



PEACE EDUCATION NETWORK

Teach Peace Pack

Introduction

In 'Teach Peace' you will find a set of 8 assemblies, follow-up activities/resources and prayers and reflections on peace. The themes and ideas introduced in this resource pack invite children to begin to think about what peace means to them and where they feel peaceful – helping develop inner peace.

The resources nurture skills of empathy which are so important to healthy human development. The follow-up activities offer opportunities to think about what the children can do to build peace within and between themselves. Without inner peace, it is impossible to achieve outer peace.

The pack encourages children to think critically about war and explore the human cost of war; learning about how children, so often the innocent

victims, can work together for peace. We hope that you and your pupils will be inspired to build a more peaceful world.

From the UN International Day of Peace, 21 September, to the International Day for Children as Victims of War, 4 June, the school year is filled with opportunities to use the assemblies and activities in this pack. I hope that this resource will help to ensure peace is a key theme in our children's education and help you to celebrate peace and the peacemakers in your school.

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Acknowledgments

The inspiration for this resource came about through the concern of one grandmother. With the advent of Armed Forces Day, the growth of combined cadet forces, and the approaching

anniversaries of World War I she was worried that war commemorations and celebrations were leaving no room for peace at her granddaughter's school.



**PAX
CHRISTI**

International Catholic Movement for Peace



Foreword

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

Most teachers would agree that genuinely 'peaceful schools' are institutions in which there is an ethos of calm and care for all, in which mutual respect for persons allows respect for learning to grow. A school as a place of learning is most effective when its members can flourish as human beings, as individuals and as members of the community.

In this way, this pack supports the work of the school in supporting Spiritual, Moral, Social and Cultural education (SMSC).

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

Don Rowe

Founding member of the Citizenship Foundation, author and researcher

The Peace Education Network

This resource has been written by the following members of the Peace Education Network and produced by Quaker Peace & Social Witness.

● Quaker Peace & Social Witness (QPSW)	www.quaker.org.uk/faith-action
● Pax Christi	www.paxchristi.org.uk
● Campaign for Nuclear Disarmament (CND)	www.cnduk.org
● Columban Justice and Peace Education	www.columbans.co.uk
● CRESST – Conflict Resolution Education	www.cresst.org.uk
● West Midlands Quaker Peace Education Project	www.peacemakers.org.uk

Many of these organisations offer free school speakers and can help you with ideas for teaching peace and building a more peaceful school.

The Peace Education Network draws its membership from organisations working in peace education. We meet three times a year to share resources, ideas, and inspiration. We also organise professional development workshops for members of the network and other interested educators. www.peace-education.org.uk



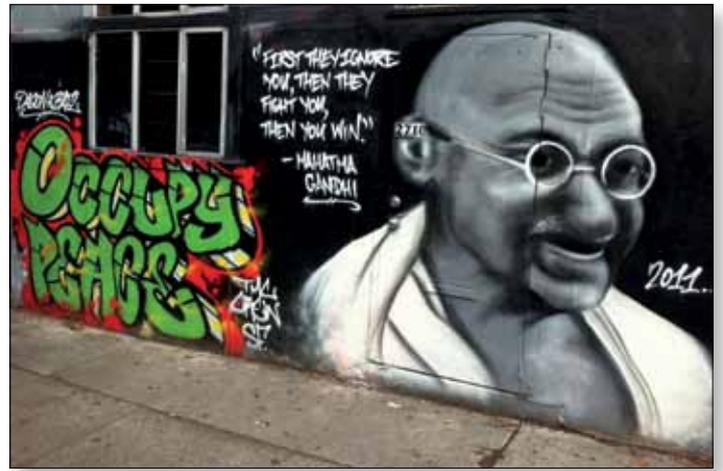
Peace Calendar 2013/14

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

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|--------------|--|
| 21 September | UN International Day of Peace
www.un.org/en/events/peaceday and
www.peaceday.org |
| 4 October | St Francis of Assisi
www.paxchristi.org.uk |
| 24 October | One World Week
www.oneworldweek.org/v2 |
| 11 November | Remembrance Day
www.britishlegion.org.uk/remembrance
www.quaker.org.uk/education |
| 10 December | UN Human Rights Day
www.un.org/en/events/humanrightsday |
| January | Peace Sunday (3rd Sunday of January)
www.paxchristi.org.uk |
| 8 March | International Women's Day
www.internationalwomensday.com |
| 15 May | International Conscientious Objectors Day
www.ppu.org.uk and www.wri-irg.org |
| 21 May | Blessed Franz Jägerstätter
www.paxchristi.org.uk |
| 4 June | International Day for Children as Victims of War
www.warchild.org.uk and www.childvictimsofwar.org.uk |
| 6 August | Anniversary of the bombing of Hiroshima
www.cnduk.org |
| 9 August | Anniversary of the bombing of Nagasaki
www.cnduk.org |

Teach Peace Pack

Assembly 1: What is peace?



