddio i nodi a yw pob gwern yn trafod meysydd pwnc y Cwricwlwm i Gymru. Gallwch lawrlwytho map cwricwlwm llawn o'r gwahanol ganlyniadau dysgu o peace-education.org.uk.

Addysg Heddwch	Cwricwlwm i Gymru
Llesiant	CiG Unigolion iach a hyderus Iechyd a lles
Dinasyddiaeth a gweithredu	CiG Dinasyddion byd egwyddorol a gwybodus Dynaethau: gweithredu moesegol Trawsbynciol: hawliau dynol Trawsbynciol: lleol, cenedlaethol a rhyngwladol
Hanes a chymdeithas	Dynaethau
Llythrennedd	Iaith, llythrennedd a chyfathrebu: mynegi ein hunain CiG Sgiliau traws-gwricwlaidd: darllen ac ysgrifennu
STEM	Gwyddoniaeth a thechnoleg Mathemateg a rhifedd Dynaethau: ein byd naturiol
Mynegiant creadigol	Celfyddydau mynegiannol CiG Cyfranwyr creadigol
Siarad a gwranddo	Iaith, llythrennedd a chyfathrebu: mynegi ein hunain Sgiliau traws-gwricwlaidd: gwranddo a siarad
Crefydd a moeseg	Crefydd, Gwerthoedd a Moeseg Trawsbynciol: amrywiaeth

“Nid gorfodaeth yw'r ffordd i gael heddwch i bara; ond dealltwriaeth.”

Albert Einstein



Catalog gwersi

Mae pob gwrs Addysg Heddwch Uwchradd yn cynnwys cynllun gwrs i'r athro neu athrawes a chyflwyniad PowerPoint i'r dosbarth. Mae llawer yn cynnwys gweithgareddau ac adnoddau ychwanegol, gweddiau a myfyrdodau ar heddwch.

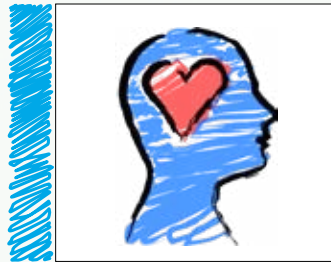
Darllenwch ymlaen am gyflwyniad i bob gwrs a sut y bydd yn ffitio mewn i'r cwricwlwm.

Gallwch lawrlwytho'r gwersi llawn drwy glicio ar y dolenni neu sganio'r cod QR isod:

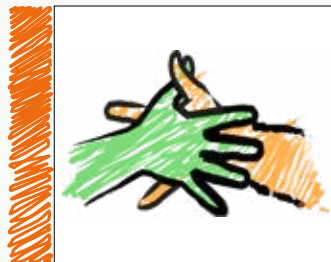
- www.tes.com/teaching-resources/shop/peace_edu_network_uk
- www.peace-education.org.uk/teach-peace
- <http://bit.ly/teach-peace-TES>



Allwedd i themâu'r gwersi



Mae heddwch mewnol yn ymwneud â lles meddyliol ac emosiynol, deall sut y mae ein cyrff a'n meddyliau'n gweithio, a bod yn hyderus am ein hunaniaeth.



Heddwch rhyngersonol yw sut yr ydym yn parchu hawliau'r bobl o'n cwmpas, adeiladu perthnasoedd positif ac ymateb i wrthdaro.



Mae **heddwch byd-eang** yn cysylltu i faterion dinasyddiaeth fel cyfiawnder hinsawdd a heddwch rhyngwladol, yr effaith ar bobl a sut y gallwn ymateb yn lleol a byd-eang.

“Amcan pennaf addysg heddwch yw creu dinasyddion cyfrifol, ymroddedig a gofalgar sydd wedi integreiddio'r gwerthoedd i'w bywydau pob dydd ac ennill y sgiliau i eiriol drostynt.”

Betty Reardon



Dod o hyd i'ch gwern heddwrch nesaf!



Sut y mae'r fasnach arfau'n gweithio?

Mae Amnesty International wedi ymgyrchu'n llwyddiannus dros Gytundeb Masnach Arfau (2014). Ond eto, o Lundain i Hong Kong, mae miliynau o arfau'n cael eu prynu a'u gwerthu ar draws y byd, yn aml i wledydd sy'n rhyfela'n barod neu'n ymosod ar eu pobl eu hunain. Gall myfyrwyr edrych ar effaith a sut y dechreuodd y fasnach arfau a sut y dylai dinasyddion gweithredol ymateb.

Hanes a chymdeithas | Dinasyddiaeth a gweithredu | Siarad a gwrando



Amnesty International UK



Cyfarfod y gwyddonwyr atomig

Beth oedd y bobl a greodd y bom atomig cyntaf eisiau iddo ddigwydd? Roedd gwyddonwyr yn hanner cyntaf yr 20fed ganrif yn brasgamu ymlaen o ran deall theori ac arbrofi gydag atomau: Beth yw strwythur atomau? Pa rymoedd sy'n dal atomau wrth ei gilydd? Allwn ni rannu'r atom? A beth fydd yn digwydd os wnawn ni hynny? Erbyn y 40au, roedd yr atebion hyn yn fater o fyw neu farw. Yn y wers hon, astudiwch y gwyddonwyr, beth wnaethon nhw ddarganfod a beth oedden nhw eisiau iddo ddigwydd efo'r bom.

STEM | Crefydd a moeseg | Hanes a chymdeithas



Creu newid dros heddwrch

Rhyfel, anghydraddoldeb a diraddio'r amgylchedd – mae'r holl broblemau sy'n wynebu'r byd yn aml yn gwneud i ni deimlo'n hollol ddi-rym. Bydd dysgwyr yn edrych ar enghreifftiau o bobl ifanc yn gweithredu, yn ystyried beth sy'n bwysig iddyn nhw a beth fedran nhw ei wneud i greu newid positif.

