

'Hawlio Heddwch' Welsh Women's Peace Appeal Centenary

1923 – 2023



'May we hand down to the generations who come after us,
the proud heritage of a Warless World'

Welsh Women's Peace Appeal to America, 1923

Educational Resources



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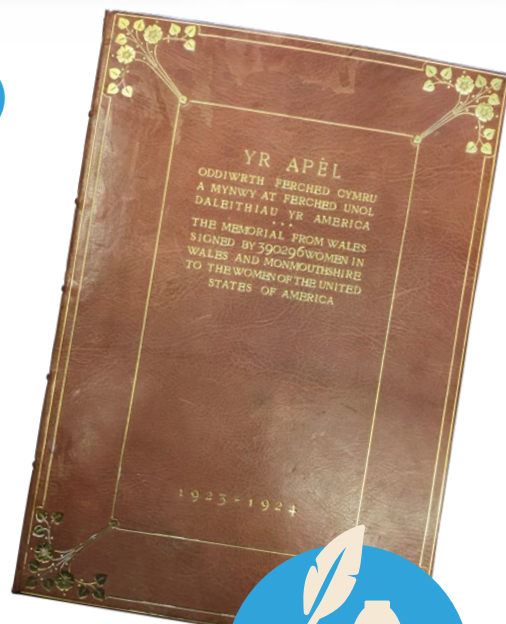




Introduction

Welsh Women's Peace Petition (1923 - 4)

The story of the Welsh Women's Peace Petition to America (1923) was one of the most dramatic discoveries of the [Heritage Lottery funded 'Wales for Peace' project](#) which, during the centenary period of WWI, set out to discover and explore Wales' rich peace heritage in the intervening 100 years. Imagine discovering in the library of the Temple of Peace in Cardiff, a beautifully gilded Moroccan leather cover, inscribed with the words 'The Memorial from Wales signed by 390,296 women in Wales and Monmouthshire to the women of the United States of America: 1923 - 24' and containing a two-page peace declaration. What was the story behind this document? Who organised the petition, and how did they go about collecting so many signatures? And where were those signatures?



There were so many questions to be answered!

By now some of those questions have been answered. We know some of the story behind the 1923 peace petition and this is re-told in simplified form in these resources. The signatures themselves, housed in their oak chest, have also been rediscovered in the Smithsonian Museum in Washington and returned to the National Library of Wales, Aberystwyth.

Many questions still remain, however. How exactly was the collecting of signatures organised in each area? Who were the women who signed the petition and why did they do so? What effect did the petition have, both in Wales and in the United States? So many aspects remain to be explored!

It could be said that the petition failed in its prime objective. The United States didn't join the League of Nations and in September 1939 WWII broke out. In the United States, however, the women's visit can be said to have led to the first 'Conference on the Cause and Cure of War' organised by the National American Women Suffrage Association – an event that was repeated annually until 1941. The women's vision of an international organisation to work for global peace and security was realised in the founding of the United Nations following WWII. Besides, who can say how many people were touched by the women's campaign, both in Wales and during their 2-month peace tour of the United States? Their vision, courage and indefatigable work to promote peace still inspire us today.

The aim of this educational pack is to introduce this incredible piece of peace heritage to a new generation of children and young people, to inspire them to find out more and to take action for peace themselves. The pack contains initial activities to introduce the story to both primary and secondary age children, with supporting resources. There are then suggestions for follow-up activities, including ones to support children and young people to take action for change themselves. Lastly, there is a list of references and resources to aid further research and exploration.

We hope that you enjoy these resources.

The Broader Context

Peace and Peace Education

Looking at the world today, it's difficult to underestimate the **importance of peace** for human wellbeing and development. Conflicts in Ukraine, the Middle East and Africa underline all too clearly what happens when communities and countries are in conflict: access to education and health is denied or difficult; infrastructure is destroyed, leaving people homeless and displaced; children are separated from their families. In the worst-case scenarios people are malnourished and disease spreads.

The United Nations has set **17 Sustainable Development Goals (SDGs)** which all countries around the world are working towards by 2030. By that date, we are aiming for a world where no child goes hungry, where everyone has access to food and clean water, good quality education and a good standard of health care.



The Goals also aim to bring about more equitable and sustainable communities, where everyone has access to clean, affordable energy and is moving towards more sustainable, responsible levels of consumption. Peace has an important role to play in achieving the Goals. **Sustainable Development Goal 16** is about promoting and implementing Peace, Justice and Strong Institutions, recognising that these need to be in place for people to access other basic needs such as safety, a family life, education and a good standard of health and wellbeing.

Education is an essential component for building a more peaceful, just and sustainable world.

Children and young people need to have the knowledge, skills and understanding to solve conflict in positive ways, to develop understanding and empathy for other individuals and cultures, and to use critical thinking and creativity to find sustainable solutions to the world's problems. UNESCO has just acknowledged this by issuing a revised [Recommendation on Education for Peace, Human Rights and Sustainable Development](#).

In Wales, our curriculum aims to equip pupils for the 21st century by supporting them to become healthy confident individuals and ethical, informed citizens of Wales and the World.



