

# ‘How to Become a Peace School’

## A Toolkit for Practitioners

(Teachers, Headteachers and Pupils)



Developed by schools and partner organisations in Wales,  
Romania, Slovenia and Turkey

2020 - 2023

## Background

This toolkit came into being as part of an Erasmus 'Becoming a Peace School' project which took place between 2020 and 2023, including partner schools and organisations from Wales (UK), Romania, Slovenia and Turkey.

### Who is it for?

The toolkit is for anyone interested in peace education and how it can support children and young people to become active peacemakers and global citizens, with a deeper understanding of their peace heritage, knowledge of what peace means in practice and the skills to think critically and to work cooperatively and creatively with others to build stronger and more sustainable communities, now and for the future.

**The overall Aim of the toolkit** is to provide a 'one-stop shop' in terms of the necessary information, guidance and resources for schools wishing to develop, implement and evaluate a whole-school approach to peace education.

### Underlying Objectives are:

- To develop an understanding of what peace education is and its benefits;
- To clearly set out the steps involved in developing, implementing and evaluating a whole-school approach to peace education;
- To provide guidance and resources for actively involving learners in the process;
- To provide the necessary information, case studies, lesson plans and resources to support schools in developing peace education at different levels, including personal peace, inter-personal peace, education about peace and education for peace.

### How it's set out:

The layout of this toolkit mirrors the headings of the **Action Plan** used by schools during the 'Becoming a Peace School' Erasmus project. These are:

- A. Embedding Peace into your Whole-School ethos;
- B. Developing your Scheme - Learners as Young Peacemakers;
- C. Learning and the Curriculum; and
- D. Intercultural and Global Learning and Projects.

The development of intercultural approaches was an innovative element of this project. Schools in the 4 countries shared information about elements of their peace heritage, learned from one another, and explored issues together critically and creatively. We hope that the examples shared here provide a template for further such work between young people at a local, national and international level.

The aim is for the toolkit to be as flexible and user-friendly as possible. We hope that you enjoy using it!

## Section A

### Embedding Peace into your Whole-School Ethos



## A.1 What is Peace Education?

It's useful at the beginning of your Peace School journey to develop understanding amongst staff members of what peace education is and how it can be beneficial to your learners and to the school. Some background information is given on [Resource Sheet A.1 \(RSA.1\)](#) in the Appendices, including the role of peace education in achieving the Sustainable Development Goals (SDGs) 2030.

At the beginning of the 'Becoming a Peace School' Erasmus project partners shared their thoughts and ideas as to what peace education means to them. These comments can be found on [Resource Sheet \(RS\) A.2](#). On [Resource Sheet \(RS\) A.3](#) you will find some quotes from famous people about peace education. These can be used during staff training or consultation sessions with learners.

As outlined in [RS A.1](#), peace education can be developed at different levels – i.e.:

- **personal peace**: feeling good about ourselves, positive mental health and wellbeing, self-esteem, evident in practices such as mindfulness;
- **inter-personal peace**: including approaches such as relationship-building, conflict resolution and mediation – also learning about the causes of prejudice, stereotyping and conflict and how they can be overcome;
- **education about peace** – learning about one's own peace heritage and how people have worked for peace locally, nationally and internationally both in the past and today; and
- **education for peace** – supporting young people to gain the knowledge, skills and attitudes to understand current issues, to become peacemakers and take action for peace, justice and human rights.

In developing your Peace Schools Scheme, **try to bear these different levels of peace education in mind**. Questions to ask include:

- Does your scheme contain elements of all these levels?
- How are you building on your learners' knowledge, skills and attitudes as Young Peacemakers, year on year?
- As teachers, do you encourage learners to think critically and creatively, to work together cooperatively and to take responsibility as active citizens?
- What ways do you have to assess and reflect on learners' progress in terms of increased knowledge, improved skills and changes in attitudes and behaviours?



## A.2 What is a Peace School?

It's important for staff and learners in your school to have a **shared understanding of what being a Peace School means**. **Some key questions are suggested below**. These could be included in teacher training and consultation sessions with learners:

- How would you define a Peace School? What do you think it means?
- How would our school look and feel different as a Peace School – for learners and for staff?
- What changes might there be to the way we organise things and how people behave towards one another?
- What will you learn and what skills will you acquire?

A Peace Schools Scheme has existed in Wales since 2017. A Peace School is defined as a place where:

- Everyone feels safe, respected and valued;
- There is a school ethos based on cooperation, respect for difference and problem- solving;
- Peace is a common thread in learners' everyday lives – in the way they learn and live together;
- The curriculum contains opportunities to learn about and critically reflect upon stories of peacemakers and issues related to peace and sustainability – from Wales and beyond; and
- Learners are encouraged to be active, ethical, informed citizens of Wales and the world

**Is this a useful definition for you?** What might you change or add? A template to develop your thinking about what a Peace School is – key ingredients, methodology and outcomes - can be found at [Resource Sheet \(RS\) A.4](#). This can be used as part of a preparatory teacher training.

Partners on the 'Becoming a Peace School' Erasmus project used this template to develop a shared understanding of what it means to be a Peace School. Our shared responses can be seen on [Resource Sheet \(RS\) A.5](#).

### A.3 Why become a Peace School?

Given that schools are busy places with a curriculum to deliver, staff in particular may be keen to understand what the advantages are of becoming a peace school. Some answers to this question are evident in the outcomes listed on [Resource Sheet A5](#). Learners who are part of an effective peace school should feel safe and happy in school; gain important personal and relationship skills; learn about their own and others' peace heritage; develop the skills to resolve conflict non-violently; be able to analyse current events critically, problem-solve and respond creatively as informed, active citizens.

Some **examples of projects undertaken by primary and secondary Peace Schools** in Wales are given on [Resource Sheet \(RS\) A.6](#). Case studies from Erasmus partners are available [here](#).

### A.4: Involving the whole school community

Once you have decided to become a Peace School, your first step will be to run a **baseline questionnaire** in order to assess where your school is at the moment in terms of ethos, learning and promoting and embedding knowledge and understanding about peace, as well as important skills, attitudes and behaviours. [Baseline questionnaires were developed by partners during the Erasmus project, and links to the English-language versions of these are given below.](#) Questionnaires should be run with a representative sample of staff, learners and parents so that you gain a true reflection of where your school is in terms of ethos and learning, taking into account the experiences and views of all sections of your community. Staff consulted and informed should of course include teaching staff but could also include key people such as dinner ladies, the caretaker and classroom assistants.