Dinasyddiaeth a gweithredu | Siarad a gwrando



“Yn Gaza'n union fel y digwyddodd yn Hiroshima, mae blodyn yn hollti'r garreg i dyfu trwodd” o How to stay human in hard times gan y bardd heddwrch Antony Owen





Gweithredu dros gyfiawnder hinsawdd

Mae pobl o gwmpas y byd yn gweithredu dros gyfiawnder hinsawdd. Mae'r wers yma'n edrych yn fanwl ar wahanol heriau a dulliau o weithredu, o amddiffynwyr brodorol yr Amazon i ymgyrchwyr dadfuddsoddi yn Glasgow. Bydd dysgwyr yn dod yn arbenigwr ar un astudiaeth achos, yn ei chyflwyno i'w cyfoedion a gwerthuso pob dull o weithredu.



Dinasyddiaeth a gweithredu | Hanes a chymdeithas | Siarad a gwrando



Merched yn erbyn y bom

Canwyd 'You can't kill the spirit' gan ferched ar draws Prydain wrth herio lleoli taflegrau niwclear crŵs ar Gomin Greenham. Dysgwch am beth wnaeth ysgogi'r brotest fwyaf gan ferched ym Mhrydain ers y Swffragetiaid. Drwy gyfryngau newyddion a llenyddiaeth, trafodaeth, actio a chreu e-grawniau, bydd dysgwyr yn edrych ar y tactegau a ddefnyddiwyd gan y protestwyr, yr amodau byw y bu'n rhaid iddynt eu hwynebu ac a wnaethant lwyddo yn y pen draw.



Dinasyddiaeth a gweithredu

“Y tu allan i'r syniad o beth sy'n iawn a beth sydd ddim yn iawn, mae yna gae. Mi wnaf dy gyfarfod di yno.” Rumi



“Credaf mor gryf ag yr oeddwn yn credu pan oeddwn yn ifanc y bydd dynoliaeth yn trechu'r cyfnod hwn o dlodi a rhyfel.” Sylvia Pankhurst

“Heddwch, heddwch i bobl bell ac agos.” Isaiah



Calendr

Mae pob dydd yn gyfle i ni addysgu heddwch, ond os ydych eisiau ei gysylltu i thema benodol, neu ond yn chwilio am esgus dda, gallai'r calendr hwn roi cychwyn da i chi!

DALIER SYLW:

Mae rhai gwyliau crefyddol yn 'lifo' drwy'r calendr o un flwyddyn i'r llall, fel Yom Kippur (Iddewiaeth), Vesak (Bwdhaeth), Diwali (Hindwiaeth), Ramadan ac Eid (Islam), GURPURAB (Siciaeth), y Nadolig Unionged, a'r Pasg (Cristnogaeth). Gall y diwrnodau hyn fod yn gyfle i'r dysgwyr rannu yn niwylliannau a chredoau ei gilydd mewn ysbryd o heddwch.

Gall dyddiadau digwyddiadau eraill amrywio fymryn hefyd. Mae Nao Roz, Blwyddyn Newydd y Persiaid, yn digwydd ar gyhydros y Gwanwyn. Rydym wedi rhestru hwn fel 21 Mawrth ond gall amrywio rhwng 19-21 Mawrth. Cynhelir Wythnos Gweddio dros Heddwch Byd o'r ail i'r trydydd dydd Sul ym mis Hydref pob blwyddyn. Mae pwyllgor ym Mhrydain yn cynrychioli holl brif grefyddau'r byd yn cynhyrchu casgliad o weddiâu yn ogystal â deunydd ar gyfer ysgolion i helpu oedolion a phlant i weddio dros heddwch yn ystod yr wythnos hon.



Linnaea Mallette o www.publicdomainpictures.net

Ar ôl y Rhyfel Byd Cyntaf, trefnodd cymunedau ar draws Cymru 'Ddiwrnodau Cennin Heddwch' yn y 1920 a'r 1930au, i dalu am waith heddwch Cynghrair Cenhedloedd Cymru.

Ionawr

- 13 Pen-blwydd Hedd Wyn
- 24 Diwrnod Rhyngwladol Addysg
- 27 Diwrnod Cofio'r Holocaust

Chwefror

- 1 Mis Hanes LHDT+
- 12 Diwrnod Rhyngwladol rhag Troi Plant yn Filwyr
- 20 Diwrnod Cyfiawnder Cymdeithasol Byd y Cenhedloedd Unedig

Mawrth

- 1 Dydd Gŵyl Dewi
- 8 Diwrnod Rhyngwladol y Merched
- 21 Nao Roz (Cyhydros y Gwanwyn), Blwyddyn Newydd y Persiaid (gwych ar gyfer hedfan barcutiaid Affgan!)
- 21 Diwrnod Rhyngwladol Dileu Gwahaniaethu Hil y Cenhedloedd Unedig

Ebrill

- 5 Diwrnod Cydwybod Rhyngwladol
- 6 Diwrnod Rhyngwladol Chwaraeon dros Ddatblygiad a Heddwch y Cenhedloedd Unedig
- 10 Pen-blwydd Cytundeb Gwener y Groglith 1998 rhwng y DU ac Iwerddon.
- 22 Diwrnod y Ddaear

Mai

- 15 Diwrnod Rhyngwladol Gwrthwynebwyr Cydwybodol
- 16 Diwrnod Rhyngwladol Cyd-fyw mewn Heddwch y Cenhedloedd Unedig
- 18 Neges Heddwch ac Ewyllys Da'r Urdd

Mehafin

- 4 Diwrnod Rhyngwladol Plant Diniwed sy'n Dioddef Trais
- 5 Diwrnod Amgylchedd Byd y Cenhedloedd Unedig
- 20 Diwrnod Ffoaduriaid y Byd (ac Wythnos Ffoaduriaid)