The Welsh Centre for International Affairs (WCIA) has developed a [Wales Peace Schools Scheme](#) which supports schools to develop a whole-school approach to peace education, integrating it into their ethos and learning. The scheme is flexible, enabling schools to adapt initiatives and activities to their own context and include things they are already doing.

Pupils are supported to develop skills for conflict resolution and problem-solving, to look critically at their own peace heritage and to link local to global issues. Schools interested in taking part in this scheme should contact

Jane Harries, Peace Education Coordinator - janeharries@wcia.org.uk

We wish you well on your peace journey, and hope that you enjoy this pack!

How this pack is organised:



This pack is largely aimed at learners aged between 8 and 14 years, and contains materials specifically for Primary and Secondary pupils, as well as generic resources. The activities in the pack fall into the following categories:

- 1** Preliminary Activities which are designed to help learners explore issues and understand the historical context in which the Women's Peace Petition happened.
- 2** Activities which 'tell the story of the Women's Peace Petition or allow students to discover the story for themselves. This includes an introductory session and an Assembly for primary and secondary pupils.
- 3** Activities relating to 'cynefin', enabling pupils to explore the geographical, historical, moral and religious context of the petition, and its ongoing significance today.
- 4** Cross-curricular activities, which allow pupils to delve further into different aspects of the story and explore their significance.
- 5** Activities which support pupils to take action on an issue which is of importance to them, inspired by the example of the Women's Peace Petition.



Links are given to downloadable resources for each activity.

References are given at the end of the pack, including a link to a suite of cross-curricular resources produced by Alaw Primary School, Rhondda Cynon Taf.

Links to the Welsh Curriculum:



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The activities in this pack relate in particular to Progression Steps 3 & 4 of the following What Matters Statements in the **Humanities Area of Learning**:

- ✓ Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- ✓ Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- ✓ Human societies are complex and diverse, and shaped by human actions and beliefs.
- ✓ Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Cynefin:

There is a strong emphasis in this resource on supporting pupils to understand the context of the 1923 – 4 Women's Peace Petition in terms of their local community and what was on people's minds at the time. They are encouraged to explore what their street / community was like at the time, who might have been motivated to sign the petition, and why.

Ethical, Informed Citizens:

A further aim of the pack is to inspire children and young people to consider what actions **they** might take to make their own communities more peaceful, based on the example of the Women's Peace Petition.

Introducing the Story

Primary Resources



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The Women of Wales and World Peace.

By M.

It was at the Welsh School of Social Service held at Llandrindod Wells in August, 1922, that the idea of initiating a Peace Movement

Activity 1

Piecing together the story:

[Accompanying resources for this activity can be downloaded here.](#)

Say that today we're going to spend some time discovering a very special story - one that happened in Wales and America 100 years ago.

Divide the group into smaller groups of around 6 students. Give each group a set of small pieces of text and illustrations. (See downloadable resources: each group has the same set). Firstly ask students in pairs to look at one of the pages and work out what they think is happening, and when. The group can now work together to decide in what order the story unfolds.

Ask the students to report back, and ask:

- **What order did they arrive at?**
- **What do they think the story is about?**
- **Why were the women so passionate about peace, and what were they aiming to achieve?**

The order of the story is: 2), 5), 1), 4), 6), 3)

Telling the Story:

You can now use the text or the slides in this pack to tell the story of the Women's Peace Petition. You can also use this YouTube video:

<https://youtu.be/0NbfTPgPjCM?si=XI58fCnHMsdew8jk>

Storyboard:

Now ask each group to create **a storyboard**, using a large sheet of paper or the template provided, in order to illustrate the story of the women's peace petition.

Reflection:

- **Which bit of the story did you like best?**
- **How does it make you feel?**
- **What questions do you still have?**
- **What actions do you think you could undertake, as children in Wales, to create a more peaceful world?**

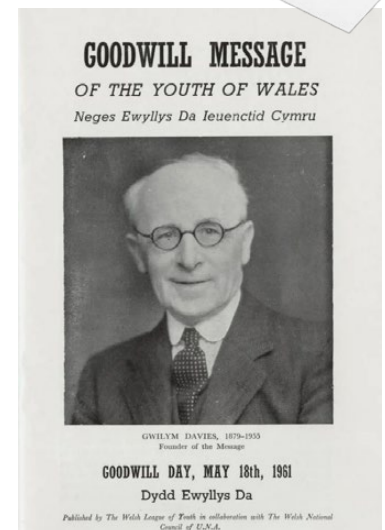
Once the story has been introduced, you can choose from the follow-up activities in this pack to explore the story further.

It's important that the students also have time to think what actions they would like to take to work for a more peaceful and sustainable world.

Supporting resources can be found on [pages 19 – 21](#) of this pack.

and are being organised and held in towns large and small, and in villages all over Wales and the work is progressing with vigour and enthusiasm.

The Memorial is a message to the people of America telling them of our hopes for the future of civilisation, and of our belief that if the United States of America place side by side with the British



Activity 2

Assembly (or whole-class introductory activity):



Accompanying **PowerPoint slides** [can be accessed here](#), as well as a version of **the story adapted for primary school children**.



1 Slide 2: Ask the children –

- Who do you admire and why?
- What are their qualities?

Invite responses.

2 Slide 3: Tell the story of the Women's Peace Petition

3 Slide 4: Invite reactions:

- What stood out for you about this story?
- What do you think helped the women to plan and carry out such an ambitious project?
- What do you think might have been difficult for them?