Primary pupils	<a href="https://docs.google.com/forms/d/15gDy2kdVVtpkAmd9IAP-t7jp4RQJKsKJkzBCXvrGgNY/viewform?ts=644f6828&amp;edit_requested=true">https://docs.google.com/forms/d/15gDy2kdVVtpkAmd9IAP-t7jp4RQJKsKJkzBCXvrGgNY/viewform?ts=644f6828&amp;edit_requested=true</a>
Secondary pupils	<a href="https://forms.gle/PJR6fM7hBt9HqoBW6">https://forms.gle/PJR6fM7hBt9HqoBW6</a>
Staff	<a href="https://docs.google.com/forms/d/10puNTSWXGZowHf7pu6DHdM3VY3VA-90yReMHx_K3yyE/viewform?ts=644f6869&amp;edit_requested=true">https://docs.google.com/forms/d/10puNTSWXGZowHf7pu6DHdM3VY3VA-90yReMHx_K3yyE/viewform?ts=644f6869&amp;edit_requested=true</a>
Families	<a href="https://docs.google.com/forms/d/1_dzEKsuKN1GItsGkA27D0F4rj88h452_Pp8PNQq9Tt4/viewform?ts=644f6880&amp;edit_requested=true">https://docs.google.com/forms/d/1_dzEKsuKN1GItsGkA27D0F4rj88h452_Pp8PNQq9Tt4/viewform?ts=644f6880&amp;edit_requested=true</a>

You should also run a **training session with staff**, so that they are aware of what it means to be a peace school, what it involves and the expected outcomes. [Plans for training sessions and accompanying PowerPoint slides are available here.](#)

It's vital that **learners themselves** are consulted and involved in what your Peace School Scheme will look like, how it will work and what it aims to achieve. Some reasons why this is important are outlined on [Resource Sheet \(RS\) A.7](#).

### **Initial Consultation with Learners:**

It's important to consult with learners on your scheme before it's too far developed – ideally before any real activity has started. Doing so will enable you to incorporate into your scheme young people's vision and ideas for what a peace school could look like, and how it can work in practice.

An initial consultation could involve a representative group of learners – e.g. from your school council – but it should include learners from different ages and stages. You may wish to undertake a wider consultation - for instance with different year groups. A plan for a possible initial consultation session is provided on **Resource Sheet (RS) A.8**, and accompanying exercises / resources are included in **Resource Sheet (RS) A.9**.

### **Involving Learners – longer-term:**

**Following on from the initial consultation** it's important to ensure that learners:

- Know that their views have been taken into account and what will happen as a result.
- Continue to have opportunities to be informed and involved – e.g. through school assemblies, class discussions, class and school councils, or by the formation of a 'Young Peacemakers / Peace Ambassadors' group
- Can learn about people and issues that are important to them in fun and interactive ways – e.g. through researching issues, making films and animations, through discussions and debates on controversial questions and events....
- Have opportunities, through the scheme, to be involved in a variety of activities – e.g. supporting one another and people in the community, peer learning, organising campaigns, creative projects (art, music, technology), making international connections....
- Are able to give feedback as to how things have gone and give their ideas about how things can be further developed – on an ongoing basis.

The more learners are actively involved in your Peace Schools Scheme, the more it will impact on the ethos of your school, and the more your learners will develop the knowledge, skills and attitudes to become Young Peacemakers – now and in the future.

### **A.5: Raising Awareness and Embedding Peace into your School**

Embedding Peace into your whole-school ethos is about more than running some lessons or a project about peace. It's about everyone in your school being aware that you're a Peace School and knowing what this means in terms of how people treat one another, what's acceptable and not acceptable, and developing new ways of learning and thinking. It may involve staff and learners revisiting key school policies such as your Behaviour or Anti-bullying Policies and considering how peace can be integrated into different levels of teaching and learning. This all takes time and perseverance, although it should be a positive process, leading to real outcomes for everyone in your school community.

A first step will be to raise awareness of the fact that your school is a Peace School. If your school holds school **assemblies** (religious services) this can be a way of sharing information with learners and staff. Some schools organise **notice boards** and **displays** across the school to raise awareness or **celebrate particular dates in the school calendar** which have relevance to peace such as International Women's Day (March 8<sup>th</sup>), International Day of Peace (September 21<sup>st</sup>) or Human Rights Day (December 10<sup>th</sup>). Your newly-elected Young Peacemakers can play a key role in organising these initiatives.

Some schools have 'launched' their Peace Schools Scheme by organising **whole-school initiatives or projects** – for instance designing a Peace School logo, creating a Peace Garden or holding a Peace Week. The advantage of projects such as these is that all learners in the school can get involved at their own level. Creating a logo or a peace garden also provides opportunities for discussion of issues such as 'What does peace mean to you?', 'What does it mean to be a peace school?', 'What can we all do to create peace locally, nationally and internationally?'

On **Resource Sheet (RS) A.10** you will find **some ideas to support you in embedding Peace into your school ethos** over time, **with space to add additional ideas.**



## Section B

### Developing your Scheme - Learners as Young Peacemakers



## B.1: Selecting Young Peacemakers

A group of Young Peacemakers or Peace Ambassadors should be appointed fairly early in the process of becoming a peace school. This is an important group in terms of working with staff to develop, implement and evaluate your Action Plan, liaising with staff and students, and taking on a leadership role.

Your method for selecting your Young Peacemakers will depend to some extent on the size and nature of your school. Nevertheless some basic principles apply:

- The process must be fair and open
- The criteria you are looking for and the commitment involved should be spelled out (e.g. Peacemakers need to be able to represent the views of their fellow students; they will be required to attend meetings on a regular basis and to take part in projects.....) as well as how long they are expected to serve for
- Learners interested need to be clear what they need to do (e.g. fill in an application form, make a speech, design a logo....) and the timescales involved
- If applicants aren't selected, how will you feed back to them, and can they be involved in your scheme in other ways?



Some schools run elections for bodies such as the school council (and young peacemakers) like a formal election, but this will depend on the ethos of your school and what your learners are used to.

Some examples of how Young Peacemakers were elected during the project are included in the [case studies](#).

## B.2: Drawing up your Action Plan:

Your key document for planning, noting and evaluating your progress in becoming a Peace School will be your **action plan**. A copy of the Action Planning template used for this project is given on **Resource Sheet (RS) B.1**.

The action plan template essentially provides schools with **4 broad headings**:

- Embedding Peace into your Whole-school ethos;
- Developing your Scheme - Learners as Young Peacemakers;
- Learning and the Curriculum; and
- Intercultural Learning and Projects.

The fourth heading was included for the Erasmus 'Becoming a Peace School' project because of its international nature and the desire to enrich learning by enabling learners to share examples from their own cultures and settings. Where Peace School Schemes have an international dimension, this heading should be kept. As learners develop as Peacemakers it is in any case desirable that they are able to develop projects which enable them to exercise skills and knowledge learnt and to make a difference for peace.

The Action Plan should be drawn up by a **designated group**, which should include senior staff and learners. Under each main heading, the group will decide what key actions they wish to take forward (under 'heading'), how this will be done (under 'activities / methodology'), by whom and by when. They will also decide what evidence they will collect along the way (e.g. photos of displays, materials for school assemblies, lesson plans on key peacemakers, etc).

**Examples of completed Action Plans** can be found in the **Case Studies** which accompany this Toolkit.

### B.3: Implementing and Evaluating your Action Plan:

The Action Planning Group should meet on a regular basis to collate evidence and review progress. This is where the **RAG rating** comes into play. At the beginning of your scheme, elements of your action plan will be rated as Red (R), Amber (A), or Green (G). As actions are completed or outcomes achieved, they should all move towards being Green. At this point, you should review your plan and consider setting new objectives for the next level of your scheme.



