

Building Peaceful
Schools



JUNIOR PEACEMAKERS

WORKSHOP GUIDE

Introduction

This resource is for teachers and facilitators educating for peace with children aged 8-11. It draws on Peacemakers' experience of bringing together global issues, with social and emotional learning. Inside you will find the tools to be able to create and facilitate a Junior Peacemakers workshop, designed to support the development of children's skills, attitudes and motivation to build *Peace Within* [Inner Peace], *Peace Between* [Peaceful Relationships] and *Peace Throughout* [Peaceful Communities].

For teachers: Use this resource to plan an off-timetable day for your class or year group. The activities are most suitable for Years 4-6 [England & Wales], P5-P7 [Scotland], Y5-7 [Northern Ireland], and can be adapted for slightly younger or older children.

For facilitators in other settings: Gather a group together in a community centre, meeting room or outdoor learning centre and use this resource to plan a day of activities. Bringing children together from different schools offers opportunities for mutual learning, collaboration and shared understanding.

Why focus on peace?

There is a universal desire to live in a world that is at peace - free from violence, free from discrimination, free from poverty, trauma, hurt and unkindness. Peace can sometimes be dismissed as an unobtainable utopia which can never be reached; an idealistic view of the world held by those out of touch with the realities of life. For those of us working in Peace Education, we work unashamedly towards a more peaceful world whilst grounded in the truths that conflict will always exist and there will always be those who hold power, for good or ill, over others.

Educating for Peace identifies inequality, injustice, conflict and violence and works towards equipping ourselves and others - adults and children - with the skills, knowledge and attitudes to be able to respond differently and positively. It holds a mirror up to the accepted ways of doing things and asks us to consider, and use, alternatives. For example, non-violent and creative responses to conflict; empathic understanding that empowers by feeling *with* people; a supportive, curious response to challenging behaviour; and a recognition that all emotions are necessary and can be managed in a healthy way, including sadness and anger. We also recognise the challenges facing many young people - peer pressure, poor mental health, unfair access to education, living in poverty - but also the resilience, eagerness to learn about the world and the energy to stand up against injustice which we find among so many young people too.



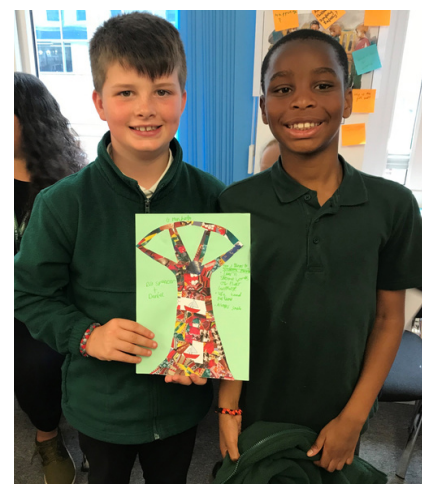
Sculpture by Mark Wallinger at the London School of Economics, unveiled in March 2019.

This resource shares activities that can give a voice to those who may feel unheard, and harness the energy of those who want to make a difference to their world. It offers knowledge, and tools for questioning, about complex issues, whilst exploring our emotional responses to them.

About Junior Peacemaker Workshops

These workshops were developed by Peacemakers and Peace Hub in Birmingham, as a way of bringing children together from different schools, to explore issues going on in the world. Our aim is to shine a light on important global themes, whilst making connections to children's everyday lives, moving conversations from *the* world to *their* world, enabling children to talk about how these issues, both local and global, affect them.

We work with schools in the West Midlands and have a venue that we can invite people to. Schools are invited to bring a group of four children and one or two members of staff. Children are selected for different reasons. Some are members of the school council or eco-club, others are children who find social situations difficult. Being in a small group gives them a chance to shine.



At the end of the workshop, these groups are asked to take their learning back to school and to share it, becoming teams of Junior Peacemakers. We have put this resource together to enable others to facilitate a workshop, either in school or at a different venue, depending on your context. The workshops use circles as the space for learning, inviting child-led discussion, dialogue, participation and play.



Using this resource

Choose a theme

Pg 3

Pencil in a date

Pg 10

Download the checklist right for you

Pg 11

Go through the preparatory pages

Pg 12

Select the activities you want to use

Pg 19

Explore additional information and links

Pg 33

Throughout this resource you will see hyperlinks. Those that are black link to external sites. Those that are purple link to materials you can download.



Which theme will you choose ... and why?

There are 6 themes to choose from as shown. You might make a decision about which theme to choose based on the Global Events Calendar [page 11], or on the Curriculum and other school-wide initiatives [see below]. Alternatively you could ask children what they would like to explore, or what they feel most passionate about. Divide the class into groups of 3 or 4. Give each group a set of the [cards](#) shown below. Ask the children to rank the cards with the one they feel most passionate about at the top, then place the next two below and then finally their least favourite three, so the cards are placed in a triangle. Is there a class favourite? If not, what would be the fairest way of deciding which of the most popular themes you might explore? Can people make a case for why one theme is more relevant to the class than another?



A Sense of Belonging:
Welcoming refugees & asylum seekers



Creating a Healthy School:
Wellbeing & relationship-building



Change Starts with Us:
Taking action against bullying



Thinking about WW1:
Choices then and now



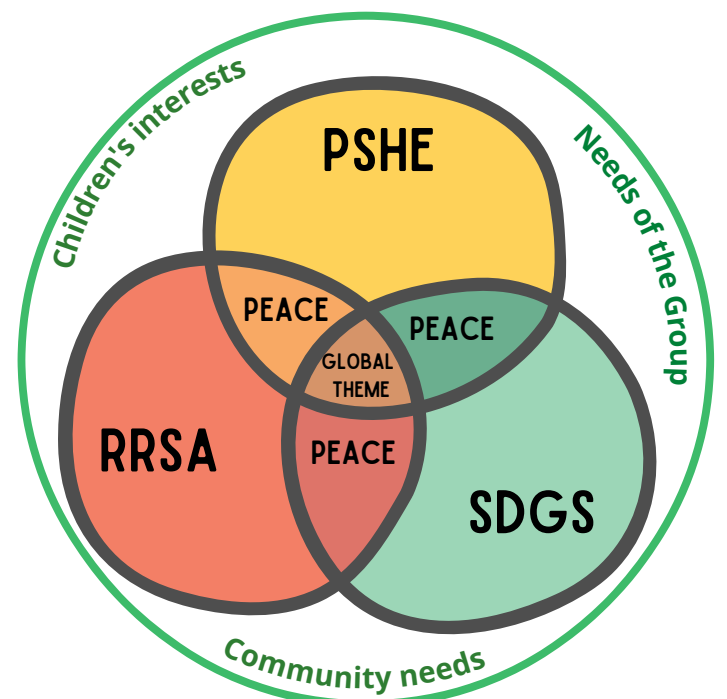
Climate Justice:
Peace, sustainability & rights



It's not Fair:
How can I make a difference?

Connecting to the curriculum & wider initiatives.

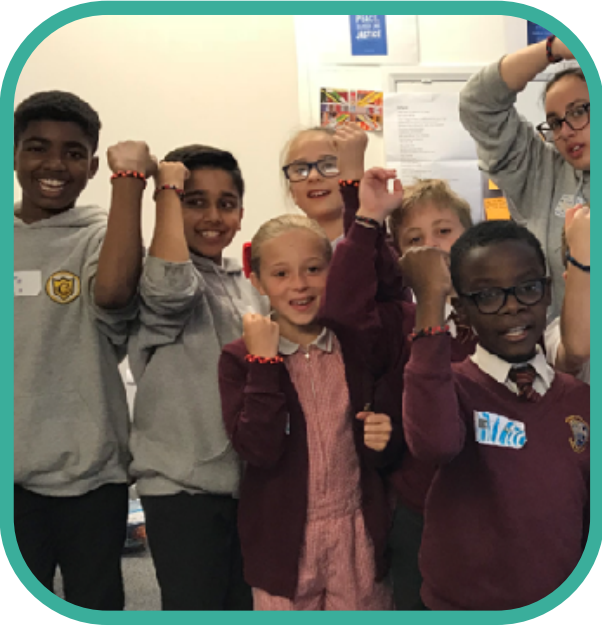
On pages 4-9, we have made some connections between the six themes and the PSHE [Personal, Social, Health, Economic] Programme of Study, Unicef Rights Respecting School Award [RRSA] and the Sustainable Development Goals [SDGs]. These connections are offered to help you think about outcomes you are planning for, however, don't be limited by these. At the top of each page is a space for you to add a sentence or two, of what you and the children you are working with, hope to gain from the workshop.



A Sense of Belonging:

welcoming refugees & asylum seekers

This workshop supports the aims of Refugee Week, the UK festival which celebrates the contributions of refugees, and seeks to deepen understanding of why people seek sanctuary. What do you hope to gain from this workshop?



How does this workshop connect to the curriculum & wider initiatives?

SDGs [Sustainable Development Goals]



10.7 facilitate orderly, safe, and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies.

UNCRC [United Nations Convention on the Rights of the Child]



Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

PSHE [Personal, Social, Health & Economic Education]

CORE THEME 2: RELATIONSHIPS

Pupils learn:

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

CORE THEME 3: LIVING IN THE WIDER WORLD

Pupils learn:

L6. about the different groups that make up their community; what living in a community means.

L7. to value the different contributions that people and groups make to the community.

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

Creating a Healthy School: wellbeing & relationship-building

This workshop looks at the connections between wellbeing and peace. It offers frameworks for exploring wellbeing and promotes spending time in green space, or bringing nature into everyday life, to benefit both mental and physical wellbeing. What do you hope to gain from this workshop?



How does this workshop connect to the curriculum & wider initiatives?

SDGs [Sustainable Development Goals]



3. Ensure healthy lives and promote well-being for all at all ages.

UNCRC [United Nations Convention on the Rights of the Child]



Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.



Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

PSHE [Personal, Social, Health & Economic Education]



CORE THEME 1: HEALTH AND WELLBEING

Pupils learn:

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H17. to recognise that feelings can change over time and range in intensity

CORE THEME 2: RELATIONSHIPS

R10. Pupils learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

CORE THEME 3: LIVING IN THE WIDER WORLD

L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Change Starts with Us: taking action against bullying

This workshop supports the aims of the Anti-Bullying Alliance to highlight young people's voices and share their ideas for change. What do you hope to gain from this workshop?