4 What can we all do for peace?

Introduce some slides showing what children have and are doing for peace:

- **Slide 5: Tell other people about the Women's Peace Message**

Example here of Alaw primary school pupils, Rhondda Cynon Taf, who looked at the Women's Peace Petition and did activities around it (video embedded within the slide or accessible here): www.youtube.com/watch?v=oMKF6ILJRPY

- **Slide 6: Examples of activities around Wales:**

Creating a peace garden, supporting victims of war, an anti-bullying or anti-racism campaign, peer mediation, becoming a Peace School;

- **Slide 7: Learning about Peacemakers:**

e.g. Welsh peacemakers: [Betty Campbell](#), [Waldo Williams](#), [Greenham women](#); International examples: [Sadako and the thousand cranes](#); [Malala Yousafzai](#)

- **Slide 8: What would they like to do for peace?**

Share ideas and say they will have opportunities in their classes to find out more about the Women's Peace Petition.

5 Slide 9: Music

You can finish the Assembly with an appropriate piece of music as the children file out (e.g. 'Let there be Peace on Earth': www.youtube.com/watch?v=57-0i7qghhU&t=120s)

Lyrics of 'Let there be Peace on Earth':



*'Let there be peace on earth
And let it begin with me
Let there be peace on earth
The peace that was meant to be*

*With God as our father
Brothers all are we
Let me walk with my brother
In perfect harmony*

*Let peace begin with me
Let this be the moment now
With every step I take
Let this be my solemn vow*

*To take each moment
And live each moment
In peace eternally
Let there be peace on earth
And let it begin with me'.*



Introducing the Story

Secondary Resources



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Activity 1

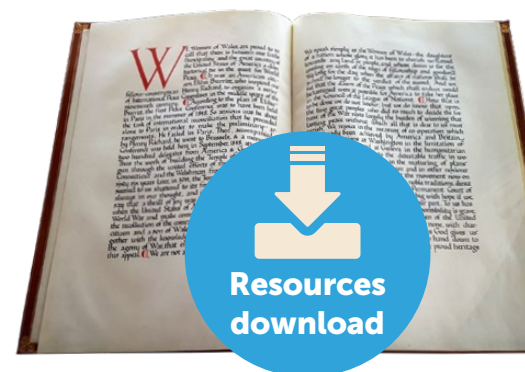
Silent Conversation (Discovering and exploring the Story)

[Accompanying resources for this activity can be downloaded here.](#)

Please note that you might want to do the Supplementary Activities first, to help students understand the language of the Appeal.

Tell students that they'll be spending some time uncovering and exploring a remarkable piece of Wales' peace heritage. Use the Silent Conversation technique to do this. The advantage of this technique is that it encourages everyone to participate, including students who are quieter and more reflective.

You will need the downloadable stimuli available [here](#). (There are 7 stimuli, so you can choose fewer, depending on the size of the group).



Each stimulus (text / photo) being used should be stuck in the middle of a sheet of flipchart paper, leaving plenty of room for comments and questions. You will also need a coloured marker / flipchart pen for each student – different colours if possible. Ask students to form small groups (of 4 – 5 people).

1 Explaining the activity:

Explain that, in a minute, you're going to give each group a text or photo to look at. The first two parts of the activity they will then undertake are to be done in silence, with all communication happening in writing. Say that there will be time to talk and discuss later on in the activity.

2 Commenting on their Stimuli:

Each group will now receive a stimulus on a sheet of flipchart paper and enough pens for everyone in the group. They should read the text / examine the image in silence. Once they have done this, they can ask questions or make comments on the flipchart paper surrounding the text. They can also underline pieces of the text and answer one another's questions in writing. This should take around 15 minutes. There are questions on each stimulus in the Supplementary Activities, if these are felt to be helpful.

3 Visiting the other Stimuli:

Keeping the silence, students take their pen and walk around the other stimuli. They can make comments on the other flipcharts, or write questions. Allow another 10 – 15 minutes for this section.

4 Conversation:

Students now return to their original stimulus and engage in conversation. They can talk freely about the text / image and its significance – also share any comments or questions they have from looking at the other stimuli and what other students wrote.

5 Processing the exercise:

In the larger group discuss the contents of the stimuli and the exercise as a whole. What do they think this story is about and why is it significant?

- What is its relevance for today?
- Do they still have unanswered questions?
- How did they feel doing the first bits of this exercise in silence?
- Was this helpful or not?
- What did the silence enable them to do / prevent them from doing?



At the end of this exercise, students should have a pretty good understanding of the Women's Peace Petition. Fill in any gaps they may still have (You can find the story [here](#) and a shortened version [here](#)).

Activity 2

Assembly (or whole-class introductory activity)



Accompanying **PowerPoint slides** can be accessed [here](#).
The story of the Petition is [available here](#), as well as a [simplified version here](#).

Slides 2 & 3:

Show the first two slides and explore the question 'Why is peace important?' Living in a peaceful and stable society enables people to fulfil needs and access rights which are essential to human health, wellbeing and development.

More peaceful communities are more likely to be more cooperative and equitable.

Slide 4:

Set the scene and tell the story of the Women's Peace Petition.