Gorffennaf

- 5 Pen-blwydd y Gwasanaeth Iechyd Gwladol
- 18 Diwrnod Nelson Mandela
- 30 Diwrnod Rhyngwladol Cyfeillgarwch
- 31 Pen-blwydd marwolaeth y bardd Hedd Wyn yn Passchendaele

Awst

- 6 Pen-blwydd gollwng y bom ar Hiroshima
- 9 Pen-blwydd gollwng y bom ar Nagasaki

Medi

- 9 Diwrnod Rhyngwladol Amddiffyn Addysg rhag Ymosodiad
- 21 Diwrnod Heddwch Rhyngwladol y Cenhedloedd Unedig
- 26 Diwrnod Rhyngwladol Dileu Holl Arfau Niwclear y Ddaear

Hydref

- 1 Mis Hanes Pobl Dduon
- 2 Diwrnod Rhyngwladol Dim Trais (pen-blwydd Gandhi)
- 10 Diwrnod Iechyd Meddwl y Byd

Tachwedd

- 9 Pen-blwydd cwmp Wal Berlin yn 1989
- 10 Diwrnod Gwyddoniaeth Byd dros Heddwch a Datblygiad y Cenhedloedd Unedig
- 11 Dydd y Cofio
- 11 Wythnos Rhyng-Ffydd o Sul y Cofio
- 19 Diwrnod Toiledau'r Byd
- 20 Diwrnod Cofio Pobl Drawsryweddol

Rhagfyr

- 3 Diwrnod Rhyngwladol Pobl ag Anableddau
- 10 Diwrnod Hawliau Dynol y Cenhedloedd Unedig, pen-blwydd y Datganiad Cyffredinol ar Hawliau Dynol
- 18 Diwrnod Rhyngwladol Ymfudwyr y Cenhedloedd Unedig
- 20 Diwrnod Rhyngwladol Cydsefyll Dynol y Cenhedloedd Unedig

“Gwnewch y pethau bychain”

Dewi Sant

“Heddiw wynebwn her sy'n galw am newid ein ffordd o feddwl fel bod dynoliaeth yn rhoi'r gorau i fygwth yr hyn sy'n cynnal bywyd ar y ddaear.”

Wangari Maathai, Enillydd Gwobr Heddwch Nobel

“Nid yw fy nghydwylbod yn gadael i mi saethu fy mrawd, neu bobl dywyllach eu croen, neu bobl dlawd a newynog sydd yn y mwd, er mwyn America bwerus...”

A pham eu saethu? Sut alla i saethu'r bobl dlawd hyn?

Ewch â fi i'r carchar wir.”

Muhammad Ali



Gweithgareddau heddwch sydyn

Dal i fyny

Yn ddefnyddiol mewn cylch, bydd gan bob person gyfle i ateb cwestiwn syml fel “beth oedd y rhan orau o dy wythnos?” neu “beth ydy dy hoff bwddin?” Gwnewch hyn yn rheolaidd er mwyn creu cytgorod ac ymddiriedaeth.

Pasio clap (gweithgaredd cylch)

Pasiwch un glap o un person i'r un nesaf o gwmpas cylch. Dylai fod rheolau: mae dwy glap yn newid cyfeiriad; mae tri chlap yn sgipio person.

Carwsel sgwrsio (gweithgaredd cylch)

Rhannwch eich grŵp yn ddau gyfartal a'u trefnu mewn cylchoedd consentrig fel bod gan bawb bartner. Y parau wedyn i drafod cwestiwn neu gynnig ateb am gwpwl o funudau nes eich bod yn cylchdroi'r cylch allanol. Bydd y pâr newydd yna'n dal i fyny ar y sgwrs flaenorol, cyn ei symud ymlaen. I'w ailadrodd mor aml ag y bo angen.

Cerdd heddwch pum munud

Pawb yn eich grŵp i ysgrifennu un llinell a gorffen y frawddeg “Heddwch yw...”. Gan ddibynnu ar eich grŵp a'i amcanion, ceisiwch annog defnyddio metaffor, delweddu neu ddisgrifiadau llythrennol. Os dewiswch wneud hynny, rhowch y llinellau i gyd mewn het a'u rhannu allan eto. Yna darllenwch y gerdd yn uchel, un llinell ar y tro. Gall hyn hefyd gychwyn trafodaeth am wahanol ddimensiynau heddwch: ai peth mewnol neu allanol ydy o? Mater o gyfiawnder neu bwyll? Llonyddwch neu egni?

“Agor dy ddwrn”

Mewn parau neu grwpiau o dri, dyma weithgaredd hwyliog i drafod ystyr y gair ‘ennill’.

- Partner A yn gwneud dwrn ag un law.
- Partner B yn llwyddo os yw Partner A yn agor eu llaw.
- Partner C – yn gwylio'n dawel ac yn barod i ddisgrifio beth ddigwyddodd.

(Cofiwch atgoffa pawb i fod yn ddiogel.) Gadewch i bawb roi cynnig ar hyn am funud – gallwch newid o gwmpas os dymunwch.

Trafodwch y gwahanol ddulliau a ddefnyddiodd Partner B: oedden nhw'n hawddgar, yn erfyn, yn defnyddio grym? Ond yn bwysicach, beth wnaeth Partner A ei wneud? Nid oedd raid iddynt wrthod - gallent fod wedi agor eu llaw'n syth! Gall hyn arwain at drafodaethau diddorol am wahanol ddulliau o ddelio â gwrthdaro ac a oes raid i un person ‘golli’ i'r llall ‘ennill’.