How does this workshop connect to the curriculum & wider initiatives?

SDGs [Sustainable Development Goals]



4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others... promotion of a culture of peace and non-violence...
4.a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

UNCRC [United Nations Convention on the Rights of the Child]



Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.



Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

PSHE [Personal, Social, Health & Economic Education]

CORE THEME 2: RELATIONSHIPS

Pupils learn:

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

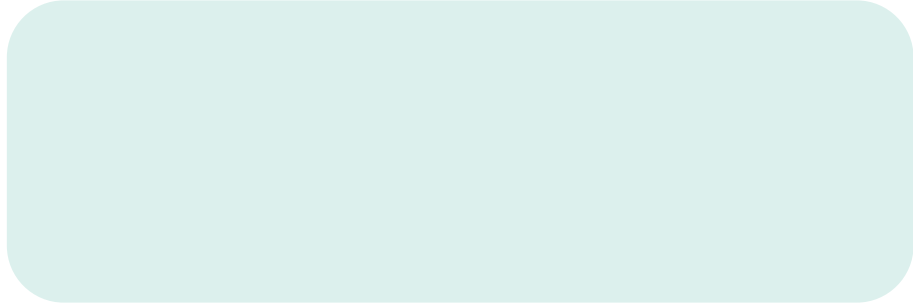
R21. about discrimination: what it means and how to challenge it

CORE THEME 3: LIVING IN THE WIDER WORLD

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.

Thinking about World War 1: choices then and now

This workshop opens up discussion about the choices people made during WW1. It explores the context in which people made those decisions and the consequences of those choices. It considers the choices we make today, and what it takes to make difficult decisions. What do you hope to gain from this workshop?



How does this workshop connect to the curriculum & wider initiatives?

SDGs [Sustainable Development Goals]



16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development



UNCRC [United Nations Convention on the Rights of the Child]

Article 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.



Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.



Article 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

PSHE [Personal, Social, Health & Economic Education]

CORE THEME 2: RELATIONSHIPS

Pupils learn:



R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

Climate Justice

peace, sustainability & rights

This workshop engages young people to think about the issues of justice that surround climate change, for themselves and for people around the world, whilst supporting them to take action. What do you hope people will gain from this workshop?



How does this workshop connect to the curriculum & wider initiatives?

SDGs [Sustainable Development Goals]



13. Take urgent action to combat climate change and its impacts



2.4 by 2030 ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters, and that progressively improve land and soil quality.



11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement...holistic disaster risk management at all levels



UNCRC [United Nations Convention on the Rights of the Child]

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.



Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

PSHE [Personal, Social, Health & Economic Education]

CORE THEME 1: HEALTH AND WELLBEING

Pupils learn:

H18. about everyday things that affect feelings and the importance of expressing feelings

CORE THEME 3: LIVING IN THE WIDER WORLD

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)



It's not Fair how can I make a difference?

This workshop explores some of the injustices we find in society. It enables children to identify the skills, knowledge and attitudes they have within themselves, and those in others, to be able to make a difference. What do you hope to gain from this workshop?

How does this workshop connect to the curriculum & wider initiatives?



The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice.

UNCRC [United Nations Convention on the Rights of the Child]



Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background



Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.



Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.



Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

PSHE [Personal, Social, Health & Economic Education]

CORE THEME 1: HEALTH AND WELLBEING

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

CORE THEME 2: RELATIONSHIPS

R21. about discrimination: what it means and how to challenge it

CORE THEME 3: LIVING IN THE WIDER WORLD

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

Global Events Calendar

There are key dates in the calendar that you can plan your workshops around. You may want to time your workshop so it takes place a couple of weeks ahead of these dates. Any learning from your workshop can then be included on the day itself in school. For a list of other global events, you can obtain a wall planner from the [Global Dimension](http://Global Dimension website) website. Find out which dates are important to people in your community too. Click on the images below to find out more about each event.



September

International Day of Peace



October

World Mental Health Day



June

Refugee Week



November

Anti-Bullying Week



April

Earth Day



February

Fairtrade Fortnight

Planning Checklists

We offer 3 checklists for planning a Junior Peacemaker workshop, depending on your context. Download the one relevant to you. They include pre-workshop planning, things to remember on the day and post-workshop planning. They will also help you to remember critical information such as photo consent and risk assessments. The links to template forms can be found below.

Checklist 1 - Hosting a workshop at a venue

This checklist applies if you are hosting a workshop at an external venue such as a community centre or Friends meeting house. We recommend inviting 4 children from 3 or 4 schools. Each group will be accompanied by one or two adults, depending on school policy. This will give you a group size of between 12 and 16 children and 4-8 adults. These small groups will be asked to take their learning back to school. [Template forms, advice for contacting schools, sample flyers and emails, can all be found here.](#)



[Click on the image to download Checklist 1](#)

Checklist 2 - Bringing a workshop to a school

This checklist applies if you are an outside visitor facilitating a workshop in a primary school. When offering to visit a school to run a workshop, please consider your experience before deciding what your offer will be. We suggest maintaining the principle of setting up a small team of Junior Peacemakers in school. Ask to work with 12 children from Yr 4 and 5 or 12 children from years 5 and 6. If you have experience of working with large groups of children, you can work with a whole class or year group. [Template forms, advice for contacting schools, sample flyers and emails, can all be found here.](#)



[Click on the image to download Checklist 2](#)

Checklist 3 - Running a workshop in your school

This checklist applies if you are a teacher working in a primary school. You could maintain the principle of setting up a small team of Junior Peacemakers in your school and work with a group of 12 children or you can work with a whole class or year group. You could also choose a theme for a half term and run the activities weekly. If you do this we advise setting up the classroom with the chairs in a circle where you can.



[Click on the image to download Checklist 3](#)

Please note...



Pay careful attention if and when children are being selected to take part in a workshop. Think through how children will be selected, on what basis and what happens if the process involves the rejection of any children. Make sure any processes are inclusive and transparent. Involve the children in decision-making to model peacebuilding approaches.

Peace Education is the process of acquiring the values, the knowledge, and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

People generally have a strong desire for peace and nonviolent alternatives for managing conflict.

The question for us is: how do we bring that about through education?

Educating about Peace

Teaching about conflict in the world we live in, and cultivating the understanding and ability for people to change things they see as wrong, in their own community and more widely.

Educating for Peace and Culture of peace

The expression "Culture of Peace" began to take form in the late 1980s, and was a concept UNESCO adopted that "presumes peace [as] a way of being, doing and living in a society that can be taught, developed, and best of all, improved upon."



Negative Peace

The absence of war or violence in a country. Here, the emphasis is on maintaining or 'keeping the peace'; so policies may need to be put in place to control violence. Framing peace in terms of what needs to be absent, leads us to make peacekeeping decisions that may work in the short-term but don't address the underlying causes of conflict and violence.

Positive Peace

Includes not just the absence of things such as violent conflict or oppressive social structures such as discrimination but also the presence of positives: justice, resolution of conflict, social systems that are equal and fair.

Framing peace in terms of what is needed to build and maintain peaceful communities, relationships and individuals, leads us to make peacebuilding decisions such as learning the skills of conflict resolution and living shared values across an organisation or a community.

UN Committee on the rights of the child states:

Education must include not only literacy and numeracy but also life skills such as the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life.

Sustainable Development Goal 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The Learning Environment

Junior Peacemaker workshops are lively, engaging and participatory. Our work is underpinned by the values of positive peace: inclusion, justice, fairness, respect, equality and equity.

As facilitators it is our job to provide a space that builds confidence and allows views to be shared, discussed and challenged in non-violent ways. We invite children to take shared responsibility in helping to create this. Spaces are constructed to allow a difference of opinion to be expressed safely and as far as possible, without raised voices, judgmental responses or threats.

To develop curiosity, questioning and mutual learning we try to remember that individuals inhabit different worlds and we can learn from each other. These principles are critical to our work. As facilitators we try to model a 'way of being'. For example, children will often talk about their use of social media or technology as a way of finding peace. Becoming inquisitive about this opens up conversation and demonstrates respect and curiosity. When met with this, children have the opportunity to mirror these values back to us.

Circles

Circles have been used by communities across cultures for centuries as a way of generating discussion and dialogue.

When the talking piece is passed round everyone in the circle, then everyone has the opportunity to speak, giving a real voice to those who may otherwise be excluded. They provide a formalised listening process that encourages empathy and understanding.

In circles, the facilitator shares responsibility for running the session with the class - jointly making decisions about who speaks next or the tempo of conversation for example.

This balancing of power can help to build good relationships between the children; and between adults and children.

Chairs help to maintain the circle and make games easier to play. When using chairs it is a good idea to make sure they are all the same to reinforce the idea of equality in the circle. If you decide not to use chairs, you could use carpet tiles to help designate each person's space on the floor.

Talking Pieces

A 'talking piece' helps establish the principle of one person speaking at a time. Koosh Balls or bean bags are passed from person to person around the circle. Imaginary talking pieces have been used during the Covid-19 pandemic.

A talking piece can also help to share the responsibility of deciding who will speak. If someone in the circle has something to offer, they place their hands, palms up, on their lap as a signal. The person who has the talking piece chooses the next speaker. Encourage pupils to make 'adventurous choices' - choosing who has not yet spoken, or who they might not know. Everyone has the right to pass. Anxious children often choose to speak later or with practice.



Inclusion is one of the underpinning values of positive peace. Use these questions as you prepare for your workshop, and when you are reflecting on what happened. We bring our experiences into the space with us and they are part of who we are. This is true for every other person in the room. Asking questions of ourselves and others, with an open mind, helps to challenge and transform us professionally and personally.