## **B.4: Linking to school policies and practices**

The process of becoming a Peace School will impact on some policies and practices in your school – notably any policies which impact on how learners and staff interact with and behave towards one another. It makes little sense for a school to be a Peace School if their behaviour policy is perceived to be punitive or unfair or if instances of discrimination or bullying are not dealt with effectively. Some schools who have become Peace Schools in Wales have revisited their school Behaviour Policy or undertaken projects about stereotyping and bullying. Others had already introduced restorative practices and have developed those further. For further information about restorative practice in schools in the UK, see: [Restorative practice in schools | Restorative Justice Council](#).

## **B.5: Developing student leadership**

A key aim of becoming a Peace School should be to support learners in developing the knowledge, skills, attitudes and behaviours to become active peacemakers and global citizens in their own settings and beyond. For this to happen, children and young people need to have opportunities not only to learn about peace and peace makers, but also to learn and practice what it means to be peacemakers and to actively campaign for peace. This is one reason why so much importance is given to involving learners in planning and implementing your scheme. Through doing so, learners should acquire the skills needed to work cooperatively and to support others in dealing with conflict in positive ways. Try to integrate into your scheme a variety of ways in which different learners can be involved in learning and taking action. Some specific ways of involving learners are suggested below.

## **B.6: Peer Support and Mediation Schemes**

One way in which children and young people's skills as peacemakers can be developed is by establishing and developing a Peer Support and / or Mediation Scheme in your school. These are schemes which aim to improve the mental health and wellbeing of learners by ensuring that peers are trained and available to support them in dealing with worries, issues and conflicts. Typically, training will include:

- An understanding of confidentiality, what peer supporters can deal with and what they will need to share with an adult;
- Active listening skills;
- Communication skills;
- Empathy;
- Problem-solving;
- Conflict resolution / mediation skills.

In primary settings peer supporters or buddies are often available at break-times at a specific location in or near the playground. In secondary schools peer supporters and mediators may be given a designated space in the school. Trained pupils should be able to deal with problems such as:

- Friendship issues;
- (Some) family issues;
- Worries about school work;
- Stereotyping, prejudice and bullying.

It's vital that young people undertaking these roles are properly trained and know when they need to pass on matters to a responsible adult.

Some organisations offering training and support are listed on **Resource Sheet (RS) B.2**, as well as some useful resources.

## **B.7: Students as Peer Educators**

One aim of becoming a Peace School is for students to learn about people who have worked for peace or who are doing so today – locally, nationally and internationally. Including work about peacemakers in the curriculum helps young people to understand the challenges faced by societies, how individuals and groups have stood up for the things they believed in, and how they have succeeded in bringing about change. Stories about peacemakers can also help learners in engaging with history and contemporary issues critically and from different perspectives.

Learners' ownership and skills can be increased by them passing on information and skills they have learnt to others – by becoming peer educators. An example of this is a secondary school in Carmarthenshire, South Wales, where the school's Peace Ambassadors (aged 16 – 17 yrs) chose and researched a peace heritage story that interested and inspired them, then prepared a lesson to pass that story on to a group of Yr 8 (12 – 13 yr-old) learners, with staff support.



This idea could be extended to include an international perspective, with learners from one country exchanging stories with learners from another country / continent about peacemakers that have inspired them, and why. This could be a first step to learning more about one another's history, culture and perspectives and enrich learners' global understanding.

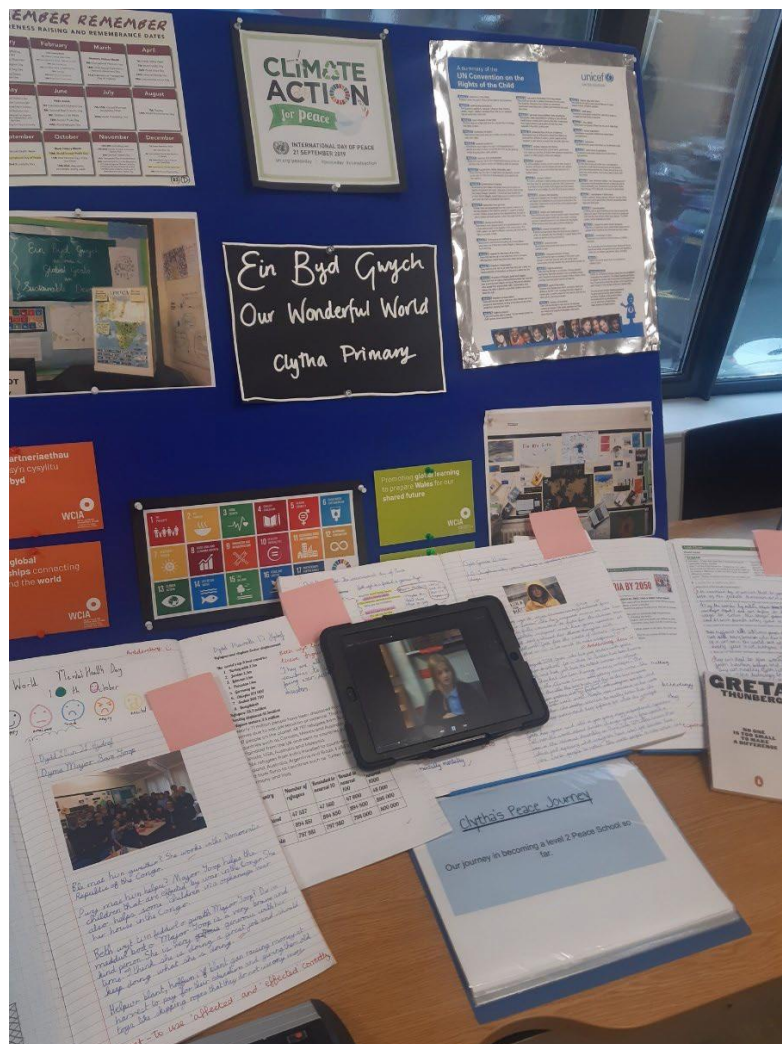
## **B.8: Young People as Changemakers**

Ultimately, children and young people who have been involved in a Peace School should have gained the knowledge, skills and confidence to become active peacemakers in their own settings and beyond. Learners should be encouraged, as part of your Peace Schools scheme, to develop and implement projects around issues that inspire them and to create change which will lead to a more peaceful, just and equitable society now and in the future.