Sgwrsio tawel

Weithiau gall fod yn beth da rhoi amser pan nad yw'r lleisiau uchel yn siarad gormod. Mewn sgwrs dawel, mae myfyrwyr yn gwneud nodiadau o destun, cwestiwn neu lun gan ymateb i nodiadau ei gilydd heb siarad, i roi cyfle i'r llais mewnol gael ei glywed..

Dynwared mewn parau

Partneriaid i sefyll yn wynebu ei gilydd rai troedfeddi ar wahân. Un yn arweinydd a'r llall yn ‘ddrych’. Mae'r arweinydd yn dechrau gwneud symudiadau neu ystumiau syml, araf a'r partner yna'n eu dynwared.

Amlinellu eich llaw

Rhowch un llaw allan o'ch blaen. Gyda mynegfys (bys blaen) eich llaw arall, amlinellwch eich llaw o'r fraich o gwmpas y bawd ac i fyny a lawr y bysedd. Ceisiwch ddilyn rhythm eich anadlu wrth symud, i fyny'r bysedd wrth anadlu i mewn, ac i lawr wrth anadlu allan. Mae hyn yn enghraifft o dechneg Kagan.



Myfyrwyr IOE yn gwneud gweithgaredd addysg heddwch o *Razor wire & olive branches*

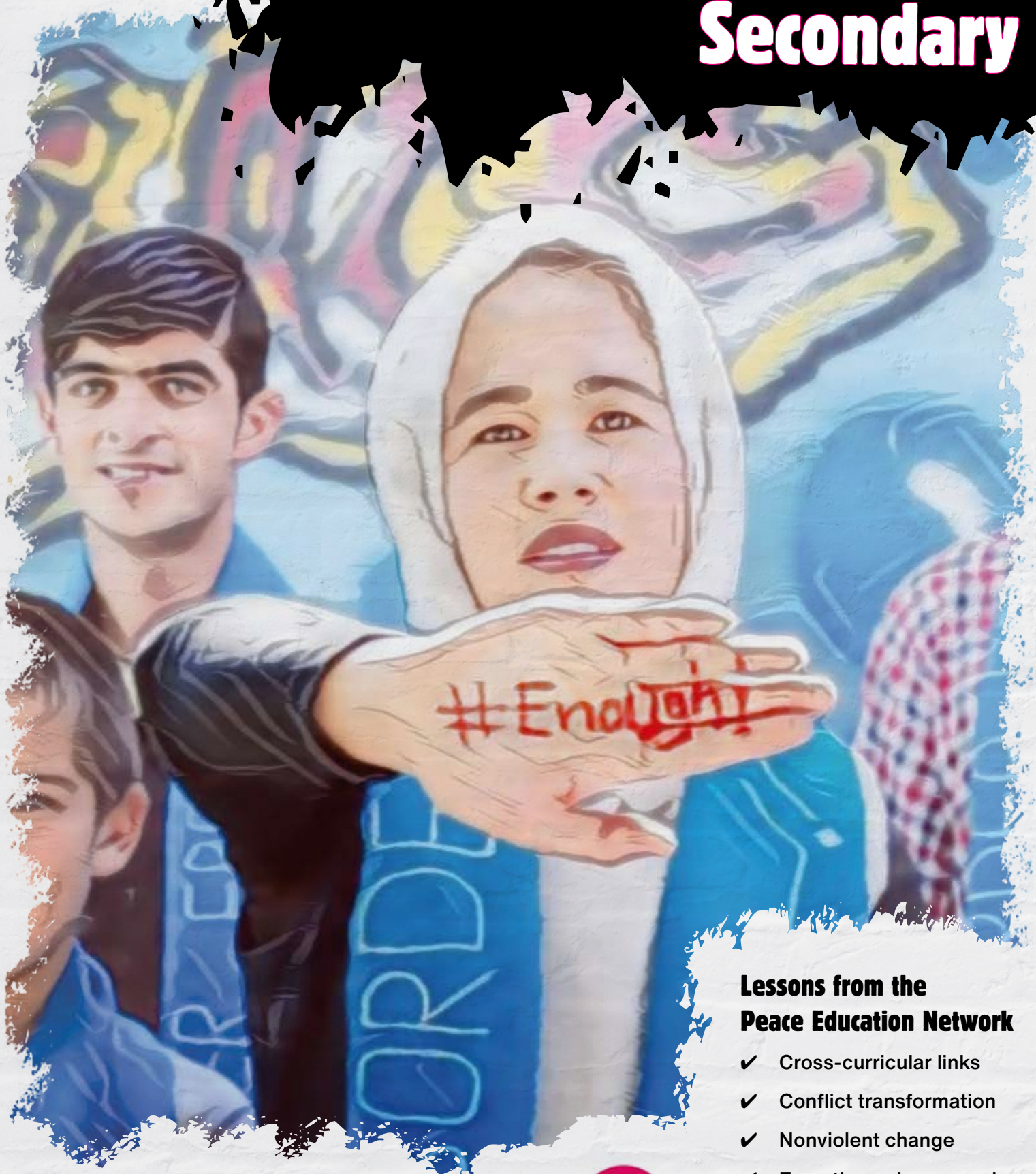
ISBN 978-1-0683964-0-3



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TeachPeace

Secondary



Lessons from the Peace Education Network

- ✓ Cross-curricular links
- ✓ Conflict transformation
- ✓ Nonviolent change
- ✓ Empathy and compassion
- ✓ Ethical global citizenship
- ✓ Understanding war
- ✓ Human rights





Front cover

Image shows Zarghuna and other Afghan Peace Volunteers presenting the slogan “#Enough!” on her hand. The “#Enough!” slogan was directed at the forces that have brought decades of violence to Afghanistan. Afghan Peace Volunteers are young men and women from different ethnicities who run programmes in Afghanistan including educating street children, supporting refugee families and setting up solar energy to fight climate change.

