

TeachPeace

Secondary



50+ lessons from the Peace Education Network

- ✓ Cross-curricular links
- ✓ Conflict transformation
- ✓ Nonviolent change
- ✓ Inner wellbeing
- ✓ Empathy and compassion
- ✓ Global citizenship
- ✓ Identity and inclusion
- ✓ Understanding war
- ✓ Human rights

ENOUGH PEACE

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

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Afghanistan Peace Project, Amnesty International UK, Child’s Rights International Network (CRIN), CMC Civil Mediation Council, Campaign for Nuclear Disarmament (CND) Peace Education, Circles of Salam, Corrymeela, Coventry Cathedral, CRESST, Development Education Centre South Yorkshire, Diversity Role Models, Ecumenical Accompaniment Programme in Palestine and Israel (EAPPI) UK and Ireland, Equality Trust, Facing History and Ourselves UK, Greenham Women Everywhere, Inscape Animations, Journey to Justice, Legacy of War Foundation, London Mining Network, Oxfam GB, Pax Christi UK, Peace Jam UK, Peace Pathways, Peace Pledge Union, Peacemakers, Protection Approaches, Quakers in Britain, Regions for Peace UK, filmmaker Sema Basharan, SGR Scientists for Global Responsibility, St Ethelburga’s, The Forgiveness Project, VbE (Values-based Education), War Child, WCIA Welsh Centre for International Affairs, WILPF Women’s International League for Peace and Freedom, World Beyond War.

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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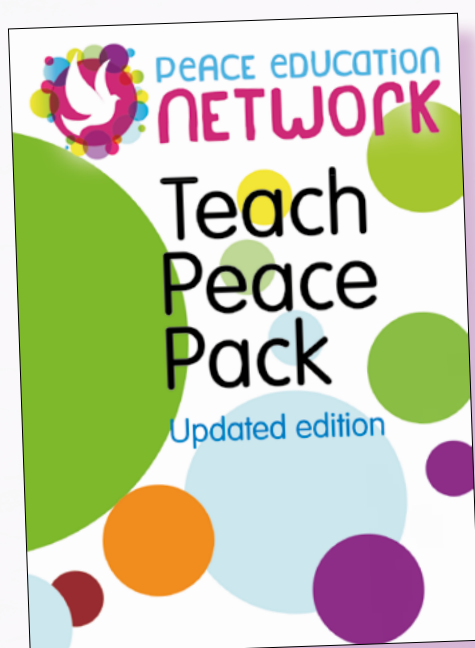
UN Sustainable Development Goal 4.7 aims by 2030 to ensure that citizens worldwide develop the knowledge and skills necessary to promote sustainable development, including through education, for a culture of peace and nonviolence.



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.