Slide 5:

Time for reflection.

Ask students to consider the following questions:

- What impressed you most about this story?
- What do you think enabled the women to plan and implement such an ambitious project?
- What obstacles do you think they had to overcome?

Slide 6:

Explore what methods and resources the women had to plan and deliver their campaign.

- What are the advantages and disadvantages of these, bearing in mind their context at the time?
- What about today?
- What methods and resources do we have at our disposal to plan, launch and run a campaign?

Slides 7 - 8:

So what can we do to build a more peaceful and sustainable society from the ground up?

- **Slide 7: Examples of activities around Wales:** creating a peace garden, supporting victims of war, an anti-bullying or anti-racism campaign, peer mediation, becoming a Peace School;
- **Slide 8: Learning about Peacemakers:** e.g. Welsh peacemakers: [Betty Campbell](#), [Waldo Williams](#), [Greenham women](#); International examples: [Sadako and the thousand cranes](#); [Malala Yousafzai](#)

Slide 9:

Introduce some models to help them to plan and implement a project successfully: e.g. a grid to help them think about what's easy / difficult to do and what has low / high impact; project-planning sheet (also available as a handout [here](#)).

If time allows, students now work in groups with flipchart and pens to map out something they'd like to do, what they aim to achieve, how they will do it and who they need to involve. They can then circulate and look at one another's ideas. One student to stay with their flipchart to introduce their project.

Slide 10:

Encourage students to go away and develop their projects.



Follow-up Activities (Cross-curricular)*

*Note that a range of cross-curricular resources has been kindly shared by Alaw Primary School, Trealaw, Rhondda Cynon Taf, and is available [here](#).



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Aims:

- ✓ For pupils to understand how their locality and community has changed in the last hundred years.
- ✓ To understand better the context of Welsh society after WWI, the motivation of the women who organised the Peace Petition and the methods they used, compared to how we might conduct a campaign today.
- ✓ To find out who signed the petition, based on information from historical records and documents.

Activities:

1 Ask pupils to consider what makes their home feel like home?
What is their community like and what makes it special? (Individual reflection)

2 Now imagine what your community was like in the early 1920s.

- What did your street look like? What was the same / what different?
- How about your family? Did they live close to you, or were they scattered?
- How did people get around (transport)? How did they communicate?
- What was the role of women in society? What was the role of children?
- How had WWI affected communities across Wales and the different roles people played in them?

Some photos may help here.

Pupils can access some [here](#) and discuss their answers in small groups – then feed back.

3 Now ask the groups to think about the women who collected the signatures for the Women's Peace Petition:

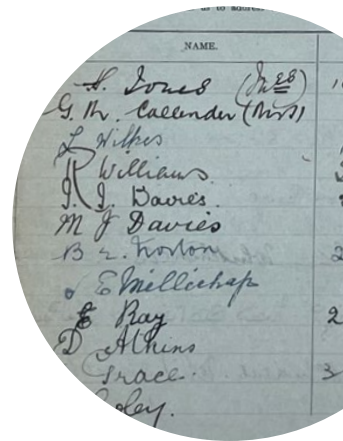
- Who were they, and what motivated them?
- How easy do you think it would have been for women to do this in 1920s?
- Who was their audience (who were they aiming to persuade to sign)?
- Do you think their job would have been hard or easy? Why?

4 Next ask pupils to consider the methods used.

Over the course of 6 months, the women collected 390,296 signatures – an amazing number, as this is 30% of all the women in Wales at the time!

- How do you think they persuaded people to work together to take action?
- What methods did they use?
- What support did they need?
- How do you think they publicised their campaign?
- What methods would we use today and how would we publicise what we were doing and get as many people as possible on board? (See further activities on methods to use in Section 6 of this resource – 'Making a Change for Peace')

Pupils could create a 'mind map' of their answers, or create a 'then and now' picture, indicating the methods used in 1924, and ones we may use today.



5 Research: How to find out more by looking at the digitised petition and other historical resources.

The National Library of Wales has undertaken a big project to digitise every single page of the petition, with groups of volunteers 'transcribing' the names (reading the names written in the pictures of the pages, and entering them into a database).

This work was completed in July 2024 – the year of the centenary of the petition. This means that anyone can search for a particular name or address in the petition, and find out if their relative signed, or someone living in their house, or community.

You can use the catalogue and the petition to make a search.

Here's how:

1. Go to: [Welsh Women's Peace Petition - National Library of Wales Archives and Manuscripts](#). This takes you to the main catalogue of the library.
2. Use the search function to look for a particular village, town or area.
3. Make a note of the box and page number (there may be several!).
4. Then go to: [The Welsh Women's Peace Petition - National Library of Wales](#), to the 'access to the peace petition' section. This will show you a 'page viewer', where you can see every page that has been digitised.
5. Go to the box number you noted, and use the 'Index' page of the contents to find your box



Some questions:

- Ask your family: do they know the names of the women of your family living in Wales at the time? (remember they need to be over 18 to have signed). Perhaps you can create a family tree to understand the members of each generation.
- Where did they live? Are there any stories about them that your family can share? What kind of person were they?
- Can you find your house or street, or a street that you recognise from your town? How many people in that street signed? Is there a pattern (did one organiser call at every house, or only a few addresses?)