Acknowledgements

This resource has been supported by members of the Peace Education Network, and partner organisations. It has been produced in partnership with the Welsh Centre for International Affairs (WCIA). WCIA supports a network of Peace Schools across Wales, developing peace as a cross-curricular theme, and as part of the school’s everyday life.

Thanks to the children and teachers who tried out new activities, and students and volunteers who helped create many of the resources. And to everyone committed to standing up for peace and justice in all different contexts around the world.

We would also like to thank the Christian Peace Education Fund for their grant which has helped make this resource possible.

Copies of this resource are available from the Quaker Centre Book Shop, email quakercentre@quaker.org.uk or call 020 7663 1030, or order online from www.quaker.org.uk/bookshop.

Copies of the lesson materials are available online at:

- <http://bit.ly/teach-peace-tes> or www.tes.com/teaching-resources/shop/peace_edu_network_uk
- www.peace-education.org.uk/teach-peace

Created by Aisling Griffin, Pax Christi, Ellis Brooks and Isabel Cartwright from Quakers in Britain on behalf of the Peace Education Network UK.

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www.quaker.org.uk

www.peace-education.org.uk

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What is Teach Peace Secondary?

Teach Peace Secondary is the work of dozens of experts from the Peace Education Network (PEN). They have contributed lessons drawn from their own work and experience.

This bilingual edition is drawn from a larger resource of over 50+ lessons for peace. We have picked some of the most popular lessons from the English edition that are of particular interest to teachers in Wales.

All the lessons can be downloaded from <http://bit.ly/teach-peace-TES> (or scan the QR code below), including slides, plans and any printable handouts. They are also available from WCIA.



Teach Peace Secondary is the sequel to the highly successful *Teach Peace Pack*, a set of popular assemblies designed for primary schools. It received a Global Dimension Teachers' Choice award.

Each of the lessons in *Teach Peace Secondary* can stand alone, but they can also be the beginning of a deeper dive on a topic. Check out the PEN members' websites to find even more great resources.

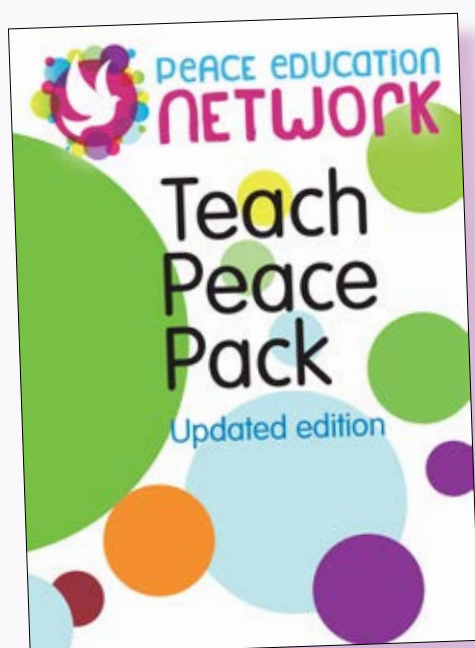
With so many possibilities, the way you teach peace is up to you!

**“Teach yourself peace.
Pass it on.” Alice Walker**

Foreword

What is peace? What does it mean for young people? What are the skills, attitudes and values of peace? How can we build a culture of peace into our schools, our classrooms and our communities?

These are questions frequently asked when discussing peace education. As we explore peace in the classroom, we need to remember that young people are often navigating unpeaceful situations and so as educators we need to develop brave and honest learning spaces where they can really think critically about peace and how they can develop it in their circumstances. As Janet Gilbraith said in 1986, “The two qualities which are most important to children of today are hope and imagination. Hope to believe they can change the world they live in and imagination to find ways to do so.” (*Quaker faith & practice* 23.85)



The *Teach Peace Secondary* pack is aimed at 11–18-year-olds and follows on from the success of the Teach Peace Pack for primary school pupils aged 5–11. It considers themes around children and human rights education, decolonising the curriculum, local, national and international examples of peace in action. It brings together practice from throughout the UK and asks young people to consider the very big questions of peaceful practice. Peace education is gaining momentum across curriculum subjects from Citizenship education to the Welsh curriculum with its prioritisation of ‘ethical, informed citizens of Wales and the world’. Meanwhile, Scotland’s Learning for Sustainability action plan gives schools the mandate for global citizenship education.

Everyone involved in this pack is excited to share it. It brings together a broad coalition of peace and other educators, NGOs, charities and academics in the pursuit of giving teachers a rich snapshot of the abundance of materials that can be drawn upon to provide young people with the knowledge and skills to lead peace in their communities.

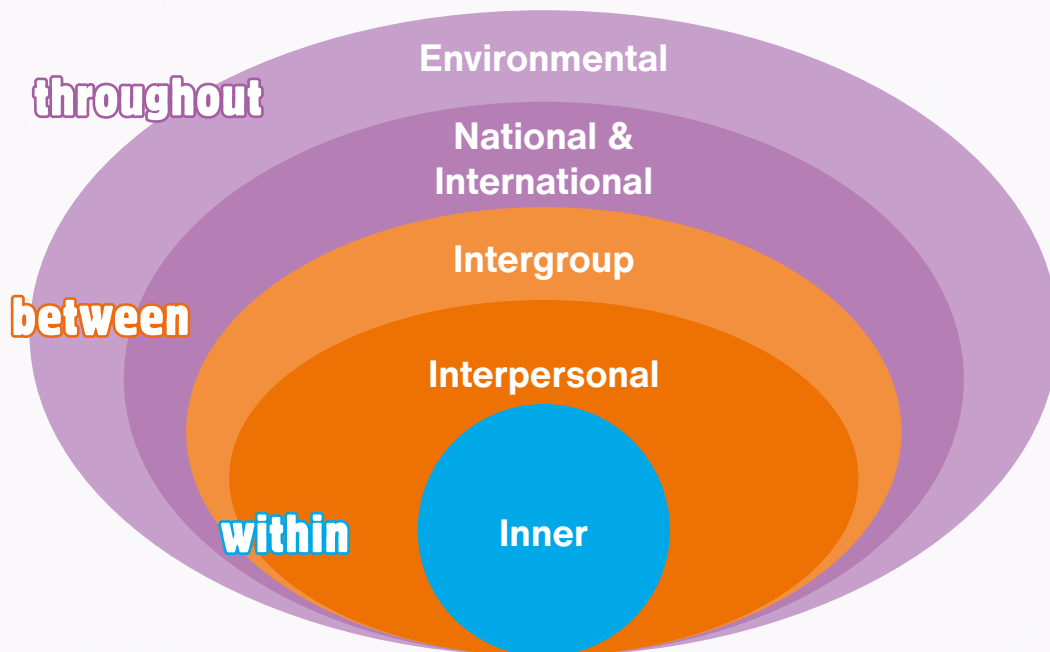
It is our hope that with this collection of lessons teachers can begin to explore concepts of inner, interpersonal and community-based peace with young people, developing curious and compassionate skills of empathy and hope, building cultures of reconciliation, solidarity and positive regard for others.