Some projects which young people in Wales have been involved in are outlined on **Resource Sheet (RS) B.3.**

## Section C

### Learning and the Curriculum



## C.1: Mapping Opportunities for Learning

Being a Peace School should afford your learners opportunities to gain the necessary knowledge, skills attitudes and behaviours in order to become active peacemakers. Some elements of possible learning are listed below:

Knowledge	Skills, attitudes and behaviours
Learn about their own peace heritage	Mindfulness – the ability to centre down and be peaceful in oneself
Learn about peacemakers (nationally and internationally) and how they made a difference	How to recognise and overcome prejudice and stereotypes
Learn about contemporary situations from different perspectives	Cooperative working and decision-making
Learn techniques for responding to situations non-violently	Conflict resolution and mediation
	Dealing with issues and problems using critical thinking and creativity

How such opportunities for learning are integrated into your school life will depend on your school setting and national curricula. Some schools may be able to integrate such learning into their curriculum and across subject areas. Others will need to find opportunities for extra-curricular learning. **Examples of lessons, resources and learning projects can be found in the Case Studies developed by partners during the project.**

Some questions to consider in mapping opportunities for learning for peace are suggested on **Resource Sheet (RS) C.1.**

**Case Study Templates are provided at Resource Sheets C.2 and C.3**

## C.2: Learning for peace:

As a peace school, think about and plan what skills, attitudes and behaviours you would like your learners to acquire that will enable them to be active peacemakers. These could include:

- Respect for self and others
- Emotional Awareness
- Active listening skills
- How to be assertive rather than aggressive or passive

- Positive communication skills
- How to understand and deal with strong emotions such as anger
- Cooperation and working in a team
- How to understand prejudice and stereotyping and to overcome them
- Problem-solving
- Conflict resolution

If your school decides to adopt a peer support and mediation programme as outlined in Section 4, this will include the above skills, at least for a group of learners. Alternatively, these skills can be integrated into your school's everyday life in a variety of ways. Some schools (especially primary schools) do [Circle Time](#) as a regular activity. Tutorial periods or time with a form teacher can provide time for group discussions and activities. Some schools also work with learners on [class charters](#), so that learners are involved in agreeing and abiding by a set of groundrules for positive group behaviour.

However you develop positive behaviours, it's important not to leave things to chance, but to plan skills-building into your school life. This should go hand in hand with reviewing relevant school policies such as your Behaviour and Anti-bullying Policies, so that a clear, positive approach is consistent throughout the school.

### **C.3: Learning about peace:**

School curricula tend to include learning about wars – their causes and effects – but there is often little emphasis on peacemakers. Why is this important?

- We prize values such as standing up for a set of values, tolerance, equality, resilience and humanity. Peacemakers are embodiments of such values and illustrate how people have stood up for and striven for them often in very difficult circumstances. Students can learn a lot and be inspired by such examples and be encouraged to think how these values can be applied to contemporary issues and situations.
- Learning about individuals and groups who have worked for peace, justice and human rights provides a richer view of history and can help students to understand and learn the necessary skills to take non-violent action for change, so that they become active, ethical local and global citizens.

During the centenary of WWI, a four-year 'Wales for Peace' project took place in Wales which supported people in communities and schools from across the country to uncover untold stories of peacemakers during the preceding century. We uncovered a rich treasure trove of [Peace Heritage](#), including:

- Conscientious objectors – people who objected to war on religious or political grounds;

- People and groups who worked for international peace and understanding (e.g. for the founding of the League of Nations in the 1920s and 1930s);
- Women and children who spoke out about and worked for peace;
- Communities who welcomed refugees;
- Individuals and groups who opposed prejudice and human rights abuses such as the anti-apartheid movement in Wales;
- Individuals and groups who worked for international understanding – for instance by creating links with other countries;
- Campaigns against the threat of war – e.g. the Greenham Common Women who set up camp to oppose nuclear weapons.

What peace heritage from your setting can you uncover? Who are the peacemakers in your tradition, and what can your students learn from them? Students can learn important skills through researching stories themselves and creating articles, blogs and videos. **This 'Hidden Histories' toolkit may be helpful in doing this.** Examples can be local, but also national or international (including figures such as Martin Luther King, Gandhi and contemporary figures such as Malala Yusufzai).

Alaw Primary School in the Rhondda, South Wales, researched and shared the story of [Welsh women in the 1920s who organised a mass petition](#) with over 390,000 signatures with the aim of putting pressure on the United States to join the League of Nations. This led to a series of cross-curricular activities mapping the women's journey with the petition to America and the creation of a video which can be viewed on YouTube [here](#).

#### C.4: Critically evaluating contemporary issues:

If students are going to learn about people who have worked for peace, it's important for them to critically engage with these stories and to draw parallels with things that are happening in the world today. Some questions might be:

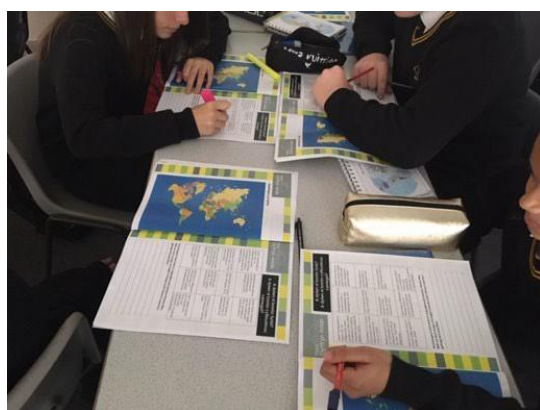
- What led these people to take action?
- What were their motives and what did they aim to achieve?
- What methods did they use and to what extent were they successful?
- How is this story relevant to what's happening today? How have things changed/ how are they similar?



Learning about people who have non-violently taken action for change can support young people in a deeper understanding of history and issues relating to peace, justice and human rights, but also enable them to explore how people can be effective in working for change today on issues such as peace and sustainability.

An example of a set of materials which enables young people (aged 8 – 14) to critically explore instances of non-violent action in achieving change is the pack [‘Non-violent Action: a Force for Change’](#). The Welsh Centre for International Affairs worked with Development Education Centre South Yorkshire to adapt this pack to the Welsh context and to add 11 Welsh case studies. Each one of these case studies looks at a particular movement or action, with follow-up activities to explore what was successful and why and to encourage learners to take action on issues that are important to them, with support.

A consideration of contemporary issues should enable learners to critically evaluate current events. What is happening and are we able to explore events from different perspectives? What are governments and others doing, and are these actions likely to bring about peace or escalate conflict? As part of a cross-curricular peace project



The wars in Iraq and Afghanistan have led to many British soldiers being killed and injured. We should not get involved.	Bombing Syria could lead to more terrorist attacks in the UK.	We should bomb Syria to send a message that using chemical weapons is a war crime.
If we bomb Syria innocent people could be killed.	Attacking Assad could help terrorists groups like IS.	People like Assad will not listen unless force is used.
Attacking Syria may annoy powerful Syrian allies like Russia and Iran. A war could start.	Bombing Syria could lead to British soldiers getting involved and invading Syria	We should not allow innocent children to be killed.
Bombing Syria is not going to stop the civil war.	Syria is thousands of miles away. We should be worrying about our own problems.	We should try and talk first by using organisations like the United Nations.

Ysgol Dyffryn Amman, a peace school in West Wales, considered the war in Syria and the proposal by Western governments to bomb Syria if President Assad used chemical weapons. They then took the role of an advisor to the then Prime Minister. What would they advise? What would be the consequences? Considering such questions supports young people in understanding the human consequences of war and the complexities of working for peace in the international context.