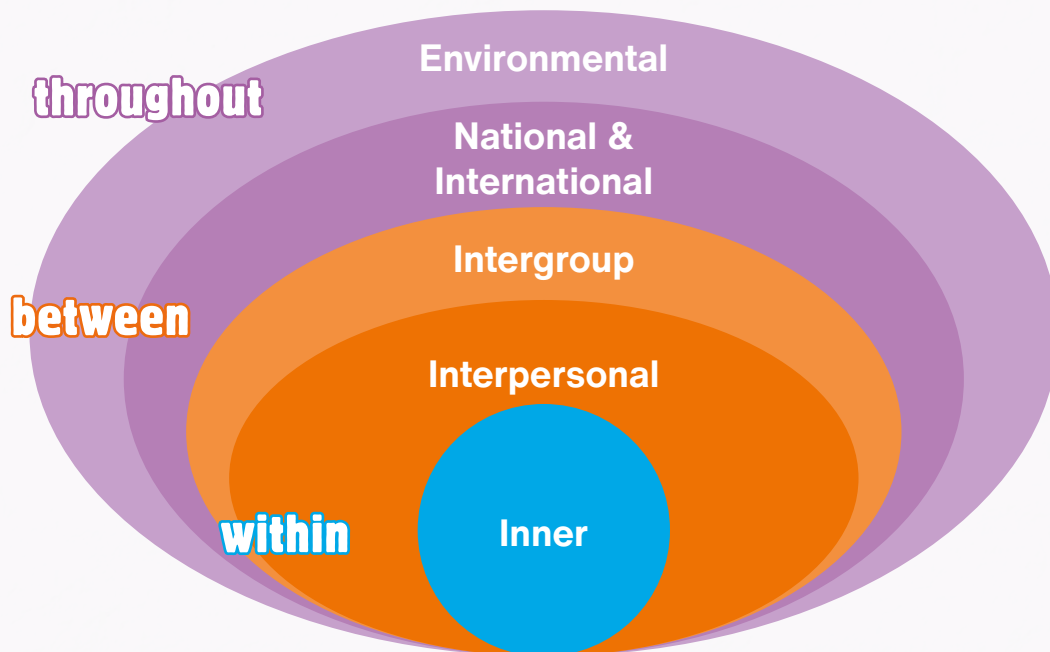
It is our hope that with this collection of lessons teachers can begin to explore concepts of inner, interpersonal and community-based peace with young people, developing curious and compassionate skills of empathy and hope, building cultures of reconciliation, solidarity and positive regard for others.

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 in England, Scotland and 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 journaling. 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.



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 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 England, Scotland and Wales. A full curriculum map of learning outcomes can be downloaded via peace-education.org.uk.

Teach Peace	National Curriculum, England	Curriculum for Excellence, Scotland	Curriculum for Wales
Wellbeing	Personal, social, health and economic education (PSHE) British values: mutual respect and tolerance	CfE Confident individuals Health and Wellbeing	CfW Healthy confident individuals Health and wellbeing
Citizenship and action	Citizenship PSHE living in the wider world British values: democracy, rule of law and individual liberty	CfE Responsible citizens CfE Effective contributors Social studies and contemporary society	CfW Ethical informed citizens of the world Humanities: ethical actions Cross-cutting: human rights Cross-cutting: local, national and international
History and society	History Geography	Social studies and past societies	Humanities
Literacy	English literature English language: read and writing	Literacy, reading and writing	Language, literacy and communication: expressing ourselves CfW cross-curricular skill: reading and writing
STEM	Science Mathematics	Sciences Numeracy and mathematics	Science and technology Mathematics and numeracy Humanities: our natural world
Creative expression	Art and design Drama	CfE effective contributors Expressive arts	Expressive arts CfW creative contributors
Talking and listening	English: speaking and listening Social aspects of Spiritual, Moral, Social, and Cultural development (SMSC)	Literacy, listening and talking	Language, literacy and communication: expressing ourselves Cross-curricular skill: listening and speaking
Religion and ethics	Religious Education Spiritual and moral aspects of SMSC	Religious and moral education	Religion, Values and Ethics (RVE) Cross-cutting: diversity

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.

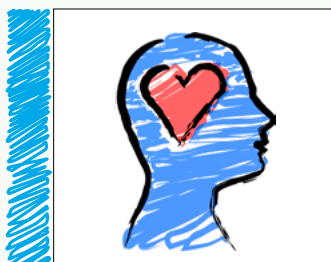
Read on for an introduction to each lesson and where it fits into the curriculum.

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!



1. Using your inner wisdom

Values-based Education (VbE) is an approach to education for schools and other settings. VbE gives learners access to an ethical vocabulary based on human values, such as respect, justice, integrity, harmony, trust and honesty. During this lesson learners will explore how to activate and use their inner wisdom to find their own inner peace.

Wellbeing | Religion and ethics



Values-based Education



2. 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



3. Under pressure: how do pressure groups work for change?

Learn from CND, the group that gave the world the famous symbol for peace (*right*), how pressure groups operate, and create your own in the classroom! Decide an issue to campaign on and design a citizenship action, taking on the same role of professional campaigners.