Mitigating Bias

- Am I using transparent, random methods to select pupils such as drawing lollipop sticks from a jar?
- Am I giving opportunities for children to select who will speak next & encouraging adventurous choices?
- Have I selected images that represent diversity?
- Am I aware that I need to consciously search for resources that challenge stereotypes *[eg images of urban Africa as well as rural Africa?]*
- Have I looked at the leaflets, posters, books, etc in the room to see what hidden messages I am conveying?
- Am I providing opportunities for everyone in the room to have a voice?
- Am I affirming everyone in the room and expecting the same of everyone? *[Eg Does the way I talk to children when they do arts & crafts activities differ between genders?]*

Download 7 steps to mitigate unconscious bias

Additional Needs

- Do I have a flexible approach, ready to adapt activities if necessary?
- Am I including a range of resources & experiences?
- Am I ready to adapt games for those with mobility issues?
- Have I asked about the needs of the group?
- Have I planned in opportunities for children to get used to the space, and ask any questions about the venue?
- Am I ready to explain what is going to happen during the day to reduce anxiety for those who need structure?
- Am I ready to give space and opportunities for children to ask for support from the adults they know, if they need it?
- Am I providing opportunities for everyone to succeed?

Five ways to help children with special needs

Trauma Aware

Some themes may touch on people's personal experiences:

- Have I provided a welcoming, safe space for people to come into?
- Do I have a **basic understanding** of what happens in the brain and the body when trauma is triggered?
- Am I prepared to allow children to pass without speaking in the circle to reduce anxiety?
- Am I ready to hand over to another adult or teacher to help a child to regulate or leave the room if they need to? Is there a suitable space for this?
- Have I provided activities that allow me to build on people's knowledge & capacity to share without being intrusive?

Adversity & Trauma Informed Practice Guide



When it comes to planning a Junior Peacemakers day, we think about the journey we are taking people on. Here we explain what happens at each stage of the day - welcoming people, Session 1 [before break], Session 2 [after break] and Session 3 [after lunch]. There are 4 questions we ask ourselves:

Feelings



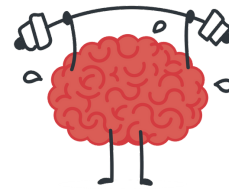
How might the activities impact on children's feelings and emotions?

Complexity



How can we support children to engage in the complexity of this issue?

Engagement



Which parts of the brain and body are being activated through the day?

Messaging



What key messages are children and adults taking away from this experience?

At every stage of the day, from booking to following up, we do our best to model the values of peace as a way of life—more than a subject to talk about. This means approaching every encounter with humanity, empathy, curiosity, creativity and understanding. Here we focus on the shape of the day itself and explore each session in depth. It may seem daunting and for most of us we do some of these things without thinking, but it's helpful to be explicit about what we are doing and why we are doing it.

Welcome [if hosting a group at a venue].

The beginning of the day is an anxious time. For us there is nervous energy as we wait for everyone to arrive. Will people find us OK? Will everyone turn up? Will they arrive on time? Many factors can affect the state in which people arrive to the venue.

For the teachers who are accompanying the group, it can be a stressful experience. Many times a member of staff has arrived at school and been told that morning, that the teacher who had planned to bring the group is absent or is needed at school, and could they accompany the group. They may have no idea of what they are coming to. But they come, and we really appreciate it. Traffic or taxis that arrive late can all add to feelings of stress. Children arrive excited and then they see people they don't know. They stick to each other in their school groups and huddle around their teacher. Some are shy and others have lots of questions. How we manage this part of the day is critical for the success of the whole day.

Hospitality

Make refreshments available, Meet the minibus or taxi. Look out for groups that may be lost. Have the phone and phone numbers to hand. Show people where to leave coats & bags, invite people to make name stickers and have a signing in sheet. Be aware that some groups will arrive earlier than you expect.

Something to do

If you have the facilities, show a video that children can watch while they are waiting. This video will introduce the theme of the day. Some groups arrive very early. This stimulus can engage nervous children. It gives you a chance to settle the adults too. You could also have some chatterboxes available for children to play together.

Conversation

Be ready to chat to the adults and the children. Ask about their journey or the film they are watching. If someone gets lost or is late they may be stressed. Lean into this and offer reassurance and a calm demeanour. Give space if you sense it is needed. Introduce people to each other.

You now have a group of children and adults in a room and time needs to be put over to build trust and ease, even if these people feel they know each other. In this session the room is set up in a circle. Everyone is included in all the activities. During group work, it can sometimes be a good idea to put the adults together in a group so they are engaged in the conversation, but children can talk alone. In our workshops there is a high adult to pupil ratio so we think carefully about the role of adults and their potential impact on discussions in small groups. Other times it can be helpful to have an adult in groups but not necessarily working with children from their own school.



Initially people may be very quiet. A range of feelings will be present. The aim is to help people relax before asking them to engage in thinking about big issues.



'Here we raise an issue and invite exploration without offering 'simple' solutions. Children will often throw fresh perspectives on complex issues when invited to do so.



In this session we talk as a whole group and in pairs. We play games that get us moving around and mixing up. We work in small groups with a resource to help stimulate dialogue.



Messaging: Relationships are key to peacebuilding; all questions are welcome; everyone is included; we are all learners.

Agreements

Involve the group in coming up with a shared agreement for the day. You could introduce some structure and then ask if anyone has anything to add [perhaps after the game when people are relaxed]. Establish a talking piece. Establish a raised hand that everyone copies when they see it, as a signal to bring everyone back together. Ask for people to put their hands out, palms up, if they have something to offer the circle. Everyone has the right to pass. Everyone has the right to change their mind about speaking, or to change their opinions on an issue.

Checking In

A 'check in' provides everyone with an opportunity to speak. The talking piece is passed around the circle. Ask people to say their name, their school and one word to describe how they are feeling.

Game

At this point play a mixing up game such as The Sun Shines on You. It's fun, energetic, and involves everyone. Some children may not like being in the middle. Be prepared to empower them to take part. Model the game by choosing a simple example like 'the sun shines on you if you like pizza'.

Getting to know each other

Once everyone is mixed, pair people up around the circle. Ask people to chat in their pairs and to find out something interesting about their partner. Go around the circle and ask people to introduce their partner by name and share one interesting thing about them. We run this activity with classes of children who know each other, as well as groups who don't. There is always something to learn about others! Mixing the group first means that people are likely to be working with people they know less well.

Framing the issue

At this point, the theme of the day, anti-bullying for example, is introduced. The purpose here is to open up thinking and to encourage questioning, inquiry, critical thinking and creativity. This session can help you determine everyone's level of knowledge and introduce key vocabulary eg refugee, climate.

BREAK

During the break, offer fruit as well as biscuits and be mindful of where your refreshments are coming from. You might want to offer British grown strawberries or apples, and coffee and tea that has been ethically sourced. Messaging is taking place all of the time so be prepared to talk about what you have on display. At our workshops we have had children ask questions about white poppies, Fairtrade chocolate, refugee artwork and how the shutter works at the front of the building! Opportunities for learning are everywhere.

At this point in the day, we will be getting into the heart of the issue. At our venue we have two spaces where we can run activities so we usually split the group into 2 smaller groups at this point. We have 2 facilitators who will both run the same activity or sometimes we run different activities and then swap the groups over so everyone does everything.



By now, you will notice the more confident children, and those who need support. Working in smaller groups can help give a voice to those who are less confident. Be aware that during this session, the issue you are exploring may start to feel overwhelming. There will be conversations about how people are affected both close to home and further away. A feeling of helplessness can start to emerge. Recognise and acknowledge these feelings when they arise. Help children to identify what these feelings sound like and where they are felt in the body.



As adults we often want to reassure children and it can be easy to fall into the trap of offering simple solutions or platitudes when children are stuck in a complex issue. Children know when we are not being fully honest with them, and can sometimes feel patronised. Acknowledging that we don't have all the answers, that the issue is complex, and reflecting back feelings, eg 'I can see this is difficult for you', or 'I agree, this issue is distressing', helps build mutual respect.



During this session, there are activities that encourage dialogue. Also include activities that get people moving around. If the activity itself is quite static, include a game.



Key messaging: Complexity needs exploring. It's OK not to have straightforward answers. All feelings are OK. Feelings give us signals, and sometimes these signals are telling us that something needs to change.

Different Perspectives

During this session you have an opportunity to present different perspectives on the issue. You may agree or disagree with some of these perspectives yourself. Offer factual information and be transparent about where this information is coming from. Allow differing perspectives to be heard. Remember too that the adults in the room will have a range of perspectives. Invite their voices to be heard. There may be controversy. Remember that it's the issue that is being discussed—not the person making the comments. A useful question to ask is 'What do you think someone else would say about this?'

Dialogue and Discussion

Here we have an opportunity to demonstrate how big issues can be discussed in ways that are respectful, thoughtful and mature. In our experience, children demonstrate their ability to engage with complexity, time and time again. The hardest thing for us to do as adults is to give space for young people to have these conversations. Trust in the activities and frameworks that are shared here, for generating conversation.

Coming back together

Bring everyone back together just before lunch to reflect on issues that have emerged. Note them down together on a flipchart so they are acknowledged.

LUNCH

If it's possible, encourage groups to go for a walk at lunch time or get a chance to play. The Peace Hub is based in the city centre, but we have the Cathedral and surrounding park just round the corner, which offers a space for children to have a run around. We ask staff to take over at lunch time so we have a chance to take a break and take stock. Sometimes we use this time to chat to staff, or get a walk ourselves.

This is the chance for the group to think about what action they can take when they get back to school, and how ideas can be shared. Involve staff as much as you can so they become part of the team, but be aware that they may not be the people who will lead work back at school, or decision-makers. Part of the action planning process will be identifying those in school who can help make things happen.



This is the last session of the day and you want to lift people so they feel empowered by the time they leave.



Finding solutions to complex issues requires creativity and imagination and skills such as teamwork, empathy, leadership, communication and participation. Support children to identify what is within their influence and what is beyond it. We can only influence what happens when children go back to school. Exploring the ripple effects of small actions can be a useful exercise in this session.



Through experience, we have found this session lends itself to more creative activities. Everyone may be starting to flag a bit, so having a creative outlet allows a different part of the brain to be engaged.



Key messages: People can make a difference in different ways using their skills. A range of skills are needed. It's OK to ask for help. Standing up for what you believe in takes courage.

Game

Have a quick game that again gets children moving around and settled into the afternoon session, such as [Circle Mayhem](#). Children who were more reticent in the morning, may well be more willing to join in.

Getting Creative

Give children the opportunity to design, draw and share ideas in a more relaxed environment. Put music on whilst they are busy. Ask adults to play the role of advisors, on hand when needed.