Additional resources:

- Local archives will have free access to the 1921 census, which could help match names and locations. This is also available through findmypast.co.uk, but there is a fee.
- Your local archives will be happy to help you find out more: find your local archive service and contact details [here](#).
- People's Collection Wales may have some photos from your area: peoplescollection.wales

Further Cross-curricular Activities

Drama / Reading / Creative writing:

Aim

- ✔ To support pupils in putting themselves in the shoes of the women who were involved in gathering signatures for the petition – their motivation, hopes and fears.

Activities

- 1 Think – Pair – Share:** Ask pupils to imagine they were one of the women involved in persuading people to sign the petition in Wales. What inspired you to do this? Reflect, then share your thoughts with a partner, then with the rest of the class.
- 2 Group task: knocking doors for peace:**
In small groups, ask them to consider the following questions:
 - What is it like going from door to door speaking to people?
 - Do you have any doubts about whether you will be successful in convincing people to sign the petition?
 - How do you put your case across?
 - Do you face any challenges?
(Think of the context and the role of women in society at the time...)Groups now make up a sketch and act it out. They could practise varying the responses of those who answered the door.
- 3 Whole-class reflection:** What does this tell you about the people who collected signatures for the petition? What qualities did they need?



Charles Dixon

"CEDRIC" LEAVING LIVERPOOL

Aim

- ✓ To use information on a website to understand an historical event, its context and significance.
- ✓ To read and understand diary entries written in 1924

Activities

- 1 Ask pupils to work in groups to [read about a very special story](#), using the WCIA website. They can test their understanding by filling in one of the research sheets shared by Alaw Primary School.
- 2 Group reflection: what do they think of the story? What struck them about it?
- 3 Assign sections of Annie's diary to individual pupils or pairs. Ask them to decide:
 - Where do they think this is taking place?
 - What's happening in this passage?
 - What strikes you most about it?
 - What impression do you get of the writer and others she mentions in the passage?
- 4 Pupils could then share their impressions and use these to get a sense of the women's journey and their experiences.

Resources

[WCIA website page on the Women's Peace Petition](#)

.....
[Alaw resources](#)
(including sheets supporting research based on Annie's diary)

.....
[Annie's diary](#)
(transcription)

Aim

- ✓ To write a diary entry based on information gleaned, using imagination and empathy.

Activities

Ask your pupils to imagine they are on the journey to America with Annie – or maybe they are one of the people who meets her on her journey.....

Ask them to write a diary entry using the following questions:

- How does it feel to be on the visit?
- Where are you? Who do you meet?
- Describe some of the things you see and do, and how they are different from home.



Humanities:

Students can learn more about violence and non-violence, about successful non-violent campaigns in a variety of historical and geographical contexts and how to plan their own campaign to create positive change by engaging with the pack '[Nonviolent Action: a Force for Change](#)'.

This pack supports students (aged 8 – 13) to look at what violence and non-violence mean, and to learn about and understand campaigns from Wales, the UK and globally where non-violent campaigns have brought about lasting change. The pack is available [bilingually](#) and contains 11 Welsh case studies spanning the last century, relating back to the Cynefin aspect of the curriculum.

History:

Aim

- ✓ To understand the historical context in which the Women's Peace Petition was created.

Activities

Divide the class into groups, and give each group a particular article / resource to look at in more detail. Some questions for them to consider might be:

- How was Welsh society affected by WWI?
- What other factors impacted on Welsh society in the 1920s and 30s?
- What was the Welsh League of Nations Union? What were Daffodil Days?
- Why was there so much enthusiasm for international peace in the 1920s? Had this changed by 1930s? If so, why?

Resources

'Setting the Scene – Historical Resources' in the reference section of this pack

Resources in the 'Making a Change for Peace' section of this resource

Aim

- ✓ To understand history from different perspectives
- ✓ To understand historical events in their broader context

Activities

Now tell pupils the story of the Women's Peace Petition and their journey to America in 1924.

You can follow this up with a class discussion:

- Were the women who organised the petition realistic or overly optimistic?
- Might history have been different if America had joined the League of Nations?

You can explain that some of the women's aspirations weren't realised until after WWII – e.g. the founding of the United Nations – so they can be seen to be ahead of their time – planting seeds for a more hopeful and cooperative future.

Aim

- ✓ To understand the significance of historical events in the present day.

Activities

You can follow up these activities by exploring the significance of the Women's Peace Petition campaign today. What would a modern-day petition look like?

- What would it aim to achieve?
- Who would its key audience be?
- What methods would it use to gain support and publicity?
- What would success look like?

Pupils could discuss these questions in pairs or groups, then share their thoughts with the rest of the class. They could then engage in the activities in the 'Making a Change for Peace' section of this resource to work on and launch their own campaign or petition.



Geography:

Aim

- ✓ To understand the journey the women made in 1924 and what that meant geographically.
- ✓ To compare travel in the 1920s with modern-day travel.

Activities

Ask the children to think about the women's journey from Liverpool to New York (it took 10 days) and across America and back. They can see the route here:

www.wcia.org.uk/womens-centenary-timeline/ and also read descriptions in [Annie's diary](#).