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

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

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

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

1 Quiz. ■ Slide 1

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

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

2 CND Symbol

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

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

3 Peace

Does anyone know what one word connects these four symbols?

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

■ Slide 10: It begins with P

■ Slide 11.

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

4 Definitions of peace

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

■ Slide 13: Ask: *Does anyone know who this is?*

■ Slide 14: Martin Luther King – American who worked for fairness for people of all races in the USA.

■ Slide 15: He said “*True peace is not merely the absence of tension: it is the presence of justice.*”

5 Children's definitions

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

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

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

6 Gandhi

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

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

7 Conclusion: Peace and justice

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

Follow up activities/resources:

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

- Books to help children begin to explore peace:

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

What does peace feel like? by Vladimir Radunsky, 2004. Children from around the world describe what peace might feel like; taste like, sound like.

The Story of Ferdinand by Munro Leaf, 2011. First published in 1936, Ferdinand is a bull who would rather sit and smell the flowers than butt heads like the other bulls.

War and Peas by Michael Foreman, 2002. King Lion's country has barren ground and while the birds set off in search of peas, he visits the neighbouring country, which has mountains of plenty. Underlying messages about helping others, and sharing what you have.

- Join The Peaceful Schools Movement and discover more ideas for building a 'peaceful school':

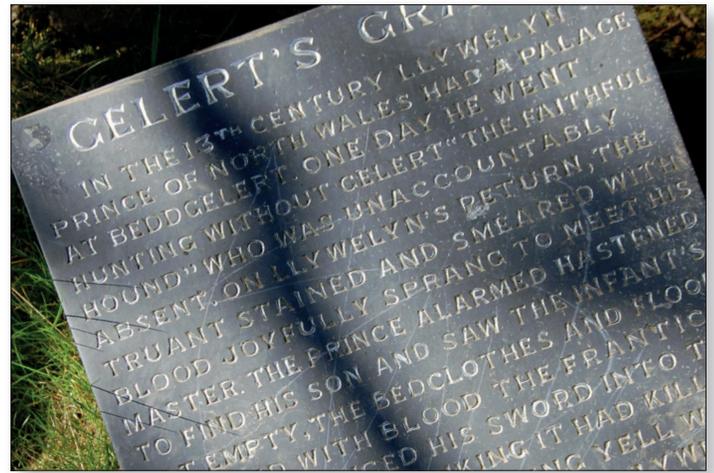


<http://tinyurl.com/TPP-PSM>.

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Assembly 2: Think before you act: the legend of Beddgelert



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

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

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

1 Introduction: Pets

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

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

2 The legend of Gelert

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

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

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

bedclothes and floor covered with blood...

Ask the children: What do you think had happened?

3 Continue the story

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

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

4 Prince Llywelyn

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

5 Barney and the spilt paint

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

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

6 Conclusion

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

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

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

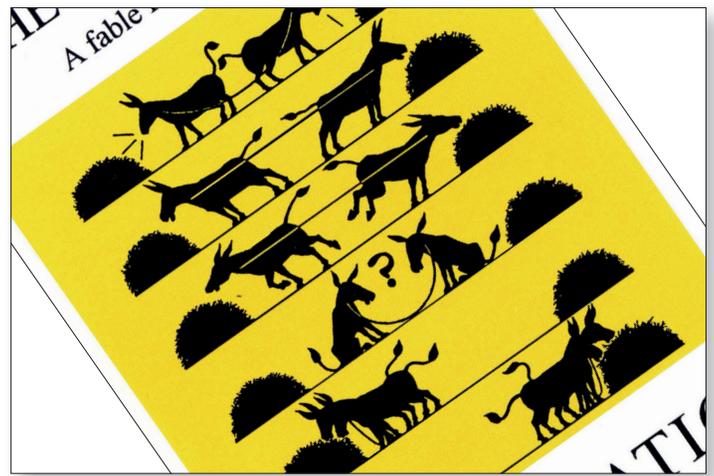
Follow up activities/resources:

- Watch the online animation of the story of Gelert:
<http://tinyurl.com/TPP-Gelert-An>.
And a version in Welsh here:
<http://tinyurl.com/TPP-Gelert-AnW>.
- Act out the story of Gelert and Prince Llywelyn with your class.
- Explore strategies for handling anger, see: *A Volcano in My Tummy: Helping Children to Handle Anger*, by Whitehouse and Pudney, 1998.
- Read *The Sand Tray* by Don Rowe, part of the 'Thinkers' series for Key Stage 1, written to encourage children to see complex but familiar situations from a number of viewpoints.

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Assembly 3: Conflict resolution: A tale of two mules



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

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

- 2 mule masks
(from: www.peace-education.org.uk)
- A frisbee and a football
- A length of rope/cord
- 2 cardboard boxes.

1 Introduction: ask for two volunteers

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

2 Tell the following story:

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

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

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

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

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

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

3 What can the mules do?

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

4 Continue the story...

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

5 Different endings

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

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

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

6 Conflict

Explain that disagreements, or conflicts, happen

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

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

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

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

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

7 'Win-win' solutions

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

8 Conclusion

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

Follow up activities/resources:

- Display and use in your classroom 'The Two Mules' poster. Available from the Quaker Centre.
T: 020 7663 1030
- Practice 'I statements'. These are really useful for helping children handle conflict. You can use an 'I statement' to tell someone how you feel about what's happening and what you need. You don't have to blame others (which often causes conflict to escalate). For a Circle Time Game on 'I statements', and an 'I statement worksheet' go to:
www.cresst.org.uk/pen-resources.

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Assembly 4: The Christmas truce



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

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

1 Introduction: Football

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

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

2 Tell the story of The Christmas Truce

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

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

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

3 Continue the story...

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

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

4 The Generals

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

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

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

5 Conclusion: Building peace

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

Follow up activities/resources:

- Read more about the Christmas Truce, see: 'Truce: The Day The Soldiers Stopped Fighting' by Jim Murphy, 2009
- Think of times when people around you might want you to do things which you are unhappy about. How hard is it to stand out and refuse? Why is that? What can help us to be courageous about our ideas and beliefs?
- During World War I and in every other war, newspapers and others on all sides, spread terrible lies about the enemy and what they had done. Why do you think this is? Think about when groups of people are suspicious of each other and what can be done to help break down the barriers. Why do you think some people do not want these barriers to come down?
- Learn more about World War I and the experiences of conscientious objectors – people who refused to kill from the start, not just on Christmas Day. See: www.quaker.org.uk/education and www.quaker.org.uk/ww1map.
- Learn how to make a Peace Mala – a symbolic bracelet that promotes friendship, respect and peace between the faiths and all people in our world, see: www.peacemala.org.uk.

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Assembly 5: The importance of disobedience



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

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

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

1 Introduction

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

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

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

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

2 Telling the story

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

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

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

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

[Announce whether most people are fighting or not]

3 Franz Jägerstätter

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

A sad end to a difficult story.

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

4 Being a peacemaker

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

5 Conclusion

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

Follow up activities/resources:

- For more about Franz Jägerstätter see Pax Christi's education resources www.paxchristi.org.uk
- For help with introducing sensitive issues see *Headlines: War and Conflict: Tackling Controversial Issues in the Classroom* by primary head teacher Marguerite Heath, 2010.

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Assembly 6: The angel of prisons



Aim: to learn about the life of prison reformer Elizabeth Fry and her determination to change something she believed was wrong.

Planning/Preparation: you may want to display an image of the £5 note.

1 Introduction: Prisons of the past

Ask the children: *what would it be like if your parents or carers broke the law and you were sent to prison with them?* Explain that this is what used to happen, and that there was a time in this country when if a mother was sent to prison for stealing bread, her children would have to go too. Prisons were dangerous, dirty places.

One of the reasons that prisons are not like this today is because of the work of a woman called Elizabeth Fry.