Creating a plan for action

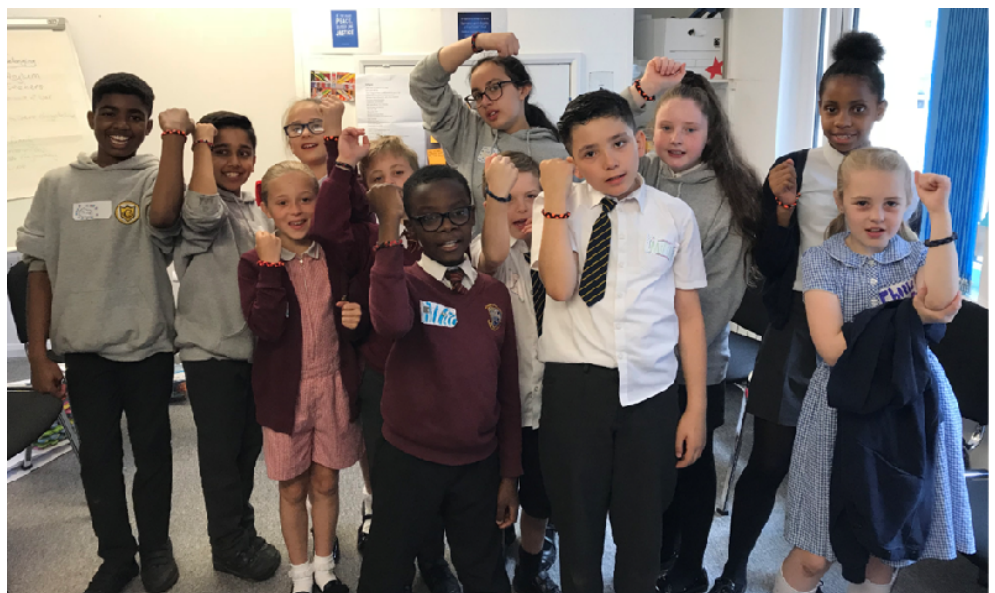
A template and further details for this is on pages 30 and 31.

Check Out

Use the check out as a chance to hear how everyone is feeling at the end of the day, and a chance to evaluate the day. You could ask everyone to share what they have enjoyed most, or what they will they will be taking from the day.

Saying Goodbye

As you say goodbye, you might give the children and adults something to take away. This could be information that will help them follow up the day, information about your organisation or something to remember the day. In this picture children are showing the bracelets donated by our colleague, Lynn Morris, made from the lifejackets of refugees washed up onto the coast of Lesbos in Greece.



Choose your activities

Use it, adapt it or swap it...

Each double page spread shares activities for a theme. We run our workshops using all the activities shown for each theme [unless specified], in the order shown. The timings are there as a guide. You may decide to do fewer activities and spend longer on them. Read through, imagine yourself leading the activity, and then decide if you will use it, adapt it or swap it. An example plan for the day is shown below.

Don't worry if things don't go to plan!

For Example:

Workshop: A sense of belonging ~ Welcoming refugees and asylum seekers

Held at the Peace Hub in Birmingham

Time	Session and Location	Activity	Resources
9:45	Welcome [Peace Hub]	Signing in Name stickers Bags/Coats Music International Video playing Refreshments Collect photo consent forms Health and safety – fire, toilets, water etc.	Signing in sheets Stickers Pens School phone number/details
10:00	Session 1 [Upstairs meeting room]	Go through aims and plan for the day. Settle everyone Check In – Name and one word to describe how you are feeling.	Talking piece
10:10		Game: Sun Shines on You	
10:20		Meet your neighbour Now that we have mixed up, say hello to your neighbours, and share one interesting thing about you.	
10:30		Activity 1: Home	Flipchart paper, pens
10:45		Activity 2: Leaving Home	Book covers stuck up on the walls, sticky notes, pens
11:05		Activity 3: Terminology	Words and definitions, Poem
11:35	BREAK [Peace Hub]		
11:45	Session 2 [Peace Hub]	Activity 4: Dear Habib	Video
12:15		Activity 5: Belonging	Belonging Cards
12:30	LUNCH		
13:00	Session 3 [Meeting Room]	Activity 6: Active Citizenship	Art materials Coloured paper Printouts of cloth from around the world New Union Flag image Music in background
14:15		Check Out One thing you have learnt One thing you have enjoyed.	Flipchart [note down everyone's responses]
14:30	End	Give goody bags, resources, leaflets etc to teachers before they leave.	

A Sense of Belonging—Welcoming refugees and asylum seekers

Why this theme?

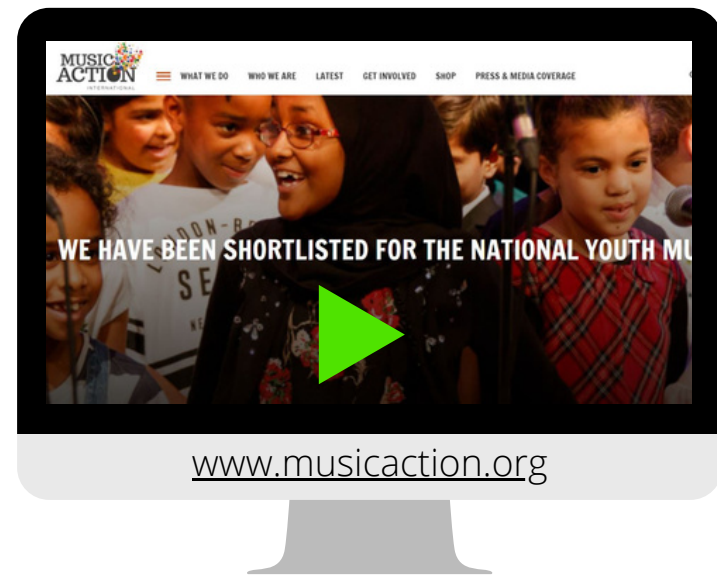
This workshop supports the aims of Refugee Week, the UK festival which celebrates the contributions of refugees, and seeks to deepen understanding of why people seek sanctuary. It also supports [Cities of Sanctuary](#). There are more than 100 cities of sanctuary in the UK, including Birmingham, Sheffield and Leeds and more than 350 schools have signed up to be [Schools of Sanctuary](#), creating a culture of welcome and raising awareness of the issues facing refugees and asylum seekers.

Welcoming video

Music Action International offer therapeutic, creative music sessions to provide relief from the daily stresses caused by traumatic experiences and encourage friendships between people. As people arrive for your workshop have the video playing in the background.

Encourage discussion about what is happening in the video, or about the music.

Taking action: Junior Peacemakers explore how they can promote a peaceful school culture that is welcoming and supportive for all newcomers to school.



Activity 1: Home [15 mins]

Divide everyone into groups of 4 or 5. If there are a lot of adults, ask them to form a group of their own. Give each group a large piece of paper with the word 'HOME' in the middle of it. Ask people to write or draw words, phrases or pictures that come to mind when they think of the word 'home'. Invite feedback from each group. Everyone's experience of home will be different and not necessarily positive. Keep the question neutral. Avoid asking, 'what comes to mind when you think of your home?'

Activity 2: Leaving Home [20 mins]

Ask 'What comes to mind when you think of the words 'refugee' and 'asylum seeker' and 'Where do we hear these words?' Gather responses on flipchart. Around the room display covers or images of relevant picture books and novels [\[a list can be found here\]](#). Give everyone 3 sticky notes and a pen. Ask them to look at the images around the room and choose ones they are drawn to. What do these images say about leaving home? Ask people to write their comments on the notes and place them next to the images. Use these to prompt conversation about why people leave their homes and what this might be like.



There may be people in the room who have experienced travelling to a new country, leaving home or who are refugees or asylum seekers themselves. Allow space for this information to be volunteered.

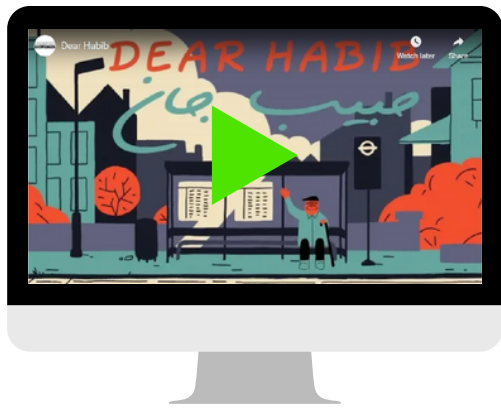
Activity 3: Terminology [30 mins]

This is a matching activity to explore the terminology used when talking about arrivals into the country. [You need two sets of cards](#) - one set of terms and another set of definitions. You could stick these onto large foam jigsaw pieces as shown in the photo. All the cards are handed out, and then people find their partner. If they have a term, they find the person with the matching definition and vice versa. If using jigsaw pieces, the terms and definitions can be joined together.

We often hear refugee and asylum seekers being talked about in different ways,

but its important to remember that behind these terms, there are people. [Share this poem](#) to demonstrate these different views. The poem is read top-down, and then read backwards to create a new poem. Ask the group for their thoughts after each reading.



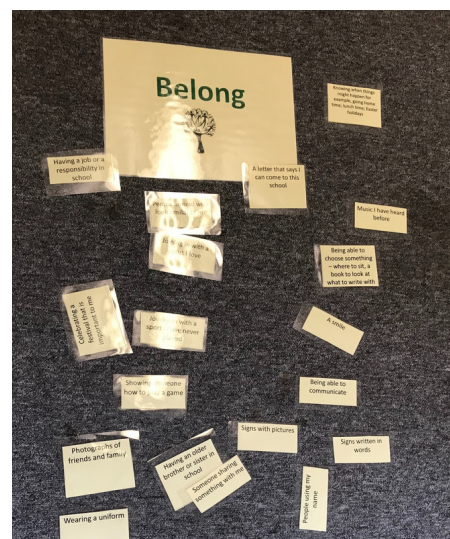


Activity 4: Dear Habib [30 mins]

Dear Habib is an animation based on the true story of a young person who came to the UK from Afghanistan. Watch it without the sound first. Ask people what they think the story is about. Why are we watching it without sound? What thoughts, feelings and questions come to mind? Watch it again, this time with the sound. What difference does the sound make? Does hearing Habib's voice change how you feel about the story? Try this visualisation exercise next:

Close your eyes and think about how it would feel to be Habib, getting onto a boat to leave behind everything that you called 'home'. Use your ideas about 'home' to help you think about what this might be like. With eyes still closed say aloud any word that comes to mind to describe your feeling. You will need to listen for a space and then add your thought. If someone else begins to speak you should wait for a space (silence) to reappear. You can only say one word and try not to repeat a word that's already been said. Allow others to contribute before adding more words of your own.