Peace education is not confined to a single subject area. It can enhance many programmes of study across your curriculum. In the lesson catalogue you can see the main curriculum links for each lesson and whether it relates more to inner peace, interpersonal peace or global peace.

This chart indicates the short-hand Teach Peace uses to signal whether each lesson addresses their subject areas in Wales. A full curriculum map of learning outcomes can be downloaded via peace-education.org.uk.

When we think about the urgency of issues around climate disaster, race, belief, gender, disability, LGBTQ+ inequity and violent attacks, or international issues around the increased proliferation of nuclear weapons, drone warfare or the tragedies suffered by people in places like Israel and Palestine, Ukraine, Afghanistan, Ethiopia and Yemen, peace education has clearly never been more essential.

Peace education means: Attending to the integrity of relationships at every level.



Our responsibility to the next generation is to provide hope in a world of hopelessness; to provide the skills they can use to make an impact, to consider and understand the world around them, to be accepting and encouraging, kind and compassionate, to build transformative relationships with the big questions, to consider notions of peace education in all subjects and themes, and to be empowered through their agency to build a better tomorrow with small steps.

It is an avoidable tragedy that many, including many of the most vulnerable – children – do not feel safe. Peace education should be a pursuit for us all, as the 1948 Universal Declaration of Human Rights says in its very first line – “All human beings are born free and equal in dignity and rights” – and so as educators we have the responsibility to ensure that championing this freedom and dignity is a lifelong skill that starts with children being able to challenge injustice wherever it finds itself to build a more peaceful world. We hope this pack of resources will assist and keep you hopeful in that pursuit.

Hans Svennevig, Subject Leader Citizenship PGCE

IOE – Faculty of Education and Society, University College London

“When another person makes you suffer, it is because he suffers deeply within himself, and his suffering is spilling over. He does not need punishment; he needs help. That’s the message he is sending.” Thich Nhat Hanh

Peace as culture and competence

Teaching peace is about more than noticing war in the news; it's about peace competences each of us can learn, and it's about the shared culture we create. When these come together, learners can discover their capacity to make and build peace.

Peace competences

The lessons in *Teach Peace Secondary* can develop each learner's competences, equipping them to make and build peace. There is knowledge that can empower students to understand their world, such as how conflict escalates and how our minds and bodies react. Students can become confident in skills such as mediation and nonviolent action. And there are attitudes rooted in compassion and empathy, which can inform daily choices about peace and justice.

These competences do not need to be seen as separate or additional to curriculum subjects. For example *Romeo and Juliet* can be more deeply understood through conflict analysis, and the history of Islam is illuminated through an understanding of nonviolent change. The connections are there to be made. These competences are needed by each of us living on 21st-century Earth.

Knowledge and concepts	Attitudes	Skills
Direct, structural and cultural violence	Open-mindedness and inclusiveness	Cooperation & team work
Causes and impact of violence and war	Respect for self, others, and the environment	Critical thinking
Peaceful alternatives to violence	Empathy & compassion	Dialogue
Human rights and international law	Solidarity	Negotiation
Current affairs	Nonviolence	Mediation
Environmental sustainability	Fairness and justice	Meditation/mindfulness
Civic processes	Anti-racism and discrimination	Nonviolent communication
Conflict	Social connectedness	Understanding, managing and expressing emotions
Positive & negative peace	Self-awareness	Active listening
Inclusion and exclusion	Self-esteem	Intercultural cooperation
Conflict management, prevention, resolution and transformation	Tolerance	Analytical skills
Interfaith and intercultural learning	Desire to promote justice	Reflection
	Social responsibility	Action for change
	Curiosity	Conflict analysis
	Gender sensitivity	
	Cooperativeness	

“Peace will not come out of a clash of arms but out of justice lived and done by unarmed nations in the face of odds.” Mahatma Gandhi



Peace culture

Peace is not only about the individual's capabilities. Peace is socially constructed and negotiated, both as an idea and as a reality, including in the classroom. In fact, promoting a culture of peace and nonviolence is seen as a key educational goal by the United Nations (Sustainable Development Goal 4.7).

Collectively, any community of learning can seek a culture of peace, whether as a teaching group, a school, a youth club, a generation.

Teachers play a role in modelling and enabling a culture of peace. The lessons in *Teach Peace Secondary* use a range of classroom approaches intended to promote a culture of peace, and many teachers use these in their practice.