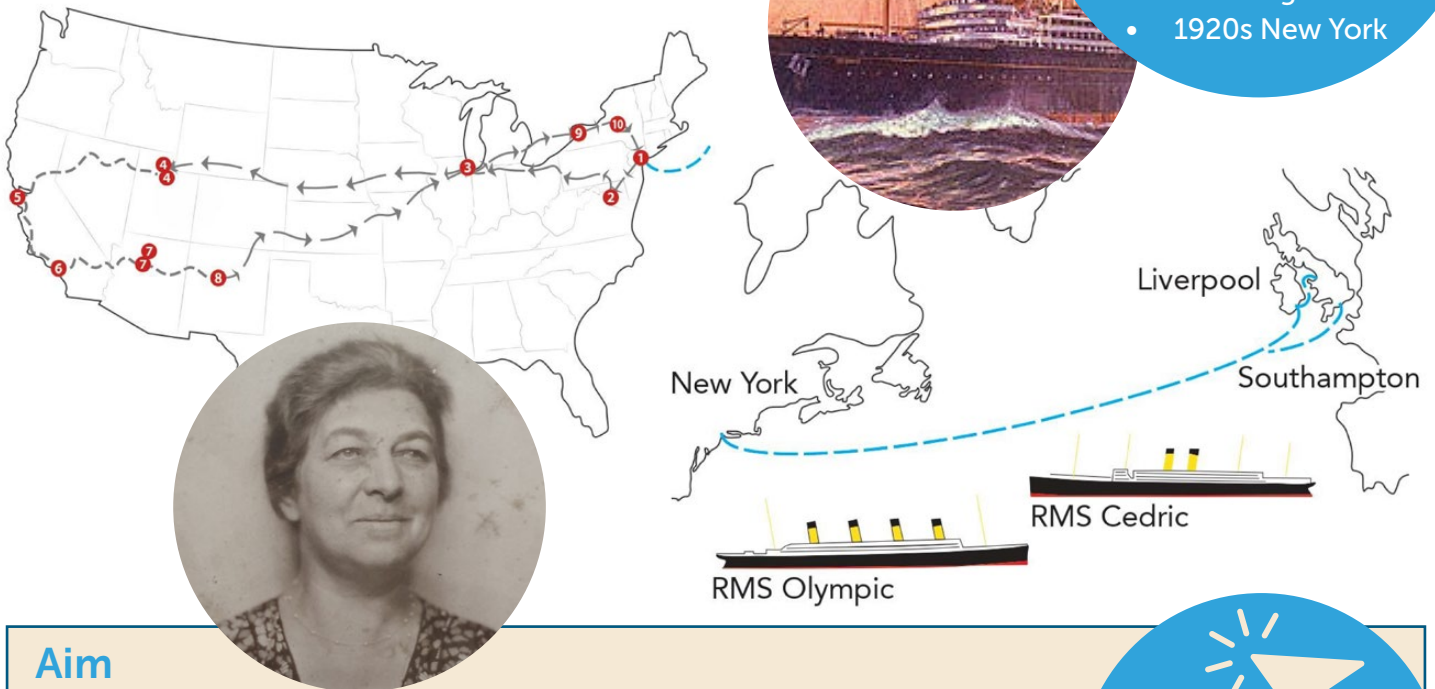
Some questions to consider:

- How did they travel?
- What kind of terrain would they have passed through, bearing in mind that it was February? (There are some descriptions in Annie's diary).
- How would the journey be different today?
- How do you think communities in the US will have changed between then and now?

Resources

See Alaw Primary School resources [here](#), in particular:

- Plotting the journey
- Calculating distance
- 1920s New York



Aim

- ✓ To understand what motivates people to explore and how it feels to undertake a journey that pushes people to their limits.

Activities

Ask pupils to look at Annie's diary entries, and discuss:

- What motivated her to undertake the journey?
- How did she feel at times during the journey (emotionally, physically....)

They can compare this with accounts by other explorers, then write their own diary entry as an explorer.

Resources

Alaw Primary School's resource '[Explorer's diary](#)'

Making a Change for Peace

Planning your own project for peace



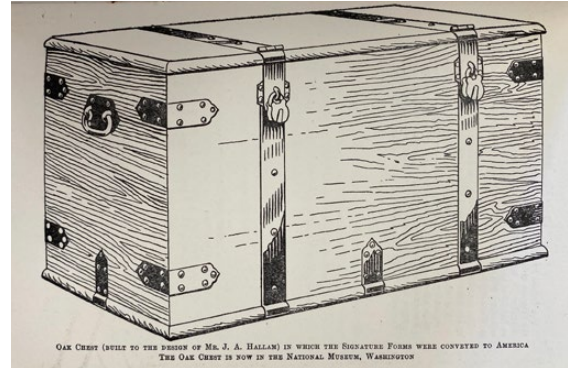
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Step 1

Deciding what you want to do:

Sometimes the issues facing the world feel so big that it's difficult to know what we can do. This was also true, however, of the women who wrote the 1923 Peace Petition and took it all the way to women in America – but they went ahead anyway! There's always **something** we can do to make the world a more peaceful sustainable place!



Thought-shower:

An easy way to decide what your class/ group would like to take action on is – firstly just to get everyone's ideas down on flipchart. Once you have done this, give everyone in the class either a coloured sticky dot or a coloured pencil.