### **C.5. Methodologies:**

If we are aiming to support our learners to become Peacemakers, we need to adopt methodologies which encourage them to think critically and creatively, to ask questions, work together and participate actively in their learning. Oxfam’s [‘Global Citizenship in the Classroom: A Guide for Teachers’](#) contains a wealth of activities that do just that. Some of these are outlined on **Resource Sheet C.4**

## Section D

### Intercultural and Global Learning and Projects



## D.1: Intercultural Approaches:

An aspect of the 'Becoming a Peace School' project that was innovative was the development of **intercultural approaches**. During the project schools shared peace stories from their own contexts, leading to a greater understanding of one another's histories and cultures. They were also able to share their thoughts concerning current world events and understand them from different perspectives.

During the project learners also developed intercultural approaches under the broad headings of Art, Music and Charitable Projects. **Examples of intercultural projects can be found in the accompanying Case Studies.** A template for developing Intercultural Projects can be found on **Resource Sheet (RS) D.1.**

## D.2: Linking the local to the global:

Peace education aims to support learners in acquiring knowledge and skills at different levels, including learning how to inter-relate with others positively and how to build peace locally, nationally and internationally. It's useful if learning opportunities enable learners to make connections between the local and the global, so that they understand how decisions and actions they take in their lives impact on their local communities and societies, but how they also have a wider impact.

An example of how this works in practice is provided by Acrefair Primary School in Wrexham. Year 6 (10 – 11 yr old) pupils wanted to explore Sustainable Development Goal (SDG) 16 – Peace, Justice and Strong Institutions. Part of their traditional curriculum was about looking at rations during WWII. This led the young people to think about what it's like to live in a war situation and to ask the question which children are experiencing these conditions today. They looked at the war in Yemen and raised money to support children who are the victims of war there. They then returned their focus to their local community, where they discovered that families were using food banks. They visited their local food bank and learnt about what they did. They also thought about how people have to make do and mend during wartime situations instead of buying new things. This led them to explore the issue of fast fashion and the damage it's doing to the environment today. This shuttling between the local and the global enabled the learners to engage in a rich project which supported them in understanding history in the light of contemporary events, to develop empathy and an understanding of what they could do to support others and work for a better environment.



# **APPENDICES**

**(Resource sheets, Templates and Case Studies)**

## RS A.1 What is Peace Education?

Since a founding purpose of the **United Nations** is to prevent future wars, it follows that peace education is seen as a critical tool to fulfil that purpose and to create a culture of peace<sup>1</sup>. Former Director-General of UNESCO, Koichiro Matsuura stated that peace education is of "...*fundamental importance to the mission of UNESCO and the United Nations*".

**UNICEF** defines peace education as:

*"The process of promoting the knowledge, skills, attitudes and values needed to bring about the behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create conditions conducive to peace, whether at a personal, interpersonal, intergroup, national or international level."*(UNICEF, 2004)



Peace Education has an important role to play in ensuring that countries meet the **UN's Sustainable Development Goals** by 2030. Target 4.7 (Education for Sustainable Development and Global Citizenship) aims to '*ensure (that) 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.*'

Peace education programmes aim to build **positive peace** (rather than just the absence of war / conflict) and address a wide range of themes, including effective communication, conflict resolution techniques, democracy, gender equality, human rights, environmental responsibility, tolerance of diversity and international understanding. Intrinsic to peace education is the development of critical thinking, creative problem-solving, empathy, cooperation, active participation and reflection.

Peace Education can be defined **at different levels**, including:

- **personal peace**: feeling good about ourselves, positive mental health and wellbeing, self-esteem, evident in practices such as mindfulness;
- **inter-personal peace**: including approaches such as relationship-building, conflict resolution and mediation – also learning about the causes of prejudice, stereotyping and conflict and how they can be overcome;
- **education about peace** – learning about one's own peace heritage and how people have worked for peace locally, nationally and internationally both in the past and today; and
- **education for peace** – supporting young people to gain the knowledge, skills and attitudes to understand current issues, to become peacemakers and take action for peace, justice and human rights.

A video clip drawing out some of these aspects can be found at the following link (shared with kind permission of Quakers in Britain):

[https://www.youtube.com/watch?v=odGzHhtDUeU&list=PLt5yLy8nhB7LXgV0FjvN2c\\_Kw\\_nw4mYhjB&index=5](https://www.youtube.com/watch?v=odGzHhtDUeU&list=PLt5yLy8nhB7LXgV0FjvN2c_Kw_nw4mYhjB&index=5).

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<sup>1</sup> (PDF) [The United Nations and peace education | James Page - Academia.edu](#)

## RS A.2: What does Peace Education mean to you?

*(Comments shared by partners from Romania, Slovenia, Turkey and Wales at the beginning of the 'Becoming a Peace Schools' project.)*

Peace education should equip teachers, parents and children with the skills, tools and knowledge to change their way of thinking, responding and acting in peaceful ways.

Peace education is the process of forming and cultivating civic attitudes that aim to create higher values, through which people can avoid or resolve conflicts and violence, with a positive approach based on respect for human rights, tolerance and empathy

Peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence.

Peace education teaches children the importance of dealing with conflict through values and knowledge and gives them the tools to live peacefully and show empathy.

Peace education is about teaching cooperation and negotiation to solve problems creatively. Not simply agreeing for the sake of it nor rushing into a fight but managing the task of authentically reaching agreements and resolving problems in a way that supports many conflicting perspectives

Peace Education is to bring up and educate individuals in respecting other people's values and always finding a way to dialogue and find a negotiated solution to issues

Peace education is the preparation of children to be active citizens and peacemakers in their environment.

Peace education helps to prepare children for a changing world, giving them broad perspectives and open horizons, able to sustain peace in the world. It offers them support for their personal development, thereby helping to build a healthy, balanced society, where everyone has their place and role.

Peace education helps students to acquire personal peace, inter-personal peace and finally become active peace makers.

Peace education strengthens values by embedding a peaceful ethos, encouraging positive communication and supporting pupils with resolving conflict peacefully.

It encourages critical thinking and prepares students to act on their convictions.

Through the development of peace education, the school itself should be a SAFE HAVEN, not only for children but also for parents and teachers, or anyone who needs help.

**RS A.3: What is Peace Education? (Quotes)**

(A) *"Establishing lasting peace is the work of education; all politics can do is keep us out of war."*

*"The child is capable of developing and giving us tangible proof of the possibility of a better humanity. He has shown us the true process of construction of the human being. We have seen children totally change as they acquire a love for things and as their sense of order, discipline, and self-control develops within them..... The child is both a hope and a promise for mankind."*



(Education and Peace) | **Maria Montessori**

(B) *"peace education is an attempt to respond to the problems of conflict and violence on scales ranging from the national to the global to the local and personal. It is about exploring ways of creating more just and sustainable societies."* | **RD Laing (1978)**

(C) *"No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite."* | **Nelson Mandela**



(D) *"States Parties agree that the education of the child shall be directed to....*

*"The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;"* | **Article 29, UN Convention on the Rights of the Child**

(E) *"Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed."* | **UNESCO Constitution**



(F) *"Peace education is the process of teaching people about the threats of violence and strategies for peace. Peace educators strive to provide insights into how to transform a culture of violence into a peaceful culture. They have to build consensus about what peace strategies can bring maximum benefit to a group."* | **Ian Harris**