Continue until no additional words are added. Then repeat the exercise by asking how it would feel to be Habib now that he has been allowed to settle in the UK and has been to college. Ask what this exercise was like for people.



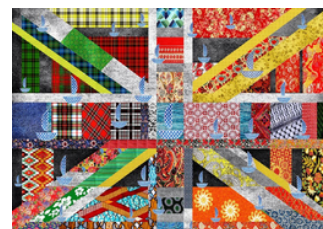
Activity 5: Belonging [20 mins]

Home for many is feeling a sense of belonging. Therefore when your home is taken away, or you are taken away from your home, this can influence your sense of belonging. Create a 'belonging line' with 'Belong' at one end, and 'Not Belong' at the other. Ask people to place the [sense of belonging cards](#) anywhere along the line and discuss.

Activity 6: Active Citizenship

Active Citizenship means feeling responsible for the wellbeing of others anywhere in the world (including locally) and understanding that actions, no matter how small, can help make a difference. Ask people to think back to the film: Habib says: "A lot of people helped me and I think this is the way

to pay back. It's about being in a community, and it doesn't have to be a big thing". Ask the group if they can remember what acts of active citizenship were shown in the film? Use the images shown [here](#) as prompts.



Discuss: How would you like new people to feel when they come to your school? What simple acts of citizenship can you think of that help people feel welcome, and included in your school? Show the group the [New Union Flag](#), a modified version of the Union Jack, which includes designs of former colonized communities and of various ethnic and national groups that live in the UK today.

Ask children to work in their school groups, and make a flag for their school using the [New Union Flag](#) as inspiration. The flag should represent their school. It could include the name of the school or their badge/logo. It could include the idea of travel such as boats, planes or a globe and is intended to make people from anywhere in the world feel welcome. Ask groups to include 2 or 3 simple acts of citizenship that they want to see introduced in school on the back of their flag.



Creating a healthy School - Wellbeing & relationship-building

Why this theme?

We know that the mental health of children, young people and teachers have been impacted significantly during the pandemic. This workshop looks at the connections between wellbeing and peace. It offers frameworks for thinking about wellbeing and promotes connecting with nature and the outdoors. The main focus of this workshop is *peace between* and the difference a focus on building relationships can make to the whole school.

Welcoming video

Part of this workshop involves children being outdoors, either gardening or creating art. These videos show the work of Andy Goldsworthy and Richard Shilling. Both these artists make temporary natural art using materials they find in the space they are in. Choose a video to show as people arrive and refer back to it during the day. Click on the TV screens for the videos.

Taking action:

Junior Peacemakers explore how their school is already promoting wellbeing and what can be done to support it further.



Andy Goldsworthy



Richard Shilling

Activity 1: What does peace mean to you? [15 mins]

Divide everyone into small groups with a large piece of paper and lots of coloured pens. Ask people to discuss and write down what the word 'peace' means to them. They can use words, images, phrases and symbols. Briefly discuss, acknowledging there are no right or wrong answers and that ideas of peace differ between people. Start to draw out connections between ideas of peace and ideas of wellbeing.



Give each group a large copy of this wellbeing framework. Click on the image for an interactive version of this model. Ask each group to identify what affects people's sense of wellbeing in terms of these dimensions. Eg pupils in our workshop said that a cluttered classroom, being hungry, falling out with friends, lockdown practice [for terrorist attacks], not being trusted to take responsibility and not having friends, affected wellbeing. This question is framed around what is absent rather than what is present. We have done the activity using both frames, but starting with what is absent, and moving on to what is present, yielded more thoughtful and explicit reflections and ideas.

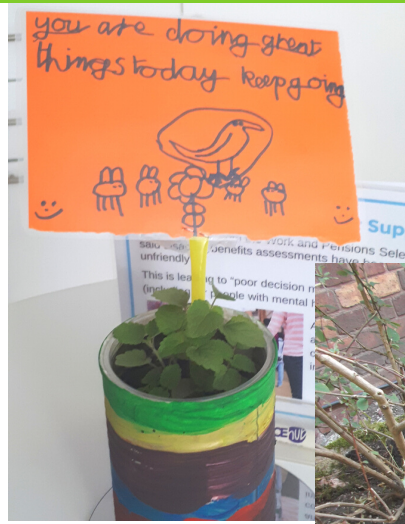
Activity 2: Natural Art [45 mins]

Show some art by Andy Goldsworthy or Richard Shilling and ask what people notice. They might mention colour, symmetry, located outside, will be worn away or disappear, some simple, some complex. Ask pairs to go outside and make their own piece of natural art. You could bring your own collection of twigs and leaves if there is not a lot available. Ask people to give their artwork a title and have a tour of the artwork on display. Take pictures of what is created. Ask which of the wellbeing segments does this activity relate to?



Activity 3: Planting [60 mins]

Provide resources to enable children to experience planting. Even in an urban location, with some preparation, children can plant up troughs or decorate tin cans to cheer up an inside space. Ask children to create messages of peace and place these in the pots. When you have finished, ask children. 'How did you decide who was going to do what?', 'What was it like working outside?', 'What impact do you hope your messages will have?', 'Does spending time outdoors matter?'



Activity 4: Peace Circles [60 mins]

Demonstrate how regular circle-time sessions, planned with peacebuilding in mind, can be used to build relationships across school. Run a circle and include a) check in, b) a mixing up game like Here I Sit, c) anger chatterboxes with children working in groups of 4, and d) the Magic Carpet, an affirmation activity. Demonstrate these key components of a circle [about 45 mins] and then reflect on how running these in school, regularly, with every class, could help develop relationships and build peace. For more detailed information about facilitating circles see our resource Learning for Peace.



Activity 5: Wellbeing Mural [60 mins]

This activity is based on the artwork of the street artist, Thank You X. Show this video of him describing his work. He makes reference to Andy Warhol and Snapchat so you may need some discussion time. The activity was inspired by a teacher in the US. You can read about the work she did in school and access resources by clicking here.



[Download the cube templates here.](#)

Each colour represents 5 things we can do to promote wellbeing: Connect, Take Notice, Keep Learning, Help Others and Be active. Give everyone a cube, and ask them to think of a way of promoting wellbeing based on the theme of their cube. Eg The red cube theme is Connect. One child suggested "ask someone to tell you something about themselves". Ask the children to write their idea on the left face of the cube, and draw a picture to illustrate it on the right face. Stick the cubes together on a wall with Blu Tack to see the effect of the mural. The children can take their cubes back to school to start a mural with their classmates.

Change starts with us - taking action against bullying

Why this theme?

There is substantial data about bullying in the UK in our schools. The impact on children's wellbeing and their ability to learn is significant. Cyberbullying is also significant and is likely to be increasing as people spend more time online. This workshop supports the aims of the Anti-Bullying Alliance to highlight young people's voices and share their ideas for change.

Teachers chose to bring some children who had been impacted by bullying, to this workshop, and those children felt able to share their thoughts and feelings. Modelling the creation of safe spaces is part of this day.

Taking action:

Junior Peacemakers share small changes that can be made in school by children and staff.



Welcoming video

This video was made by the children and staff at an elementary school in the USA. It brings together the anti-bullying message with peace and promotes standing up to bullying together. One reason to share it is to inspire children to create their own songs, poetry or drama to put across their message.

Activity 1: What is Bullying? [10 mins]

Elicit from the group, what the word bullying means and what types of bullying there are. Share the definition shown here so that everyone is clear what it is that we are exploring. Remind people that bullying can be physical, verbal or psychological, and that most conflicts are not bullying.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.

Anti-Bullying Alliance

Activity 2: What do you need? [20 mins]

support
friendship
kindness
listened to
cooperation
safety
fairness
trust

It's a good idea to establish what people need to be able to give their best during a workshop, especially when exploring a sensitive issue. This allows those who want to, to voice concerns or anxieties. It can also help establish an agreement for the session, and can be referred back to. Lay a set of needs cards out on the floor and give everyone a token. Take time to explain each card and then ask 'What do you need from everyone in the room to be able to give your best today?' Let everyone place their token on a card and record the choices made. When everyone has had a turn, ask if anyone would like to share their reasons for making their choice. Ask what would happen to individuals and the group, if one of these needs was missing.



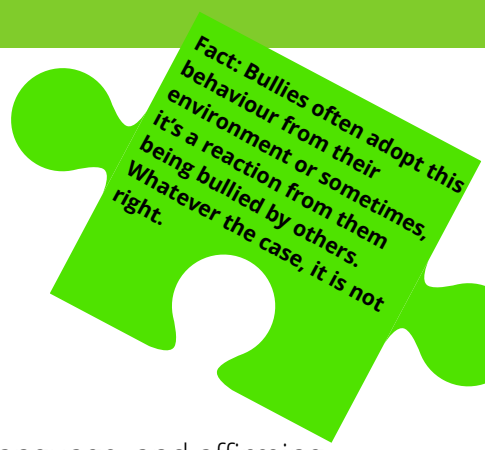
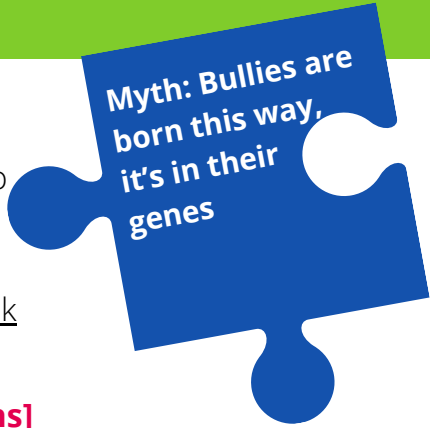
Activity 3: Sunshine and Clouds [20 mins]

Children work in small groups. Give each group a large sunshine and a large cloud to write on. On the sunshine write down or draw things that people have done or said that have left you feeling sunny. It could be a compliment, an action, a look. On the cloud write down things that people have done or said that have left you feeling cloudy or thundery. This could be things that you have heard or seen someone else experience. Remember our agreement. You only need to share what you feel comfortable with. Put the sunshines on one wall and the clouds on another. How can we have more of one and less of the other? What leads people to take positive action?