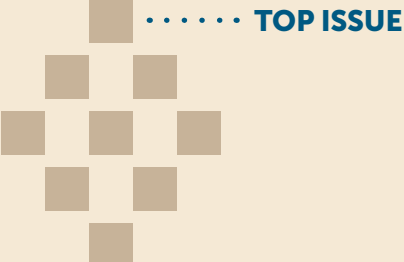
Ask pupils from each table to come up to the flipchart and put a dot against their 1st, 2nd and 3rd choice. Once everyone has voted, the most popular ideas should be revealed. Pupils can now work in groups on one of the topics chosen.

Diamond Ranking:

Start off in small groups by generating ideas about peace-related issues you'd like to take action on and write each idea clearly on a card. What would you like to change in your school / community / society? Try to make these as specific as possible (e.g. stopping arguments and conflict on the playground; reducing bullying; improving recycling).

Secondary students may choose broader issues such as an aspect of climate change, asylum seekers, or a peace issue you are passionate about (nuclear weapons, how to stop a current conflict) or something that impacts on your local area (e.g. equal access to services).

Look at the cards you have generated and decide:

- What is the **most important** issue for you? 
- Which two issues would come next?
- What three issues would be in the middle?
- What two issues would you rank next?
- What issue would come 9th?



This method should help you to decide on an issue or issue you'd like to take action on.

Try to keep your issues peace-focused. There is a description of the [Diamond Ranking activity](#) on page 6 of the **'Making a Change for Peace'** toolkit on Hwb, as well as sample issues cards [here](#).

Step 2

What methods will we use?

Think about the women who planned and organised the 1923 petition. What resources did they have at their disposal? How did they create an effective campaign across Wales that gained so much support? They had neither internet nor social media. Some of them would have been able to use the telephone, but largely they must have relied on a network of [League of Nations Union Branches](#) across Wales.

(There were **1,014 community groups across Wales with 61,262 members actively involved** in the League’s campaigning activities during the inter-war period). Messages may also have been passed from family to family, or through other community networks such as chapels. Enough people cared in communities across Wales to go out knocking on doors and asking people to sign the petition!

Consider **what methods** you can use to create a successful campaign and create a list. This may include some of the following – or others:

- Writing an article or blog
- Using your school notice boards
- Making your case to your school council
- Asking to run a school assembly
- Using your school / community radio, if you have one
- Using social media
- Fundraising
- Organise a campaign
- Joining a local peace or environmental group
- Joining a demonstration
- Writing or making a presentation to your school governors/ local councillors / Senedd Member / Member of Parliament
- Writing a petition and getting others to sign it...

Remember that, if you are working as a team, people may feel comfortable doing different activities. Some people may feel fine, for instance, writing to their MP or Senedd Member or joining a demonstration, whilst others may be happier doing social media or blogging. Play to your strengths and use different skills in the group!

One way of finding out how you can work together as a group to bring about change effectively is by running a **Values Continuum**, as follows:



- 1** Imagine there is an imaginary line across your classroom. One end means ‘I’m fine with that’; the other end means ‘I’d run a mile before doing that’.
- 2** Read out an action (from your list of methods) that you could take individually or as part of a group to create change. Ask people to think about each one, then place themselves along the line according to whether this is something they think they could do. Do this bit in silence and tell people not to worry about where their friends are standing. There is no ‘right’ or ‘wrong’ answer, and we all have different skills and things we are or aren’t comfortable with.
- 3** Once everyone has moved to where they are on a particular action, you can have a quick discussion about why they have moved to that place. What is easy or challenging about a certain action? What may you need to consider? Which actions are most likely to be successful and help you achieve your goal?

This is a good way of helping you to understand what you are able to do to create change, individually and with others, and how to use the strengths in your group.

Easy / Hard to do - High / Low Impact:

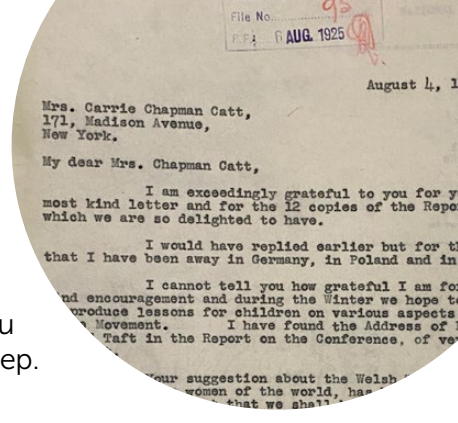
You might also like to consider the High Impact / Low impact; Hard to do / Easy to do grid when deciding as a group what actions to take.

	Easy to do	Hard to do
High Impact	<ul style="list-style-type: none"> • Do an assembly • Make a film • Photo competition • Link up with a business / charity 	<ul style="list-style-type: none"> • Convince decision makers to change their policies • Convince businesses to change their practices
Low Impact (Initially)	<ul style="list-style-type: none"> • Speak to people • Circulate leaflets • Work with teachers to develop a planning unit 	<ul style="list-style-type: none"> • Get really worried about it and wait for someone else to take action

Step 3 - Taking Action for Peace!

Writing a modern-day Peace Petition

Yes – **you** can write a petition too! It's still a great way of sharing a message and inspiring others to create change. The rough guide below aims to take you through the process of writing and sharing your own peace petition step by step.