Everyday peacebuilding

You can make the intention to build a peaceful classroom explicit, perhaps by creating a peace contract with students, agreeing how the group can work together. Consider how you can provide more opportunities for quiet reflection, such as journalling. Do not be afraid to use group work and class circles to build relationships and cooperation. Find out from learners what makes classroom discussion and questioning feel safe and inclusive for them. When students have diverse perspectives on an issue, show that success can mean disagreeing well, separating the people from the problem. Encourage peer affirmation and coaching, in which students highlight each another's positive contributions. In short, to teach peace, the how is as important as the what. Whatever the learning objectives, every lesson can promote peace.

“For hope is an action to live in unison, to nourish the seeds of goodwill in each and every heart.”
Urdd, 2024 Peace and Goodwill Message



The UK should “include the subject of peace education and human rights as a fundamental subject in the education system” and “intensify its efforts to tackle bullying and violence in schools, including by teaching human rights, building the capacities of students and staff members to respect diversity at school, [and] improving students’ conflict resolution skills...”

UN Committee on the Rights of the Child

Curriculum links

Peace education is not confined to a single subject area. It can enhance each of the Four Purposes of the curriculum for Wales, particularly in supporting learners to become ethical, informed citizens of Wales and the world. In the lesson catalogue you can see the main curriculum links for each lesson.

This chart indicates the short-hand Teach Peace uses to signal whether each lesson addresses subject areas in Wales. A full curriculum map of learning outcomes can be downloaded via peace-education.org.uk.

Teach Peace	Curriculum for Wales
Wellbeing	CfW Healthy confident individuals Health and wellbeing
Citizenship and action	CfW Ethical informed citizens of the world Humanities: ethical actions Cross-cutting: human rights Cross-cutting: local, national and international
History and society	Humanities
Literacy	Language, literacy and communication: expressing ourselves CfW cross-curricular skill: reading and writing
STEM	Science and technology Mathematics and numeracy Humanities: our natural world
Creative expression	Expressive arts CfW creative contributors
Talking and listening	Language, literacy and communication: expressing ourselves Cross-curricular skill: listening and speaking
Religion and ethics	Religion, Values and Ethics (RVE) Cross-cutting: diversity

“Peace cannot be kept by force; it can only be achieved by understanding.” Albert Einstein



Lesson catalogue

Each Teach Peace Secondary lesson includes a lesson plan for the teacher and a powerpoint presentation for the class. Many of them contain additional activities and resources, prayers, and reflections on peace.

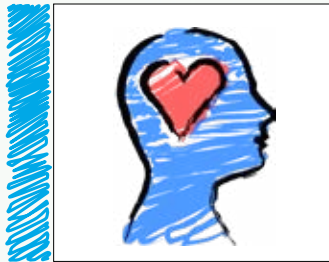
Read on for an introduction to each lesson and where it fits into the curriculum.

Download the full lessons from the following links, or by scanning the QR code below:

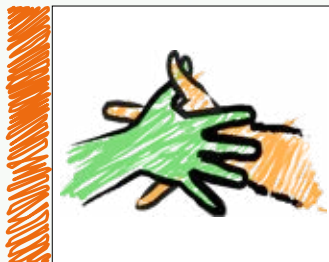
- www.tes.com/teaching-resources/shop/peace_edu_network_uk
- www.peace-education.org.uk/teach-peace
- <http://bit.ly/teach-peace-TES>



Key to lesson themes



Inner peace relates to mental and emotional wellbeing, an understanding of how our bodies and minds work, and confidence about our own identity.



Interpersonal peace is about how we respect the rights of those around us, build positive relationships and respond to conflict.



Global peace connects with citizenship issues like climate justice and international peacebuilding, the human effects and how we can respond locally and globally.

“The ultimate goal of peace education is the formation of responsible, committed, and caring citizens who have integrated the values into everyday life and acquired the skills to advocate for them.”

Betty Reardon



Find your next lesson for peace!



How does the arms trade work?

Amnesty International campaigned successfully for a global Arms Trade Treaty (2014). Yet from London to Hong Kong, millions of weapons are bought and sold around the world, often to countries already fighting wars or attacking their own people. Students can investigate the roots and impact of the arms trade and how active citizens should respond.

History and society | Citizenship and action
Talking and listening



Amnesty International UK



Meet the atomic scientists

What did the people who made possible the first atomic bomb want to happen? Scientists in the first half of the 20th century were making strides in theory and experimentation to understand atoms: How are atoms structured? What forces hold atoms together? Can the atom be split? And what happens if we do? By the 1940s, the answers were a matter of life and death. In this lesson, study the scientists, what they discovered, and what they wanted to happen with the bomb.

STEM | Religion and ethics | History and society



Making a change for peace

War, inequality and environmental degradation – the magnitude of the problems facing the world often leave us feeling powerless. Learners will look at some examples of young people taking action, consider what's important to them and what they can do to create positive change.

Citizenship and action | Talking and listening



**“In Gaza just as it did in Hiroshima
a flower cracks stone from its will”**
from ‘How to stay human in hard times’
by peace poet Antony Owen





Action for climate justice

People all around the world are taking action for climate justice. This lesson takes a close look at different challenges and approaches, from the Amazon’s indigenous defenders to divestment campaigners in Glasgow. Learners will become expert in one case study, present it to their peers and evaluate each approach used.

Citizenship and action | History and society
Talking and listening



Women versus nukes

‘You can’t kill the spirit’ was sung by women from across Britain as they struggled against the placement of nuclear cruise missiles at Greenham Common. Discover what motivated the biggest female-led protest in Britain since the Suffragettes. Through contemporary news media and literature, discussion, drama and zine-making learners will explore tactics used by the protestors, the conditions they faced and consider their success.

Citizenship and action



**“Out beyond ideas of wrongdoing and rightdoing,
there is a field. I’ll meet you there.” Rumi**



**“I believe as firmly as in my youth
that humanity will surmount the era of
poverty and war.” Sylvia Pankhurst**

“Peace, peace to the distant and the close.” Isaiah



Calendar

Every day is an opportunity to teach peace, but if you want to tie into a particular theme, or if you just want a good excuse, this calendar might give you a good start!