Activity 4: Myths and Facts [20 mins]

Prepare two sets of cards. One set of myths and the other facts. You could stick them onto foam jigsaw pieces. Give them out and ask children to match the myth with the fact.

Discuss any surprises. Visit www.bullying.co.uk for a set of myths and facts.



Activity 5: Rubbing Out Language [45 mins]



This activity explores the idea of rubbing out language, and affirming language. Rubbing out language is unkind language that leaves someone feeling invisible. The first half of the activity can be uncomfortable as it seems to be reinforcing negative behaviour, but lays the ground for the learning in the second half. Children can take on different roles through the activity: the bully, helpers, reinforcers, outsiders, defenders. They put themselves in the shoes of all those who might be involved in bullying. It's important to give this activity time to unfold, to allow thoughts and feelings to emerge, and to end by affirming Oleander before finishing. [For full instructions please click here](#) and scroll to page 61.

To explore the roles people play in bullying, visit www.stopbullying.gov

Activity 6: Human Bingo [15 mins]

This is a fun game to help build confidence. It encourages children to talk to people they might not know, or might not otherwise speak to. Everyone is given a bingo card with 9 squares, each with a different task, eg 'find someone in the room who can speak another language' and 'find someone in the room who likes pineapple'. They all walk around the room, and find someone for each square. When they have found someone, they write their name in the appropriate square. The challenge is to try and find a different name for each square. The first person to do so shouts 'Bingo'. Encourage the class to be 'adventurous' by approaching people in the room they have not spoken to much today. After you have played the game, ask the class how they felt about playing it. Were there any surprises? How does the game help develop confidence? What does it mean to be confident? [Download the Bingo card here.](#)

Activity 7: Change Starts With... [10 mins]

You hear snuffles coming from one of the toilets. It sounds like crying.



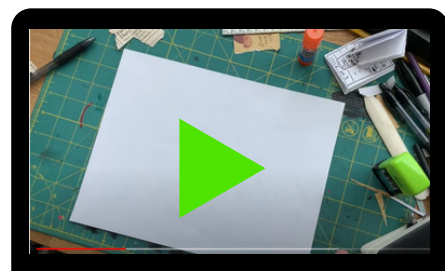
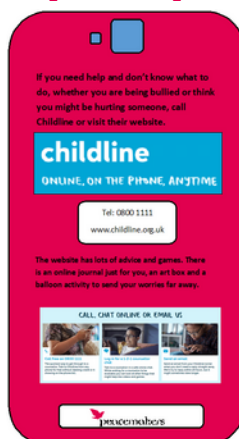
You see your friend push someone & say, 'You can't play with us' to another pupil.



Ask children to create a list of small actions that individuals could do if they witness unkind behaviour. Ask the teachers to come up with a list as well. Read out the scenarios and ask 'what could you do?' The group can select some of the actions from the list you have created or add new ones. Add ones that consider what can be done to support the bully. Scenarios and further resources can be found by clicking on the images.

Activity 8: Create a zine or 'mobile phone' bookmark [45mins]

Create a resource that can be shared amongst pupils, with suggestions of things that they can do if they experience bullying, or if they believe they are a bully. This could be a zine, a small magazine folded from a piece of A4 paper, or a bookmark. [Click here to see the mobile phone bookmark.](#)



Creating a zine from a single sheet of paper

Thinking about WW1 - Choices then and now

Why this theme?

This workshop supports the history curriculum in the run up to Remembrance Day on the 11th November. The workshop opens up discussion about the choices people made at the time. It takes into account the context in which people made those decisions and the consequences of those choices. This workshop teaches aspects of war that children may not have considered, such as conscientious objection and encourages respectful dialogue and debate.

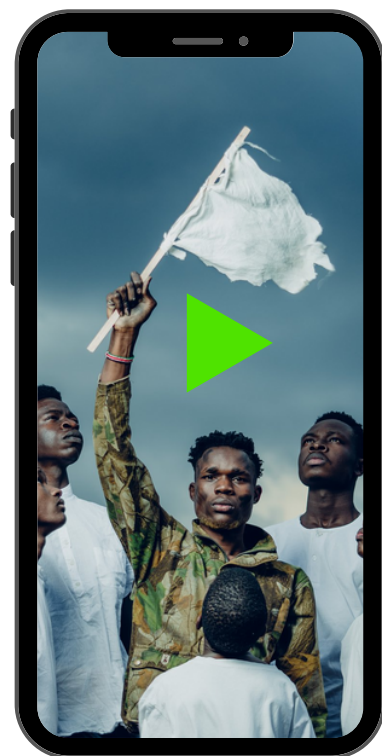
Welcoming video

Agora Images is a mobile app for photographers. In 2020 Agora ran a competition challenging photographers from around the world, to illustrate what 'peace' meant to them in one photo. This slideshow shows some of the best images and the winning image from @rashid_sp, a photographer from Kenya. *'I want to commemorate the lives lost in violence and wars all over the world, and spread the message of peace and hope by raising our living standards refraining from the violence and social indifferences. All the models in the picture related personally with the theme of the contest, as they are victims of the 2007 post-election violence in Kenya which forced their families to flee their home.'*

These images can be used to raise discussions about peace and inspire schools to ask their pupils, 'What does peace look like to you?'

Taking action:

Junior Peacemakers share perspectives on war and activities that encourage dialogue and discussion with their peers.



Activity 1 - Asking questions about war [25 mins]

Download this poster from the Quakers in Britain website. There are different versions. If you have a copy with the title, cut this off before you start. Put everyone into small groups and give them the poster and a piece of flipchart paper. Ask everyone to look at the picture and to tell you if there are words they don't understand, for example veteran, refugee, arms. Explain what these words mean before continuing. Then,



ask them to place the poster in the middle of the paper and to generate as many questions as they can about the image. Use these questions as the basis for discussion. Some children assume the image depicts the past, because they have come to a WW1 workshop. For example, one pupil said 'Why is there an army recruitment office when there isn't a war anymore?'. Ask 'Does this illustration represent the past, the present or the future?' What clues are there? What choices are people making in the picture? Further ideas for using the poster can be found here.

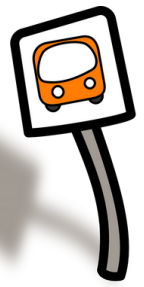
Why are they encouraging games about war?

Why are they saying Never Again?

Why is there a woman taking poppies to a gravestone?

Is the person in the coffin important?

Why are they letting children hold guns?



Activity 2 - Bus Stop [30 mins]

Use this activity to think about how we make choices. Two pieces of rope are laid across the floor which represent a bus. Everyone 'climbs' onto this bus with the adults at the back and the children at the front. The group are told they can get off the bus on either the left or the right, but they must get off the bus when asked to. The group are given choices – one for the left and one for the right and need to decide as quick as they can which side of the bus to get off. The choices start with safer options like 'chocolate cake' or 'chocolate ice cream' and then move to more risky options like 'do as your friends do' or 'think for yourself'. [Click here for a suggested list.](#) After each choice allow people to say why they had made their choice and give the option for changing their minds after hearing what others have said. Ask, 'How easy was it to make a choice?', 'Did you make up your own mind or did you go with the crowd?', 'What did it feel like having to make these decisions?', 'Was it easy to keep to your choice if you were the only one making it?', 'Are there right and wrong choices?', 'Who helps us decide what is right and wrong?'.



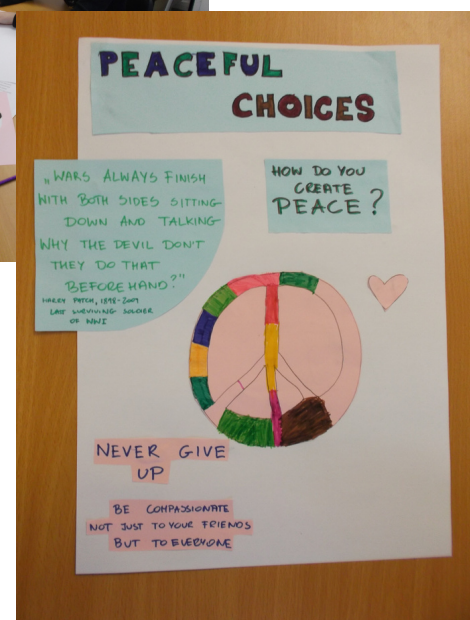
Activity 3 - Choices made in WW1 [60 - 75 mins]

[Read this story of Kitchener's Army](#) from the BBC Schools website and discuss some of the issues around conscription. There are two activities here which can be facilitated with the whole group or in two smaller groups. These activities explore the decisions made by **Albert French**, who signed up at 15 and died during the war, and **Hubert Peet**, a conscientious objector who was imprisoned for refusing to fight. [The resources and activities can be found here.](#) They have been adapted from the resource '[Conscience](#)' developed by Quakers in Britain. Throughout these activities encourage children to think about what they might do if they were Albert, Hubert or Hubert's wife or daughters, and the role of women during the war. Role play techniques like [conscience alley](#) can help to delve further.

Give people the option to change their minds as they debate the issues. To add to the dilemma post up [WW1 posters around the room](#), to consider the societal pressures that were around at the time. Allow children to grapple with the dilemmas and make decisions for themselves, and invite adults to do the same. Try to create a space where everyone, adults and children are exploring the issues together rather than a space where children look to adults for the 'right' answers.

Activity 4 - Standing up for peace [60 mins]

As a whole group discuss how the activities you have done so far are relevant to our lives today and how we could make a stand for peace in our schools. Give the group [quotes and a poem](#) to look at. Working in pairs, ask the children to choose a poem or quote from the selection and design a poster that would help encourage people in school to make peaceful choices. The posters can feature the quote or poem or be inspired by these. Could other resources be designed that would complement the poster such as badges or wristbands? Think about where the posters would be displayed, who it is aimed at, the message you want to convey and how you would use it to talk to other people in school about peace.



Climate Justice - Peace, sustainability & rights

Why this theme?

This is a high profile issue which is engaging people young and old across the planet. Increasingly young people are understanding that this is more than an environmental issue, it's also one of injustice. Not everyone around the world is affected equally by the impacts of climate change. This workshop engages young people to think through the issues for themselves whilst supporting them to take action.