1 Choose something you care about

Think about something that matters to you and makes you feel passionate. It could be stopping bullying, helping the environment, or promoting conflict resolution. Whatever it is, choose a cause that you really care about.

2 Learn and understand

Now, let's learn more about the issue you've picked. Read up about it, search the Internet, talk to friends and family. Understanding the topic will help you write a strong and persuasive petition.

3 Decide what to say

Think about the most important message you want to share. Keep it short and sweet! Your message should explain why your issue is important and what change you want to make.

4 Write your petition

Now put your thoughts into words! Here's a simple structure for your peace petition:

- **Title:** Choose a cool and catchy title that matches your cause.
- **Introduction:** Start with a powerful statement that grabs attention and explains the issue you're addressing. Tell everyone why it's important and why their support is necessary.
- **Body:** Share facts, stories, or even your own experiences. Be respectful and use simple words that everyone can understand.
- **Call to action:** Clearly say what you want people to do. Maybe you want them to sign your petition, share it with others, or take actions for your cause.
- **Closing:** End with a strong and positive statement. Encourage everyone to join you in making the world a more peaceful place.

5 Get signatures

It's time to gather signatures! Ask your friends, family, classmates, and teachers to sign your petition. You can also ask people online or at events. The more signatures you get, the more powerful your message becomes.

6 Spread the word

Make sure everyone hears about your petition! You can use your networks and communication channels in school and in your community – just like the women did in 1923! This might include assemblies, notice boards, local radio and flyers. If you are able to use social media, you can take a photo of your petition and share it there. Remember to involve adults if you are doing this.

These steps should help you to write an awesome peace petition and make a difference in the world. Remember, even small actions matter, and your voice is powerful.

Together, we can create a more peaceful world for everyone.

Draw up an Action Plan:

It's always good to draw up an Action Plan to have a clear idea of what you want to achieve and how, who can support you, timescales, and what resources you have available. You can find a template for a Planning Sheet [here](#). It's best to draw up your action plan in a group, so that different members of the group can suggest ideas and ways of working. Remember to check with a responsible adult (teacher / parent) if you are unsure about taking an action or need advice or support.

References and Resources

Videos on the Sustainable Development Goals (SDGs):

- 'The world's largest lesson – Global Goals': www.youtube.com/watch?v=cBxN9E5f7pc **(Primary)**
- 'Red Alert – how to meet the Sustainable Development Goals together': www.youtube.com/watch?v=wXASRXbjR08&t=297sb **(Secondary)**

Resources on the SDGs:

- 'The World's Largest Lesson' – an initiative of UNICEF, which encourages children to learn about the SDGs, self-reflect, take action and change their lifestyle. Schools can sign up for free: worldslargestlesson.globalgoals.org
- Sustainable Development Goals – Student Resources (including books, games and suggestions for actions) www.un.org/sustainabledevelopment/student-resources
- 'Walk the Global Walk: resource pack for the delivery of SDG16 – Peace, Justice and Strong Institutions' Resource for 9 – 14 yr olds available bilingually on Hwb: <https://hwb.gov.wales/repository/resource/b1d6e9c1-4bc1-4f7f-a632-a1bfdb7fb18c/overview>

Setting the Scene – Historical resources:

- The Legacy of WWI – BBC Wales History: www.bbc.co.uk/wales/history/sites/themes/periods/ww1_background.shtml
- The impact of WWI on children – BBC News article: www.bbc.co.uk/news/uk-wales-26389055
- War and Depression – BBC: www.bbc.co.uk/wales/history/sites/themes/guide/ch20_part2_war_and_depression.shtml
- Making ends meet and emigration from Wales (WJEC): www.bbc.co.uk/bitesize/guides/z86vxfr/revision/4
- Welsh League of Nations Union (WJEC): www.wcia.org.uk/wlnu
- Exercise to understand the League of Nations and a timeline in Alaw Primary School resources: <https://www.wcia.org.uk/global-learning/womens-peace-petition-pack/>
- Daffodil Days of 1920s and 1930s in Wales (WJEC): www.wcia.org.uk/wcia-news/wcia-history/daffodil-days-of-the-1920s-30s-celebrating-wales-wide-community-activism-on-worldpeaceday/
- Short videos of Wales in the 1920s: <https://www.bing.com/videos/search?q=Wales+in+the+1920s&qpv=1&FORM=VDRE>

Resources on the Women's Peace Petition:

For more information about the story of the Women's Peace Petition, explore the following links:

www.wcia.org.uk/wcia-news/wcia-history/womenspeacepetition/

www.wcia.org.uk/womens-centenary-timeline/

Annie's Diary

You can read Annie's diary, and the transcribed version here:

www.flickr.com/photos/129767871@N03/albums/72157680212085978

Alaw Primary School Resources

Alaw Primary School has created a suite of cross-curricular resources, which are available here:

www.wcia.org.uk/global-learning/womens-peace-petition-pack

Many thanks to them for being willing to share these.

WCIA

If you wish to do further research on an aspect of the Women's Peace Petition, you can find guidance on researching and creating 'Hidden Histories' here:

www.wcia.org.uk/peace-heritage/hiddenhistories-toolkit/

A version for schools can be found [here](#).





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