NOTE:

Some religious festivals 'float' through the calendar from year to year, such as Yom Kippur (Judaism), Vesak (Buddhism), Diwali (Hinduism), Ramadan and Eid (Islam), Gurburab (Sikhism), Orthodox Christmas, and Easter (Christianity). These days can be an opportunity for students to share in one another's culture and belief in a spirit of peace.

Dates for other events may also vary slightly. Nao Roz, Persian New Year, takes place on the spring equinox. We have listed this as 21 March but it can vary between 19 and 21 March. The Week of Prayer for World Peace takes place from the second to the third Sunday in October each year. A committee in Britain representing the major world faiths produces a collection of prayers as well as material for schools to help adults and children pray for peace during this week.



Linnaea Mallette from www.publicdomainpictures.net

After World War I, communities across Wales organised 'Daffodil Days for Peace' in the 1920s and 1930s, funding the Welsh League of Nations' work for peace.

January

- 13 Hedd Wyn's birthday
- 24 International Day of Education
- 27 Holocaust Memorial Day

February

- 1 LGBT+ History Month
- 12 International Day against the Use of Child Soldiers
- 20 UN World Day of Social Justice

March

- 1 St David's Day
- 8 International Women's Day
- 21 (Spring equinox) Nao Roz, Persian New Year (great for flying Afghan kites!)
- 21 UN International Day for the Elimination of Racial Discrimination

April

- 5 International Day of Conscience
- 6 UN International Day of Sport for Development and Peace
- 10 Anniversary of The Good Friday Agreement in 1998 between the UK and Ireland.
- 22 Earth Day

May

- 15 International Conscientious Objectors' Day
- 16 UN International Day of Living Together in Peace
- 18 The Urdd's Message of Peace and Goodwill

June

- 4 International Day of Innocent Children Victims of Aggression
- 5 UN World Environment Day
- 20 World Refugee Day (And Refugee Week)

July

- 5 Anniversary of the National Health Service
- 18 Nelson Mandela Day
- 30 International Day of Friendship
- 31 Anniversary of death of Welsh poet Hedd Wyn at Passchendaele



August

- 6 Anniversary of the bombing of Hiroshima
- 9 Anniversary of the bombing of Nagasaki

September

- 9 International Day to Protect Education from Attack
- 21 UN International Day of Peace
- 26 International Day for the Total Elimination of Nuclear Weapons

October

- 1 Black History Month
- 2 International Day of Nonviolence (Gandhi's birthday)
- 10 World Mental Health Day

November

- 9 Anniversary of the fall of the Berlin Wall in 1989
- 10 UN World Science Day for Peace and Development
- 11 Remembrance Day
- 11 Interfaith Week from Remembrance Sunday
- 19 World Toilet Day
- 20 Transgender Day of Remembrance

December

- 3 International Day of Persons with Disabilities
- 10 UN Human Rights Day, anniversary of Universal Declaration of Human Rights
- 18 UN International Migrants Day
- 20 UN International Human Solidarity Day

**“Do the little things”
St David**

**“Today we are faced
with a challenge that
calls for a shift in our
thinking, so that humanity
stops threatening its life-
support system.”**

**Wangari Maathai, Nobel
Peace Prize winner**

**“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...
Shoot them for what? How can
I shoot them poor people?
Just take me to jail.”**

Muhammad Ali



Quick peace activities

Check-in

Ideally in a circle, every person will have a chance to respond to a simple question like “what was the best part of your week?” or “what’s your favourite pudding?” Do these regularly to build up rapport and trust.

Clap passing (circle activity)

Pass a single clap from one person to the next around a circle. Add rules: a double clap changes direction; a triple clap skips a person.

Conversation carousel (circle activity)

Divide your group into two equal groups and organise them in two concentric circles so everyone has a partner. The pairs discuss a given question or prompt for a couple of minutes until you rotate the outer circle. The new pair catch each other up on the prior conversation, then move it forward. Repeat as often as needed.

Five-minute peace poem

Everyone in your group writes one line, completing the sentence “Peace is...”. Depending on your group and aims, encourage the use of metaphor, imagery, or literal descriptions. If you like, put all the lines into a hat and give them out again. Now read the poem aloud, one line at a time. This can also open up discussion about the different dimensions of peace: is it inner, or outer? Is it about justice or calm? Stillness or energy?

“Open your fist”

For pair or groups of three, this is a fun activity to think about what we mean by ‘winning’.

- Partner A forms a fist with one hand.
- Partner B succeeds if Partner A opens their hand.
- Partner C – watch silently and be ready to describe what happened.

(Remind everyone to stay safe.) Let everyone try for a minute – you can swap if you like. Discuss the different approaches taken by Partner B: did people use charm, did they beg, did they force? But more importantly, what did Partner A do? They did not have to resist –

they could have opened their palm right away! This can lead to interesting discussions about different approaches to conflict and whether one person has to ‘lose’ for the other to ‘win’.

Silent conversation

Sometimes it can be good to provide time where the loudest voices don’t dominate. In a silent conversation, students annotate a text, question or image and respond to one another’s annotations without speaking, allowing them to hear their inner voice.

Mirror pairs

Partners stand facing each other, a few feet apart. One is the leader, the other, the ‘mirror’. The leader begins to make simple, slow gestures or movements and their partner mirrors them exactly.

Tracing your hand

Simply put one hand out in front of you. With the index finger of your other hand trace the outline of your hand from the arm round the thumb up and down the fingers. Try to follow the rhythm of your own breath in how you move, up the fingers as you breathe in and down as you breathe out. This is an example of a Kagan technique.



IOE students doing a peace education activity from *Razor wire & olive branches*