- (G) *“[Peace Education is] the process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace whether at an interpersonal, intergroup, national or international level.”* |  
**UNICEF**



- (H) *“Planned and guided learning that attempts to comprehend and reduce the multiple forms of violence (physical, structural, institutional and cultural) used as instruments for the advancement of cultural, social or religious beliefs and practices or of political, economic or ideological institutions or practices.”* |

**Betty Reardon**

- (I) *“Schools should be a safe space where students can discuss social and political issues, including extremism and terrorism. Building their resilience will put them in a stronger position to reject extremist views...”*

**educate.against.  
hate**

*“You can build students’ resilience to extremist narratives by equipping them with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.”* |

**Educate Against Hate (Prevent) website**

- (J) *“I feel peace education is about teaching children to discover that they have the power to change things they see are wrong and developing the imagination to find alternative responses to conflict. This is not an objective for a course called ‘Peace’ on the timetable. It must permeate all our teaching. For we cannot teach one thing and act another....”* |

**Janet Gilbraith, Quaker Faith & Practice**

## RS A.4: What is a Peace School?

What is your definition of a Peace School?		
<b>'Key Ingredients'</b> What does a peace school look like? What are its essential characteristics?	<b>Methodology</b> How do we get there? Who needs to be involved and how?	<b>Outcomes</b> What does it look like when it's 'fixed'?

## RS A.5 What is a Peace School?

(Answers shared by Erasmus partners on the 'Becoming a Peace School' project)

<b>'Key Ingredients'</b> What does a peace school look like? What are its essential characteristics?	<b>Methodology</b> How do we get there? Who needs to be involved and how?	<b>Outcomes</b> What does it look like when it's 'fixed'?
<ul style="list-style-type: none"> <li>• A positive and caring environment</li> <li>• Good interpersonal skills in evidence</li> <li>• Peace a common theme in pupils' lives and learning throughout the school</li> <li>• Learners informed and involved in developing their school as a peace school</li> <li>• All staff – including senior staff – receive appropriate information and training</li> <li>• Learners supported to become active citizens, based on a respect for children's rights</li> <li>• Emphasis on critical thinking, problem solving and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Learners and staff involved in consultation: what do they want their peace school to look like?</li> <li>• Baseline questionnaire</li> <li>• Staff training</li> <li>• Steering group elected – including learners and senior staff</li> <li>• Action plan drawn up</li> <li>• How will awareness of peace be shared? e.g. assemblies, notice boards, peace days / weeks.....</li> <li>• Progression – what aspects to concentrate on first?</li> <li>• How to integrate peace and peace stories into the curriculum?</li> <li>• Staff receive training on how to introduce controversial issues</li> <li>• Pupil-led projects – e.g. peer mediation; peace garden; community projects; fundraising; awareness-raising campaigns</li> <li>• Celebrate achievements!</li> </ul>	<ul style="list-style-type: none"> <li>• Less incidences of bullying, prejudice and stereotyping</li> <li>• Learners and staff feel safe, happy and respected</li> <li>• Learners and teachers gain skills to deal with problems and conflict positively</li> <li>• Learners have a better understanding of their own peace heritage and its significance</li> <li>• Learners are able to apply critical thinking and problem-solving skills to current conflict situations both in their personal lives and in a wider national and global context</li> <li>• Learners are encouraged to take action (with adult support) as active peacemakers locally, nationally and globally</li> </ul>

## Resource Sheet A.6

### Why become a Peace School – examples of outcomes from peace schools in Wales.

- **Inter-personal peace:** Ysgol David Hughes in Anglesey revisited their school behaviour policy and pupils led a campaign to promote acceptance of difference; Alaw Primary School in the Rhondda have adopted a whole school behaviour policy based on restorative approaches
- Victoria Primary School in Wrexham organised a Peace Week at the beginning of the school year where all learners were involved in a range of activities and then delivered a series of monthly assemblies, based on a piece of peace art or poetry.
- **Learning from Peace Heritage:** Learners at Ysgol Gynradd Parc y Tywyn learnt about the poet Hedd Wyn who died in WWI; pupils in Alaw Primary School in the Rhondda learnt about the Welsh Women's Peace Petition in 1923 – 4 and engaged in cross-curricular work about it. In Ysgol Bro Myrddin, Carmarthen, Sixth Form pupils researched different aspects of Wales' peace heritage and led lessons with Yr 8 pupils.
- **Community cohesion:** In Ysgol Dyffryn Aman, Yr 9 pupils developed and implemented a 'Kindness Project' in their local community; as part of their work around Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) in Ysgol Acrefair, Wrexham, learners learnt about children starving in Yemen because of the current conflict, and also helped out in their local food bank.
- **Thinking critically about peace:** In Ysgol Dyffryn Aman, Yr 8 pupils learnt about the conflict in Syria and engaged in a critical and respectful discussion as to how outside countries should respond. Learners in Cyfarthfa High School learnt about conscientious objectors in their area and considered the pros and cons of acting on one's conscience in times of conflict.

*"Peace is a big part of our lives, which maybe we didn't realise. Now I understand more about the news.... As a Peace Ambassador I learnt about the Rights of the Child and the Welsh Children's Commissioner came to our school. Our school is twinned with a school in Kathmandu, Nepal and the Peace Ambassadors led a session about that for the primary schools who will be coming here."*

*Delyn, year 8, Ysgol Dyffryn Aman*



## Resource Sheet (RS) A.7:

### Why consult with and involve learners in becoming a peace school

- **It is learners themselves who are most directly affected by how your school community is day by day on the ground.** Learners will know, for instance, whether the school feels a friendly place, whether certain people or groups are excluded, and if and where bullying happens. Consulting with groups of learners is therefore important in building up your baseline picture of how your school is now. Learners may also have ideas as to what knowledge and skills they would like to gain through peace education.
- **It's important for learners to understand what you're aiming to do by setting up your scheme, and to be able to feed into it.** This means understanding what it would really mean for them for their school to be a peace school – and how it would impact on their lives in terms of the school environment, people's behaviours and attitudes and what they learn and do in school. How might the playground feel different, for instance? How might people behave differently towards one another in the classroom? Might there be opportunities to learn about inspiring people and to be part of projects that make a difference for others?
- **Learners may have ideas of what a Peace School would look like that adults haven't even thought about.** It's important to integrate learners' ideas and priorities into your scheme, whilst also being clear that not all ideas may be possible (e.g. because of cost or practicalities)
- **If learners are consulted and involved in your scheme, they will act as essential allies in moving it forward and be catalysts to inspire and involve their fellow learners** – e.g. by developing projects that support others and make a difference.
- **The right for children to be listened to and to have their views taken into account is enshrined in international law** in Article 12 of the [United Nations Convention on the Rights of the Child \(UNCRC\)](#)<sup>2</sup>. Indeed, Participation in terms of children and young people being active contributors to society as citizens in the here and now rather than just passive receivers, is one of the [3 core principles of the Convention](#)<sup>3</sup>. Some countries (including Wales) have enshrined the UNCRC into domestic legislation and appointed Children's Commissioners to ensure that the needs of young people are taken into account and that they are actively informed, consulted and involved in policy-making and implementation.