Citizenship and action | Talking and listening



4. Curious about conflict

Conflict Resolution in Sheffield Schools Training (CRESST) equips young people with the skills to be peacemakers. In this introductory lesson, designed for the PSHE curriculum in England, students will learn to identify what conflict is and why it starts. Follow-up lessons are available from www.cresst.org.uk.

Wellbeing | Talking and listening



5. How can you love an enemy?

If your home was bombed by an unseen enemy, how would you respond? That was the reality for the people of Coventry in 1940, and thousands of other towns and cities around the world before and since. Learn about this story.

History and society | Citizenship and action
Religion and ethics

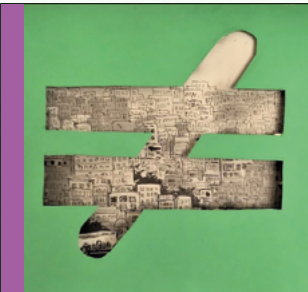




6. Identity and standing up for equality

What is the effect of bullying and discrimination against LGBT+ people? How can we stand up to bullying? Students will explore inspiring examples of upstanders and reflect on how their school can challenge discrimination.

Wellbeing | Citizenship and action



7. Do we need equality for peace?

Can the world be at peace when 2,000 billionaires have more wealth than the 4 billion poorest people on Earth? Learners will critically engage with real research data on the effects of inequality, particularly as it relates to the incidence of violence within society.

Citizenship and action | STEM



8. A changing world – LGBT Plus rights in England and Wales

What does LGBT+ stand for? What are the different legal protections for LGBT+ people in the UK and around the world? Students will analyse how they can improve LGBT+ rights at their school.

Wellbeing | History and society | Talking and listening



9. How should we remember war?

How do we connect with the past? How have we memorialised war? Students will look at examples of memorials from World War I to Iraq and consider their messages, reflecting on how they think we should remember war. Facing History & Ourselves uses the lessons of history to challenge teachers and their students to stand up to bigotry and hate.

History and society | Creative expression
Religion and ethics



10. Forgiving the unforgiveable

Mary Foley's teenage daughter was murdered at a friend's birthday party. 18-year-old Beatriz was jailed for life for the unprovoked attack. Explore Mary's journey of forgiveness, which took her from rage and anger towards forgiveness, including sending a personal letter of hope to Beatriz in prison.

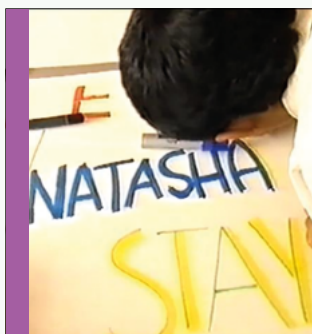
Religion and ethics | Talking and listening



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



JOURNEY TO JUSTICE



11. Youth campaigning

Looking at five very different stories of young people aged 6 to 18 who took action for peace and racial justice, we consider the values that drove them, the tactics they used and the reasons they succeeded. Our aim: to galvanise learners to consider the world they'd like to live in and grassroots action they can take.

Citizenship and action | Talking and listening



12. Empathy and compassion

Drawing on Peace Jam's Compassion in Action Curriculum, for Creating Inclusive Communities, learners will discover the life and work of the Dalai Lama, a world leader for peace, and practise the empathy and compassion he teaches.



PEACEJAM
UNITED KINGDOM

Wellbeing | Religion and ethics

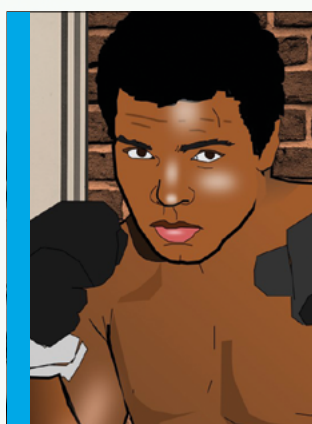


13. Handling conflicts – what kind of animal are you?

When in conflict with another person, we tend to behave in characteristic ways. When do we act like turtle, fox, teddy, owl or shark? Do we tend to always react in one way? What advantages and disadvantages does each type have? Learners will become familiar with the concepts of conflict as a part of life, and of conflict handling skills. They will explore how they behave in conflicts and choices they can make.