Welcoming video

This video, Cosmic Eye, was made by astrophysicist Danail Obreschkow. It starts on earth, zooms out into space, and zooms back in to the tiniest particles on earth. It is used to inspire awe and wonder.

Taking action:

Junior Peacemakers decide what key learning about climate justice their peers ought to know, and develop ideas for taking action in their schools and communities.



Activity 1 - Where do you love? [30 mins]

This activity helps people connect to places that are important to them. as well as to each other. Put people into groups [adults could be in their own group] and ask them to think about the outdoor places that are really special to them. Places they love. Give each group lots of coloured pens, pencils or crayons and a piece of flipchart paper. Ask them to create a heart shape on the paper and to draw pictures or write words - they could be feelings words - to combine their ideas and and create an image of their favourite places. Ask groups to share their images and say why these places are so special and how they feel when they are in them.

Activity 2 - What is climate change? [15 mins]

This video from Trocaire, is a great animation for explaining climate change to children. It will generate discussion and questions. It ends with the question 'Do you think we are doing a good job?' Children may ask questions about the science. Don't be afraid to admit if you don't have all the answers. The other children and adults in the room may have the answers or you could look them up together if there is time.



Activity 3 - What's happening in the world? [60 mins]

For this activity you will need a world map and the [resources found here](#). This works best when you have one large map in the middle of a circle of children. How many children you can work with at one time, depends on the size and the number of world maps you have available. The smallest that would work would be A3 for a group of about 6 children. For our workshops we split our group of 12 children into 2 groups and had a facilitator for each group. We gathered the children around an A3 map on the floor. With a larger group you will need a larger floor map. Be aware there are different [map projections](#). Each presents a different perspective on the world and has advantages and disadvantages. The activity is used to explore disparities across the world. **Step 1: Population.** Place the world map in the middle of the circle and ask children to name the continents to get themselves orientated [Europe, N America, S America, Africa, Australasia/Oceania, Asia]. Ask how many people live in the world [approx 7 billion]. Give out the population cards and ask them to place them on the map where they think they should go. Locate them correctly before you continue.

Step 2: GDP per capita. This is used to estimate average income per person. Give out the income cards and discuss where everyone thinks they should go. Locate them correctly before continuing. **Step 3: Carbon emissions per capita.** This is the total amount of carbon dioxide emitted by the country as a consequence of all relevant human (production and consumption) activities, divided by the population of the country. Give out the CO2 cards and ask children where they think they should be on the map.



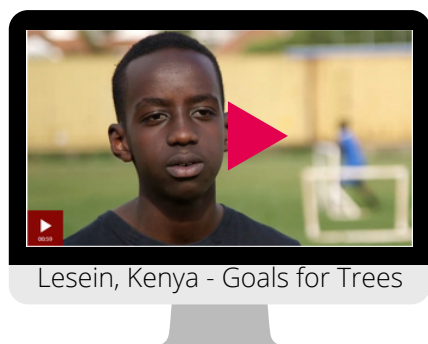
When all the cards have been placed, ask children what the data is telling them. They will notice disparities across the world. Remind children that the figures are averages so they don't represent the lives of everyone. For example, although the UK is a wealthier country, there are people who are very wealthy, and there are those who are very poor. This will be true for every country. You may want to do your own research and update the figures. They were sourced in 2019.

Step 4: Climate Wheel. Follow the discussion by asking children to work in pairs and fill out the [climate change wheel](#).

This looks at the effects of climate change on the places we love, and on a place further away. Ask children to choose a country or a continent to consider. From all the activities, draw out discussion about the impacts of climate justice on people around the world, and how their ability to respond, will depend on where they live. For example people living in Asia produce much less CO2 than the US, but with a much higher population and less income per capita, the impacts of climate change are much greater. This discussion links to children's right and the sustainable development goals.

Activity 4 - People who are making a difference [30 minutes]

Choose two of these videos to show and discuss. They tell the stories of young people who have been motivated to make a difference by their concern for the impacts of climate change.



Activity 5 - Action Planning

First make a list of things that people are already doing in school, in your local community and at home to make a difference to the planet. Then let children use the [action planning proforma](#) to think about what they think is important from today to share with everyone else in school and one idea for change they want to make. Consider the ripple effects of this change. Ask children who they will need to talk to and involve in school to make this change happen.

It's not fair - How can I make a difference?

Why this theme?

This workshop explores some of the injustices we find in society. It enables children to identify the skills, knowledge and attitudes they, and their peers, have to be able to make a difference

Welcoming video

This video, features children and teachers who were involved with the [Young Citizens Make a Difference Challenge](#). It's a great video to refer back to during the day.

Taking action:

Children learn how to become a team of Junior Peacemakers who can work with others to make a difference in their school and community.



Activity 1 - Your Life, My Life [30 mins]

Children work in small groups. Ask them to draw a small picture [A5 or smaller] of themselves, and place them in the middle of a large piece of paper. Ask the following questions, one at a time, leaving time in between for them to discuss and write/draw their answers on the paper. 1. What is it like in the area where you live? What can you find in your area? (eg park, houses, school, etc)? 2. What do you or will you need as you grow up?

3. What things do you have to do in your lives now? 4. What do you choose to do? 5. Ask the groups to select, and circle, 10 things from all those they have mentioned, that are most important to them. Bring the whole group back together and then create a list of the circled items for each group and compare.



Activity 2 - Peter's Story [10 mins]

Watch the video of Peter's Story. Peter travels with the circus and is Europe's youngest stunt driver. With the group list 10 things that are important in Peter's life. Follow this with a discussion using some of these questions. What similarities/differences are there to your lives? How fair are the lists? Does everyone have the things they need or the same opportunities? Are there basic needs that everyone has?



Activity 3 - Exploring Rights and Fairness [15 mins]

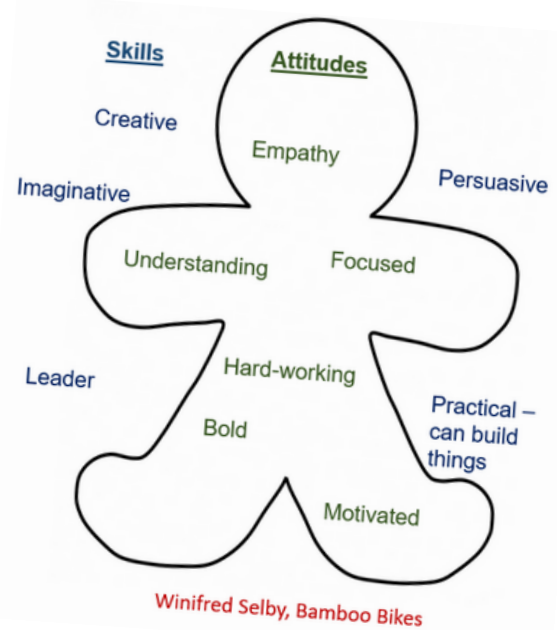
This is a short activity to give children the opportunity to explore fairness and what we mean by children's rights. Place [these quotes and images](#) around the room before the start of the session so they are visible throughout the day. Ask children to have a look at them and discuss them. Ask them to stand by one that most resonates with them and invite feedback to the whole group.

Activity 4 - Let's talk about discrimination and prejudice [45 mins]

This works best in small groups of about 8 with a facilitator, but larger groups are possible. [Place these images](#) in the circle. They all represent aspects of our identity [eg flags, logos, clothes etc]. Each person chooses two pictures - one they recognise and know something about and one they would like to find out more about. Take turns around the group to talk about the image they have chosen that they know about. Then go around again and invite people to ask questions of the others about the image they know little about. After, explain these images represent aspects of our identity (what makes us who we are). Have a general discussion about this in relation to the images and then ask if people in society are treated unfairly or discriminated against, for some of these things - what they wear, where they shop, how they travel, their faith and so on. How do we feel about this? How does this relate to people's rights?

Activity 5 - Learning from others [45 mins]

Work in groups of 3 or 4 and give each group one of [these case studies of inspirational people](#). These are four stories of people who noticed something unfair or unjust in society and decided to do something about it - between them they are tackling loneliness, knife/gang crime, access to transport, plastic in the environment and challenging stereotypes. Give the groups an A3 or larger outline of a person. At the top of the paper ask them to write down the issue their case study is concerned about and who is being impacted by it. Inside the shape, ask them what qualities or attitudes these people have that motivated them to make a difference. On the outside of the shape write down the skills these people might have.



Come back together as a group and list the qualities and skills the people in the case studies have. Ask the group to identify those in the room who also have these. Ask them to be specific about these and give examples. Eg, Ben has great social skills; Phoebe is a good leader. If you like, use these [skills cards](#) to help identify the skills people in the room have. Make sure everyone has a skill and/or quality that is acknowledged. Ask if there are skills they would like to learn or attitudes they would like to develop. Are they inspired by the people in these case studies?

Activity 6 - Action Planning [30 minutes]

We were inspired by [Design for Change](#) and their I Can School Challenge to help us with action planning. The next page describes this process in more detail. [Download](#) a proforma for action planning and give one to each group of 3 or 4 children. Ask your Junior Peacemaker teams to identify an issue they feel is unfair or unjust in school or in their local community that they all feel passionate about. Use the planning proforma to start putting an action plan in place.

Action Planning and Inspiring Others

By the end the workshop, whatever the theme, the ideal scenario is that children have the beginnings of an action plan in place. They may not have time to finish it, so make sure you have copies of the proforma and the explanatory flier in a pack for teachers to take away. Try to at least refer to it, and hear children's initial ideas before they leave. The process shown here is taken from Design for Change and is offered as a suggestion.



FEEL

Think from your heart

Try to understand how people feel



IMAGINE

Visualise Change

The clearer you can imagine it, the better you can do it.



DO

Make Change Happen

Be the change



SHARE

"I can! Now you can too!"

Share your story and inspire others

Sharing your story

Children will have lots of ideas for sharing their story and inspiring others. Assemblies, newsletters, social media, performances, for example, will probably come up. You may be in a position to suggest or support wider sharing such as a radio or local news interview, representing their school at a local event, or starting a campaign involving other schools, local businesses or community groups.