- Ask the children if anyone has ever heard of her, or seen her picture? [on current £5 notes]

2 Elizabeth Fry

Elizabeth Fry, who lived 1780–1845 in the reign of Queen Victoria, came to know a lot about prisons. This was not because she got into trouble, but because of her religious beliefs. Elizabeth's family were Quakers. Quakers believe that there is good (or something of God) in everybody and that each human being is precious and unique. This leads Quakers to value all people equally.

3 Quakers

Ask the children: *if Quakers believe there is good in everyone, why might they be interested in prisons, and how we choose to punish people?*

- Ask the children to talk in pairs [Take feedback after a minute or two. Look for ideas about fairness; treating people with respect even if they have done something wrong; trying to help people 'turn their life around'].

Quakers believe that to build a more peaceful world, everyone needs to be treated fairly, and with love and kindness.

4 Learning about prison conditions

Elizabeth's family was quite rich, but she was brought up to believe it's important to help the poor. One day, a Quaker friend of Elizabeth's visited Newgate Prison. He saw prisoners sleeping on stone floors with no bed clothes, and babies crying from the cold. There were no doctors or nurses to help the sick. He went straight to tell Elizabeth what he'd seen. Elizabeth set to work collecting clothes for the women and babies and the next day set out for Newgate.

5 Visiting Newgate Prison

Newgate prison had one of the worst reputations as a dangerous and deadly place, and many of the women there had not even had a trial. The prison governor warned Elizabeth not to go inside. He said that the women were dangerous. Elizabeth was frightened but she went inside anyway. She was shocked by the filthy, dark and overcrowded cells. She dressed every baby in warm clothes and comforted every mother. The next day she brought more clothes and clean straw for the sick to lie on. This time Elizabeth prayed for the prisoners and was surprised by the effect – a solemn quiet spread throughout the prison. The women were moved by her message of love for them.

Elizabeth worked hard to raise money to open a school for the children in the prison, and some of the women did the teaching themselves.

6 Prison reform

After these visits to Newgate prison in London Elizabeth devoted her life to improving the conditions for women prisoners all over the country and even abroad. News of what Elizabeth had achieved encouraged other women to campaign for better conditions. The beating of women prisoners was abolished. The authorities began to look on prisoners as individuals, rather than as creatures to be locked away.

7 Transportation

Many women were transported to Australia for their crimes, though this could be for something as small as stealing fabric. Elizabeth made sure that every woman was given a bag of useful bits, including a Bible and a sewing kit and material, so that they could learn to read and gain skills to earn a living when they arrived in Australia.

- *Ask the children: why do you think Elizabeth thought this was so important? [Otherwise they might have to commit more crimes in order to survive – she was trying to give the women the chance to ‘turn their lives around’].*

8 Rajah Quilt

In 1841, the women on board the ship ‘Rajah’ made a quilt together. On arrival it was presented to the governor’s wife. Words sewn onto the quilt said that the women were very grateful for the kindness shown by the ladies in London, which they never forgot.

9 Conclusion

Elizabeth Fry became the most famous woman in England apart from Queen Victoria. Because she believed that something was wrong and was determined to do something about it, she changed people’s views on how to treat prisoners forever.

Follow up activities/resources:

- *Learn more* about Elizabeth Fry with Games, Fun Facts and videos on the BBC Schools page: <http://tinyurl.com/TPP-BBCFry>
- *Examine* whether Fry was one of history’s heroes? Consider the arguments for and against at: <http://tinyurl.com/TPP-HeroFry>
- Circle Time Discussion: *Elizabeth Fry is currently on our £5 notes.* Soon, new £5 notes are to be created. Explore with the children who they think should replace her and discuss the qualities that make a ‘Peace Hero’ – choose one for your own £5 note. This could be someone famous or from your class/school/family or local community.
- See *Peaceful Heroes* by Jonah Winter, 2013, and discover warriors who didn’t use weapons, including Martin Luther King Jr, Sojourner Truth and Gandhi.
- Look up more about the Rajah Quilt and its fascinating story at the website of the National Gallery of Australia: <http://nga.gov.au/rajahquilt>.