Wellbeing | Talking and listening

peace
pathways



14. Conscientious objectors

Why did some people choose to be conscientious objectors in World War I and what did this mean for them? What does military conscription mean?

Learners will reflect on their own principles and consider when they would be prepared to take action if confronted with military conscription.

History and society | Religion and ethics
Talking and listening

PEACE
pledge
UNION

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





15. A beginner's guide to nuclear weapons

To think about nuclear weapons, it is useful to understand both the ethics and the science. Using *the Beginner's Guide to Nuclear Weapons* from Scientists for Global Responsibility, learners will become experts in the science and the effects of nuclear weapons and use that insight to inform their moral reasoning.

STEM | Citizenship and action



16. 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.

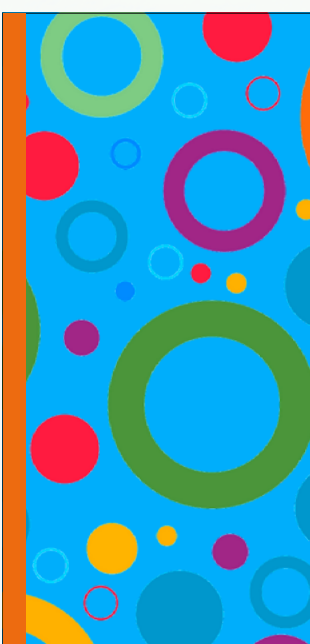
STEM | Religion and ethics | History and society



17. 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



18. RESTORE

How do we recognise the challenges we've faced? The RESTORE project was developed by Peacemakers alongside schools and restorative organisations in response to the challenges young people in schools were facing as a result of the Covid-19 pandemic. This lesson on Recognition is an introduction to a much larger journey, perhaps in regular tutor group setting. Over multiple sessions, learners can think about all the RESTORE steps as a community: Recognition, Empathy, Safety, Trauma, Opportunity, Relationships, Engagement. Each one of these topics is worthy of deep dive, and the idea is that you visit them regularly over a term. Find out more at www.restoreourschools.com.

Wellbeing | Talking and listening





19. Gender, war and conflict

Building on more than a century of women's peace activism, learners explore how war and conflict are experienced differently by men and women. They are also asked to reflect on why we need to talk about war and conflict and to consider how they are connected to our present lives.

Citizenship and action | History and society
Wellbeing



20. Military spending – does it make us more secure?

This session explores military spending and security. Looking at the national budget and how much is spent on the military, students are encouraged to discuss whether this makes us more secure and explore what would make the world safer.

Citizenship and action | History and society | STEM



21. Challenging Islamophobia and identity-based violence

During this lesson, learners will consider how anti-Muslim hate, Islamophobia, and other forms of identity-based violence occur in society through the exploration of a personal story. Learners will then consider how we strengthen our schools and communities by making them a more open, inclusive and welcoming place for everyone.

Citizenship and action | Religion and ethics



22. Reading pictures from war

Images of war can lack respect for the subjects and leave viewers feeling alienated. Giles Duley's photographs and texts document survivors of war, telling individual stories of love and fortitude that inspire hope. Learners will see the human side of war. Through discussion, they will consider the power of sensitive images and their role in highlighting the human cost of conflict.

Creative expression | Citizenship and action



23. Exploring our roots and migration

"Follow the roots of our family trees down, down into the past, and eventually they join."

Using the animation from Inscape, explore how we are all connected across time, land and sea. Learners will explore terms like genealogy, refugee and migration and what it means to be connected today.