At Peacemakers, we brought together groups of children who had attended Junior Peacemaker workshops, for a day, to design a bus poster. We contacted our local bus company who sent a representative from their media company to come and talk to the children about bus marketing. The children were excited to ask him about bus advertising and also had lots of questions about his job and career aspirations.



The media company offered a reasonable charitable rate to advertise on the buses over Christmas. We were able to raise funds to pay for a poster on the inside of 70 buses for 4 weeks. When we came together, we explored children's feelings about travelling into Birmingham City Centre, and their experiences of travelling by bus. We then asked them to come up with messages and drawings that could be used to promote peace in the city over Christmas.

The children voted on one message which made it onto the poster: 'Love, Live and Forgive this Christmas'. A designer pulled together the children's drawings to create the final poster.

The process of working with the media company was very straightforward. They also did an additional print run so that we could give a copy of the poster to every school that took part.

Page 1 Introduction

Photo Credit: Sculpture by Mark Wallinger at the London School of Economics, unveiled in March 2019. [Creative Commons License](#)

Page 3 What theme will you choose?

PSHE Programme of study

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Unicef Rights Respecting Schools Award <https://www.unicef.org.uk/rights-respecting-schools/>

Sustainable Development Goals <https://sdgs.un.org/goals>

anti-bullying.photo <https://www.flickr.com/photos/workingword/4663156174/in/photostream/>

Page 9 Global Events Calendar

Global Dimension Wall Planner <https://globaldimension.org.uk/events/>

International Day of Peace <https://www.un.org/en/observances/international-day-peace>

World Mental Health Day <https://www.who.int/campaigns/world-mental-health-day>

Anti-Bullying Week <https://www.anti-bullyingalliance.org.uk/anti-bullying-week>

Fairtrade Fortnight <https://www.fairtrade.org.uk/get-involved/current-campaigns/fairtrade-fortnight/>

Earth Day <https://www.earthday.org>

Refugee Week <https://refugeeweek.org.uk>

Page 13 Questions of Inclusivity

Mitigating unconscious bias

https://www.plymouth.ac.uk/uploads/production/document/path/3/3273/7_Steps_to_Mitigating_Unconscious_Bias_in_Teaching_and_Learning.pdf

Adversity and Trauma Informed Practice Guide

<https://youngminds.org.uk/media/3091/adversity-and-trauma-informed-practice-guide-for-professionals.pdf>

Five ways to help children with special needs

<https://www.ces-schools.net/five-tips-for-helping-students-with-special-needs/>

Page 14 Prep: Planning the day

Chatterboxes <https://peacemakers.org.uk/resources#free-classroom-resources>

Page 15 Session 1

Sun Shines on You https://www.youtube.com/watch?v=mnMvDr0FUBs&feature=emb_logo

Page 17 Session 3

Circle Mayhem <https://peacemakers.org.uk/wp-content/uploads/sites/22/2018/07/Circle-Mayhem.pdf>



Page 19/20 A sense of belonging

Cities of sanctuary <https://cityofsanctuary.org>

Schools of sanctuary <https://schools.cityofsanctuary.org>

Music Action International www.musicaction.org

Dear Habib <https://positivenegatives.org/story/dear-habib/animation/>

New Union Flag

<https://whoareweproject.com/the-new-union-flag-from-an-object-of-agitation-to-a-space-of-communication>

Page 21/22 Creating a healthy school

Andy Goldsworthy https://www.youtube.com/watch?v=sngXz55b4bc&feature=emb_rel_pause

Richard Shilling https://www.youtube.com/watch?v=I1o2GCUqWk0&feature=emb_logo

Wellbeing Framework <https://www.takingcharge.csh.umn.edu>

Here I Sit <https://youtu.be/9EHRGOlyVEQ>

Anger Chatterbox <https://peacemakers.org.uk/wp-content/uploads/sites/22/2018/07/Anger-decision-maker.pdf>

Magic Carpet <https://peacemakers.org.uk/wp-content/uploads/sites/22/2018/08/Magic-Carpet.pdf>

Learning for Peace <https://peacemakers.org.uk/resources/learning-for-peace-book>

Thank You X <https://www.youtube.com/watch?v=1j2ntwVUstI>

Resources inspired by Thank You X <https://www.artisbasic.com/2018/04/cube-mural-inspired-by-street-artist-thank-youx.html>

Page 23/24 - Change Starts with us

Data <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/prevalence-and-impact/prevalence-bullying>

Cyberbullying <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/cyberbullying-0/prevalence-cyberbullying>

Young people's voices about bullying <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/change-starts-us-what-works-reduce-bullying>

Antibullying and peace video <https://www.youtube.com/watch?v=ABHBmupT2ok>

Needs Cards <http://lifeworldslearning.co.uk/lfp/Resources/2.6%20Needs%20cards1.pdf>

Bullying Myths and Facts www.bullying.co.uk

Roles people play in bullying www.stopbullying.gov

How to make a zine <https://www.youtube.com/watch?v=ab4O9SWNI9g>



Page 25/26 Thinking about WW1

[Agora Images https://www.youtube.com/watch?v=VONdZ53-NYo&feature=emb_logo](https://www.youtube.com/watch?v=VONdZ53-NYo&feature=emb_logo)

[Poster https://www.quaker.org.uk/documents/em-poster---retouched---rgb---smaller](https://www.quaker.org.uk/documents/em-poster---retouched---rgb---smaller)

[More ideas for using the poster http://www.quaker.org.uk/documents/using-the-everydaymilitarism-poster2](http://www.quaker.org.uk/documents/using-the-everydaymilitarism-poster2)

[Conscience resource https://www.quaker.org.uk/documents/conscience-2018-web](https://www.quaker.org.uk/documents/conscience-2018-web)

Page 27/28 Climate Justice

[Cosmic Eye https://www.youtube.com/watch?v=8Are9dDbW24](https://www.youtube.com/watch?v=8Are9dDbW24)

[What is climate change? https://www.youtube.com/watch?v=Eowlsxo4HnE&list=PLcu5nblZPjWsw30n1ugvy3vtTcPx92I-0&index=1](https://www.youtube.com/watch?v=Eowlsxo4HnE&list=PLcu5nblZPjWsw30n1ugvy3vtTcPx92I-0&index=1)

[Map Projections https://www.geoawesomeness.com/best-map-projection/](https://www.geoawesomeness.com/best-map-projection/)

[Goals for Trees https://www.bbc.co.uk/news/av/world-africa-45876475](https://www.bbc.co.uk/news/av/world-africa-45876475)

[Young Climate Activists https://www.bbc.co.uk/newsround/55000631](https://www.bbc.co.uk/newsround/55000631)

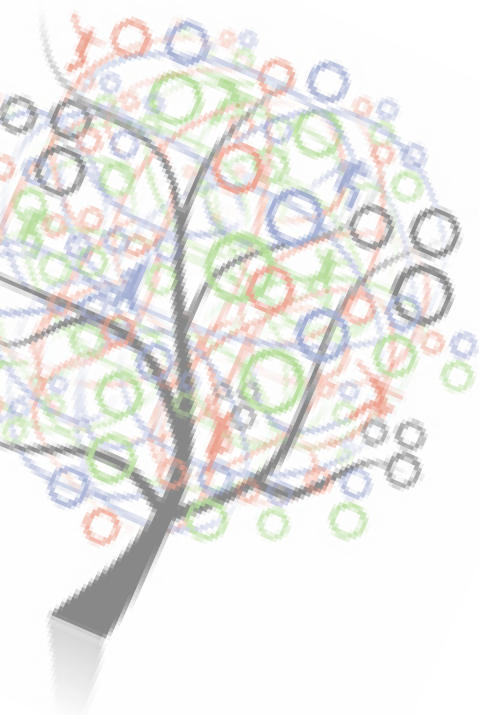
[Bye Bye Plastic Bags https://www.facebook.com/byebyeplasticbags/videos/504957996828030/](https://www.facebook.com/byebyeplasticbags/videos/504957996828030/)

Page 29/30 It's Not Fair

[Young Citizens Make a Difference Challenge https://vimeo.com/345945089](https://vimeo.com/345945089)

[Peter's Story https://www.bbc.co.uk/cbbc/watch/my-life-shorts-peters-circus](https://www.bbc.co.uk/cbbc/watch/my-life-shorts-peters-circus)

[Design for Change https://dfcworld.com/SITE](https://dfcworld.com/SITE)



This resource has been written by Jackie Zammit from Peacemakers with support from the Peacemakers team and Peter Doubtfire, Peace Hub Coordinator. We would like to thank Rachel Lewis from Peace Pathways and Ellis Brooks from Quakers in Britain, for their comments on the initial draft, and all the children and staff who have participated in Junior Peacemaker workshops at the Peace Hub.



Peacemakers is an educational charity based in Birmingham, working with schools and community organisations across the West Midlands for more than 30 years. We offer training for children and adults to develop the skills of peace, including emotional literacy, conflict resolution, mediation and restorative practices. Building, strengthening and repairing relationships lies at the heart of what we do.

The Peace Hub is a venue in central Birmingham, encouraging action for peace. The Hub is open to the public and offers opportunities for information-gathering and volunteering. It too is a branch of Central England Quakers.

Junior Peacemakers is a joint initiative between Peacemakers and Peace Hub.

www.peacemakers.org.uk

www.peacehub.org.uk

Some of the activity ideas in this resource have been adapted or directly taken from other sources. These sources are listed here. Check out their websites for other great resources.



www.anti-bullyingalliance.org.uk

[Primary School Pack](#)



www.ccea.org.uk/

[Fairness Resource](#)
[Your Life My Life](#)



www.ecobirmingham.com



www.lifeworlds.co.uk

[Dear Habib Educational Resources](#)



www.neweconomics.org
[5 ways to wellbeing](#)



Quakers in Britain

www.quaker.org.uk

[Peace Education](#)

[Conscience Resource](#)



www.tidegloballearning.net

[Climate Change Resource](#)

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Building Peaceful Schools



Hard to choose what I enjoyed most! Creative questioning - children really enjoyed broadening awareness of global issues as well as feeling empowered to make a difference in our own school. [teacher]

I liked thinking hard, trying new things and using my imagination. [pupil]

Children taking a lead and facilitating whole school change is a fantastic example to all members of the school community. [teacher]