<sup>2</sup> See UN Convention on the Rights of the Child in child-friendly language – UNICEF: [uncrcchildfriendlylanguage-page-001-1.jpg \(2206x3536\) \(crcasia.org\)](#)

<sup>3</sup> Introduction to the UNCRC in child-friendly language, including the principles on which it is based: [1 UNCRC Rights En \(1\).pdf \(gov.wales\)](#)

## RS A.8: A Plan for an Initial Consultation Session with Learners

Title	Description	Time needed	Resources
<b>'Hot seating' - introducing the scheme</b>	A member of staff introduces the idea of becoming a Peace School and learners ask questions so that they understand the concept.	5 mins	None – though the member of staff could sit in a 'hot seat'
<b>Visualising – what will your Scheme look like?</b>	Learners are asked to draw what they think a peace school would look like: e.g. how would the playground be different? How would people relate to one another and what would they learn?	15 mins	Flipchart and pens
<b>Exploring what elements are important to learners</b>	Learners are divided into 3 groups, with one looking at ethos, one looking at learning and one looking at projects and opportunities. They are given a set of cards and prioritise these according to importance.	15 mins	<b>Diamond Ranking</b> cards
<b>How can we make it happen? (project planning)</b>	In groups learners think what being a peace school could help to achieve. Two models are given to support this process – the <b>Tree model and Balloon planning</b> .	15 mins	Tree or Balloon planning templates
<b>How would you like to be involved and what will happen next?</b>	Finish with a <b>Brainstorm</b> where learners contribute their ideas as to how they would like to be involved. Remember to let them know what will happen next and how their views will be taken into account.	10mins	Flipchart and pens

## RS A.9: Suggested exercises for running a Consultation Session

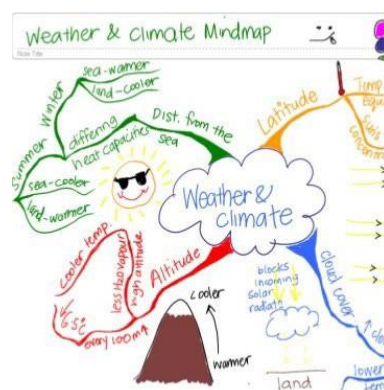
### 'Hot Seating'

This is a technique that's often used in drama, but it can also be used as a fun way of supporting learners in asking questions about a particular topic. The object of this exercise is for pupils to 'quiz' a teacher about what the peace schools' scheme is and how it will work? The teacher sits at the front in the 'hot seat' and learners take turns to ask questions they'd like to know the answer to. These could include:

1. What does it mean to be a peace school?
2. Who will be involved?
3. How will it work in practice?
4. How will it affect me / us?
5. Will it affect what we learn in lessons? etc.....

### Visualisation or 'Rich Picture'

This is a way of supporting learners to get down their thoughts and ideas about a particular topic on a large piece of paper (e.g. flipchart paper) in pictures, symbols and words. This can be a simple process, involving just paper and pens / crayons, but you could also involve collage materials and printed matter to make a more artistic representation. The result is a "rich picture" (or "mind map") of a given situation or topic which can be shared just in the group – or wider, to support the planning process.



The aim in this instance is to encourage learners to imagine how their school would be different if it were a peace school. Split learners into groups of 5 – 6, and give each group a large sheet of paper and pens, art materials, etc. Ask them to imagine that their school is a peace school. What would it look like? e.g.

1. How might the outside of the school look different (e.g. would it be better cared for? Might there be flowers, a peace garden, etc)?
2. How might relationships during playtime / recreation look different? How will pupils / teachers be acting towards one another / talking to one another?
3. What are 'problem areas' in the school now? How might those be different?
4. How might lessons be different – e.g. in terms of sharing ideas, working together and what you might learn?
5. What projects / opportunities might learners be involved in – e.g. in their local community or on national or global issues of importance?

You could also ask half the class to portray the school as it is now, and half as it might be if it were a peace school. This may also help to flag up areas which learners see as problematic currently (e.g. bullying, areas of the school they don't feel safe in, ways of learning they don't find helpful....)

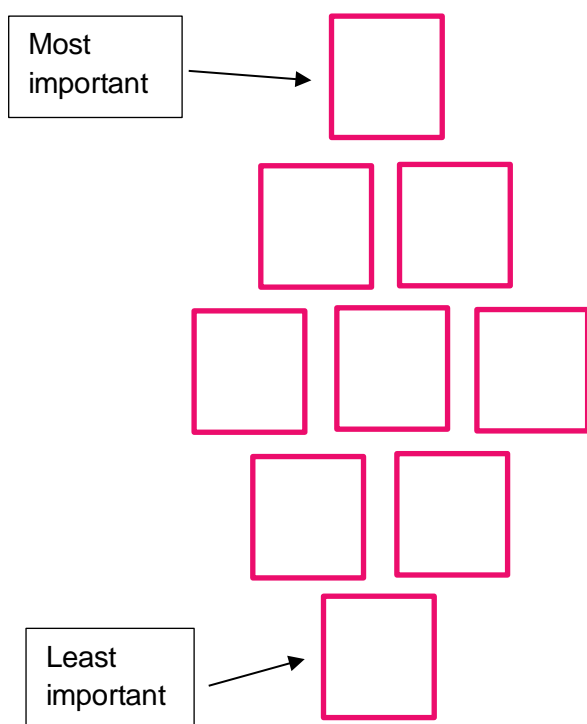
Ask the groups to present their rich pictures to one another, describing the key elements of a peace school for them and how things might be different. It may also be useful for the group planning your Peace School initiative to use these rich pictures as a source of information and ideas for what needs to be focused on in the scheme.

### Diamond Ranking.

This exercise is a way of finding out what issues are important to people, and how they would prioritise them. Start off by saying to your group of learners that, as you see things at the moment, the Peace Schools' Scheme will focus on 3 main elements:

- ❖ **Ethos** – how the school community feels for those who are part of it; how people treat one another and relate to one another
- ❖ **Learning** – what is taught in school in terms of knowledge, understanding, skills and attitudes and how things are taught
- ❖ **Learner Voice** – how learners are consulted and involved in decision-making and opportunities for learners to develop ideas and projects.

Are there other headings that need to be discussed, or can everything be fitted under these three headings? (You may want to have a blank set of Diamond Ranking cards, just in case!)



Now divide the group into 3, each with one of the above headings (or 4, if the pupils have suggested an extra one!)

Give each a group a set of cards with suggestions as to what could be included under that heading in your scheme, and some blank cards. (See examples on next page).

Their task is to discuss in their group and to come to a group agreement as to which element is the most important, what comes next, etc – down to elements that are less important. Stress the importance of everyone being involved in this discussion and that all points of view be taken into account before the group decides where to place a given card. The exercise should also be a method to encourage cooperative decision-making.

Once the groups have finished their prioritising, you could ask them to present the results to one another, including some of the points they discussed, and why they placed the cards where they did – including any extra ones they added in.