Creative expression | Citizenship and action | STEM



INSCAPE
ANIMATIONS



24. Youth refusing violence

Learners will understand what it means to 'refuse violence' and choose active nonviolence. They will explore different forms of violence in order to become equipped to deal with it and make the right choices.

Talking and listening | Wellbeing | Religion and ethics



St Ethelburga's
Centre for Reconciliation and Peace



25. Armed drones

Drones or 'Unmanned Aerial Vehicles' (UAVs) are increasingly used by countries in war, including the UK and USA, but are they a good idea? Young people will learn about how drones are used, and their effects on civilians.

STEM | Religion and ethics | Talking and listening | Citizenship and action



Afghanistan Peace Project



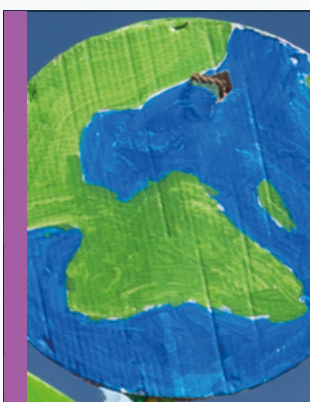
26. The human impact of climate change

Learners will find out about two key elements of climate justice: inequality and interconnectedness. They will think in greater detail about how the lifestyles of people in the world's high-income countries impact on the rest of the world.

STEM | Citizenship and action



OXFAM



27. 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**



28. What is your relationship with nature?

Teach Peace is about relationships at every level, and one is our personal relationship with nature and the earth. This lesson asks learners what relationship they want with nature. They will visit a natural space and prepare a display to celebrate nature on their doorstep.

STEM | Religion and ethics | Creative expression



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

Albert Einstein

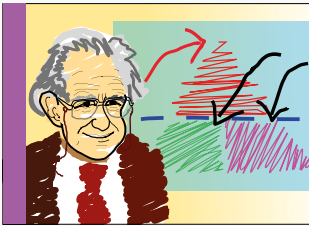




29. Responding to unseen poetry from Potent Whisper

Potent Whisper is a London based rapper and Spoken Word artist. The lesson introduces his piece, *The Rhyming Guide to Joining the Army!*, and gives students the opportunity to respond to it as unseen poetry. The poem also raises important questions about under-18s recruitment to the armed forces and the way it is promoted to young people.

Creative expression | Citizenship and action



30. Understanding violence

Learners will be introduced to the concepts of direct, structural, and cultural violence. They will think critically and reflect on the different types of violence present in different contexts.

Citizenship and action | Talking and listening



31. Positive Peace

Learners will be introduced to the concept of Positive Peace and its importance for promoting optimum environments for human potential to flourish. They will consider the practical application of the Positive Peace model in different contexts.

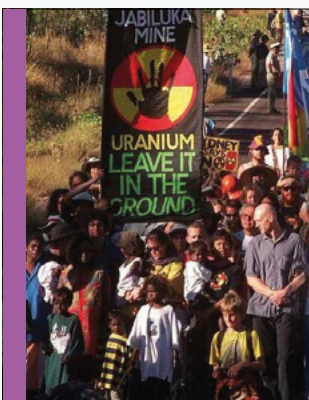
Religion and ethics | Citizenship and action



32. Nonviolent action: a force for change

Nonviolence has been a force for change around the world, proving effective in unlikely struggles for peace and justice. The aim of this lesson is to enable learners to explore some disagreements around the definition of nonviolence. Learners will also explore their own views about nonviolence.

Citizenship and action | History and society



33. Jabiluka: What happened?

Learners will find out about a situation in which nonviolent direct action succeeded. This is the story of the successful nonviolent direct action taken by the Mirrar people and their allies against the Jabiluka uranium mine which was to be built on their ancestral land dangerously close to the Kakadu National Park in Northern Territory, Australia. Learners will carry out a guided group research project on the topic.