Teach Peace Pack

Assembly 7: Barriers to peace



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

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

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

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

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

1 Introduction: Walls

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

2 Invite one volunteer to the front

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

3 Create a human wall

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

4 Musk oxen

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

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

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

5 Hadrian's Wall

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

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

6 Peace walls in Northern Ireland

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

7 Separation barrier

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

8 Conclusion

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

Follow up activities/resources:

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

PEACE EDUCATION NETWORK

Teach Peace Pack

Assembly 8: Sadako and the thousand cranes



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

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

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

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

1 Introduction

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

2 Telling the story

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

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

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

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

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

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

3 Conclusion

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

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

Follow up activities/resources:

- Learn how to make your own paper cranes and for other activities about Sadako, see <http://tinyurl.com/TPP-Sadako> Available on the internet or contact CND for your free peace education pack.

Cranes can be hung on strings and make a beautiful school display.
- Read *Sadako and the Thousand Paper Cranes*, by Eleanor Coerr, 2004.
- Watch a short film or animation about Sadako, there are lots available, such as: <http://tinyurl.com/TPP-SadakoAn>
- Learn about other stories of children affected by war, such as: *Gervelie's Journey: A Refugee Diary* by Anthony Robinson and Annemarie Young, 2010. This is part of a series of Refugee Diary books: *Mohammed's Journey* (Iraq) *Hamzat's Journey* (Chechyna) and *Meltem's Journey* (Turkey).
- Join the movement in support of International Day of Peace on 21 September – find ideas for action and share your plans for peace day to help inspire other around the world. Visit: <http://peaceoneday.org>

Overcoming violence – World Council of Churches

Give me a heart of poverty,
able to love and open up and
give myself to others.

Give me a heart of patience,
able to love and live in hope.

Give me a heart of peacefulness
able to love and sow peace in the world.

Give me a heart of justice, able to love
and measure myself by the standard of justice.

Give me a heart of mercifulness,
able to love and understand and forgive others.
Give me a heart of sensitivity, able to love and weep
without being discouraged.

Give me a heart of purity,
able to love and see God in everyone.

Give me a heart of strength, able to love
and be faithful unto death.

Give me a heart touched by the
Gospel, able to love.

A child's prayer for peace

Dear God,
We thank you for giving us your peace.

Help us to spread peace at home and at school
by loving and caring for one another.

Help us to spread peace by listening to one another,
even when we don't agree.

Help us to spread peace by sharing our time
with those who are lonely and who need a friend.

Help us to spread peace by thinking and praying
for children who have no food or
who are frightened and live in fear.

Let us pray every day for peace
for our families, for our friends
and for ourselves.

Amen



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Prayers and reflections about peace

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

If the Earth were only a few feet in diameter, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it, marvelling at its big pools of water, its little pools and the water flowing between. People would marvel at the bumps on it, and the holes in it. They would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. The people would marvel at all the creatures walking around the surface of the ball, and the creatures in the water.

The people would declare it sacred because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and people would come to pray to it, to be healed, to gain knowledge, to know beauty and to wonder how it could be. People would love it and defend it with their lives because they would somehow know that their lives could be nothing without it.

If the Earth were only a few feet in diameter.

I Believe (found on the walls of a cellar in Germany where Jews were hidden)

I believe in the sun
Even when it is not shining

I believe in love
Even when I do not feel it

I believe in God
Even when he is silent

A prayer of Desmond Tutu

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

Blessed are you peacemakers

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

Amazing Peace – Maya Angelou

In our joy, we think we hear a whisper.
At first it is too soft. Then only half heard.
We listen carefully as it gathers strength.
We hear a sweetness.
The word is Peace.
It is loud now.
Louder than the explosion of bombs.

We tremble at the sound.
We are thrilled by its presence.
It is what we have hungered for.
Not just the absence of war. But true Peace.
A harmony of spirit, and comfort of courtesies.
Security for our beloveds and their beloveds.

We, Angels and Mortals, Believers and Nonbelievers,
Look heavenward and speak the word aloud.
Peace. We look at each other, then into ourselves,
And we say without shyness or apology or
hesitation:
Peace, My Brother.
Peace, My Sister.
Peace, My Soul.

Prayer of St Francis

Lord, make me an
instrument of your Peace
Where there is hatred, let me sow love.
Where there is injury, pardon.
Where there is doubt, faith.
Where there is despair, hope.
Where there is darkness, light.
Where there is sadness, joy.

O Divine Master, grant that I may not so much seek
To be consoled as to console;
To be understood, as to understand;
To be loved, as to love;
for it is in giving that we receive,
It is in pardoning that we are pardoned
And it is in dying that we are born to Eternal
Life.



Creating a more peaceful school