Citizenship and action



WORLD BEYOND WAR.org
a global movement to end all wars



WORLD BEYOND WAR.org
a global movement to end all wars



Development Education
Centre South Yorkshire



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



34. 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



35. What is mediation?

In this lesson from the Civil Mediation Council, learners will find out what mediation is and its role helping to resolve conflict in society. They will try out a simple example mediation, and consider the skills, knowledge and values a mediator needs. This lesson could be a first step to deciding whether your school community could use peer mediators.

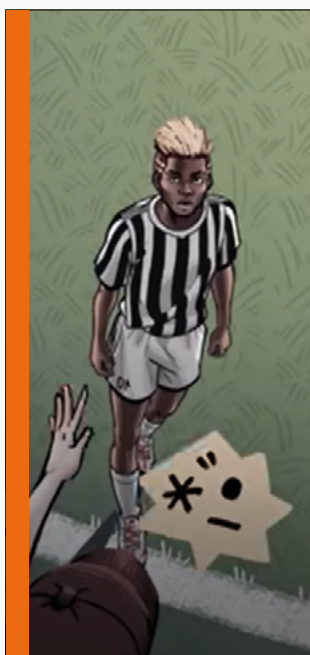
Wellbeing | Talking and listening



36. Unknown Ravens

Using the video 'Unknown Ravens', learners will find out about conscientious objection in Britain during World War I and World War II. They will explore the reasons why some people might refuse to fight in wars and reflect on their own position.

History and society | Creative expression



37. Chants in football and tackling discrimination

How can football tackle discrimination? Fans are the lifeblood of football, but what effect does their behaviour have?

Learners will reflect on being a fan and the impact of racist, homophobic, sexist and other discriminatory chants, and think about how football can prevent discrimination.

This activity has been developed by Lennard Bunt within the framework of the Football Makes History project, which is co-funded by the Erasmus+ Programme of the European Union as part of the Football History for Inclusion project.

Talking and listening | Wellbeing | Creative expression



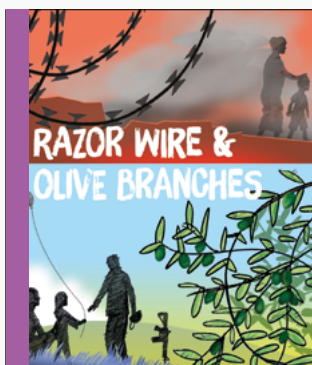


38. Religion and peace

What is the relationship between religion and peace? Some people argue that religion is a cause of war, but many say that their faith is a source of peace. Learners will study teachings from a range of faith traditions, exploring common themes such as the sanctity of life, inner peace, nonviolence, just war and reconciliation. They will consider their own response and what interpretations of peace resonate for them.

Religion and ethics | History and society

Religions for Peace
UNITED KINGDOM



39. Human rights in Palestine and Israel

Taken from the *Razor Wire & Olive Branches* pack from EAPPI, this lesson uses eyewitness case studies from human rights monitors. Learners will evaluate the human effects of conflict and Israel's occupation of the West Bank and Gaza. The lesson approaches the issue with an ethos of principled impartiality.

History and society | Literacy | Citizenship and action



40. A lonely march in Northern Ireland

The organiser of a march in the Northern Ireland city of Armagh receives frightening phone calls, and then a letter that threatens her life. What will she do? In this sample lesson from Corrymeela's *Upstanding*, learners will hear the real-life story of Mary Healy, who marched with Peace People despite threats to her life in 1976, which went on to win the Nobel Prize. This leads to an exploration of why it is so easy to be a bystander.

History and society | Citizenship and action
Religion and ethics | Talking and listening

corrymeela



41. Antisemitism and antisemitic tropes

Antisemitism is increasing in Britain and around the world. To be able to challenge it, young people need to be able to recognise and challenge antisemitic messages and myths. This lesson teaches students about antisemitic tropes, their troubled history, their evolution and their present manifestation, and the harm that their circulation can cause. It is the first lesson in a unit designed with the support of the Association of Jewish Refugees (AJR) that helps teachers have conversations with learners about contemporary antisemitism in a safe, sensitive and constructive way.

Citizenship and action | Religion and ethics
Talking and listening

FACING HISTORY & OURSELVES
UNITED KINGDOM

Build on this lesson with more material from the unit 'Discussing contemporary antisemitism in the classroom'.



42. Afghanistan – behind the news

This lesson looks at the rich history of Afghanistan and explores the long Afghan tradition of kite-flying. It can be easy to forget that Afghan history didn't start in 2001 with the US-British invasion. Young people, however, may have only encountered Afghanistan after the fall of the last government in 2021, when the news was full of distressing stories. This interactive lesson will explore Afghan history and culture behind the news. It will also look at how kites have become symbols of peace and resistance.

**History and society | Creative expression
Citizenship and action**



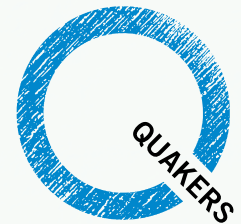
Afghanistan Peace Project



43. Poems from three cities

London, Sana'a and Hiroshima: three cities bombed at different moments in history. Three poets respond to these events. Learners will analyse the poets' approaches and make their own poetic responses to the texts.

Creative expression | Literacy | History and society



44. Slavery then and now

Beginning with the 2020 destruction of slave trader Edward Colston's statue, this lesson from Anti-slavery International looks at slavery past and present and invites learners to consider its impact and how it can be challenged. The learning looks at the connection between racism and slavery, and how these can be challenged today.

Citizenship and action | Religion and ethics



45. War and children's rights

What happens to children in war and conflict? Drawing on War Child's experience protecting children's rights in war affected countries? Learners will unpack what we mean by war and conflict and the children's rights consequences, from becoming refugee to being forced to fight as a child soldier.

Citizenship and action | Talking and listening



46. The impact of war on children

Explore the geography of conflict and the fact that many wars have common threads. Examine the impact of conflict and how it disproportionately affects children. Learners will build empathy with children affected by war by considering and researching the long-lasting effects on their lives.

Citizenship and action | Literacy





47. Child soldiers

Express opinions about a variety of issues affecting young people across the world, and listen to others' views. Explore how and why children become 'child soldiers', and how it affects their lives in different ways. Build empathy with young people who have not been able to experience childhood.

History and society | Talking and listening



48. Street children

Examine the different ways that children's rights are protected. Learn how children's rights can be compromised by conflict. Reflect on the similarities and differences between life in the UK and life for street children.

Citizenship and action | Wellbeing



49. Emergencies

Think about what emergencies mean and what causes them. Investigate how conflict can change communities by focusing on the experience of refugees. Examine the different consequences of emergencies for children.

Citizenship and action | Literacy



50. What difference can one person make?

Explore the notion that individuals' actions can impact on society, and the different ways to influence change. Express your opinions, justify them and listen to others' views. Work together and make decisions based on viewpoints as they develop.

Citizenship and action | talking and listening



51. When Mandela danced in the square

Explore Scotland's connection with Nelson Mandela and feel empowered to take action on issues of importance to them today. Learners will explore the context of apartheid South Africa and the life of Nelson Mandela and the Scottish anti-apartheid movement and practise speech-making as an awareness-raising tool.

History and society | Citizenship and action
Creative expression



**"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



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 mirror 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

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), Gurpurab (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

**“Nonviolence is love and it
stirs courage in people.”**
Abdul Ghaffar Khan

January

- 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

- 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

“War is organised murder, and nothing else”. Harry Patch, “the last Tommy” who fought in World War I and died in 2009

“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



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.

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



This pack 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 50+ 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.

You can also choose to stitch together lessons into longer learning journeys. For example, you might combine a lesson on pressure groups with a lesson about nonviolence. After learning about the effects of armed conflict, you might want to explore the idea of 'Positive Peace'. Perhaps you'll follow up 'Curious about conflict' with a lesson exploring your conflict style.

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

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