**Ethos – Suggested Cards for Ranking:**



Develop a school peace emblem and motto	Effective anti-bullying policy in place	Decide on rules for peaceful behaviours	Celebrate key peace / human rights dates in calendar	Hold regular peace assemblies	Develop a peer buddy or support scheme
Develop a peer mediation scheme	Develop restorative approaches when things to wrong	Play music in the corridors	Make the school more attractive		

**Learning - Suggested Cards for Ranking:**



Learn about 'peace heroes' – past and present	Learn about current conflict situations	Learn about global issues such as climate change	Learn how to think critically and see things from different perspectives	Learn skills for problem solving	Learn skills for relationship-building and conflict resolution
Understand prejudice and stereotypes and how to overcome them	Learn about links between peace, justice and sustainability	Develop practical projects about current issues	Creative learning – using art, film and technology		

**Pupil Voice – Suggested Cards for Ranking:**



Learn about The UN Convention on the Rights of the Child	Learners consulted and involved in decision-making	There is a range of groups that learners can get involved in	Set up a Young Peacemakers or Peace Ambassadors group	Learners choose whether or not they want to be involved	Learners involved in pupil-led projects
Opportunities to talk to decision-makers – e.g. politicians	Peer buddy or peer support scheme	Peer mediation service	Learners involved in public events, conferences, etc		

## What do we need to create a Peace School and How do we make it Happen?

Two activities are suggested below which address the above questions – the **Tree Model** and **Hot Air Balloon Planning**.

### The Tree Model:

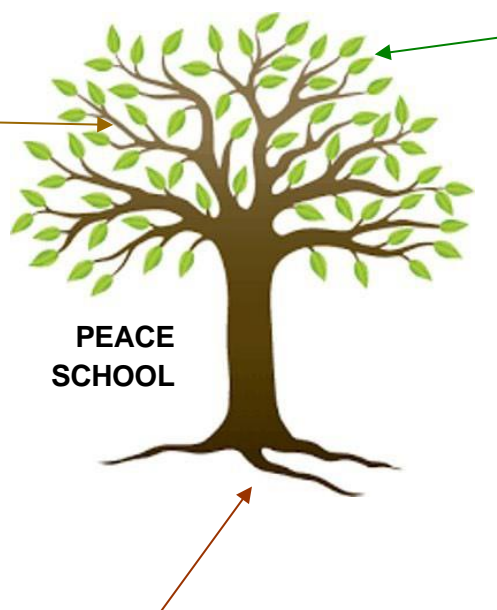
This is a way of supporting learners in thinking what's needed:

- At the **roots of the tree** – in terms of behaviours, relationships and attitudes
- In terms of **branches** – in terms of structures and people to support the development of the school as a peace school. Many of these may be in place already.

The **leaves and fruit** are the outcomes – the projects and opportunities which will come from being a Peace School (including learners' ideas of things they'd like to be involved in.) **An example** is given below from a consultation with a Primary School in Swansea. It is evident from the learners' input that the school already has a number of things in place – e.g. a peace rainbow and Ronnie, their school logo, representing the rainbow; Golden Rules reinforcing respectful behaviours; and a number of pupil committees on different issues.

#### Branches:

- The peace rainbow & Ronnie
- Miss Webb teaches us about other religions, and we celebrate different festivals ( Eid, Christmas and Diwali)
- Having a Golden Rule, and making everyone think and understand it
- Committees – e.g. PPG (pupil participation group), Eco-committee, School Council, prefects, Ambassadors, worry box, Rights Respecting Group, etc
- Head and Deputies
- Staff; teaching Assistants
- Have understanding for everyone – children, parents, RWI, etc
- Suggestion box: children make suggestions to make sure every child gets heard
- A colourful environment to join everyone together
- Teamwork
- Government
- Our Lord Mayor



#### Roots:

- Being listened to!
- Giving respect – good relations
- Doing good and respecting others, giving honestly and working together
- Teamwork
- Working with other people and treating others equally
- Honesty, tolerance and good teamwork
- Collaboration
- Good relationships
- Tolerance and respect
- Treating people with kindness
- Honesty

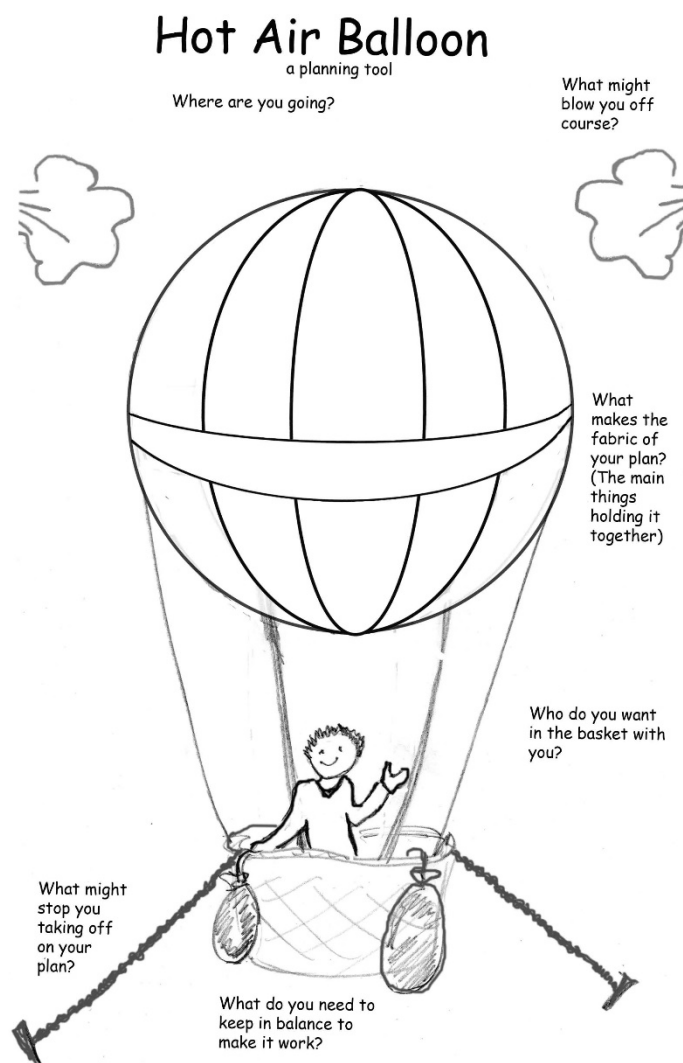
#### Leaves and Fruit:

- Poster campaign
- Make a peace song
- Go on a march (school have already done this!)
- Digital heritage projects
- Do a play and blogs
- Website – section about peace
- Make a speech > put it on the internet
- Create a diary / tweets
- Create a mural, painting or scroll
- Peace assemblies to share with other schools
- Presentation to share with other schools
- Using the internet: letters, postcards, news
- Encourage other schools to become peace schools

## Balloon Planning:

This is a useful model which can be used with learners to think about a project they would like to get involved in. Using the model below, divide the group into smaller groups of 5 – 6 learners, then give each group a large piece of flipchart paper, and ask them to draw a hot-air balloon on it. Using the elements of the balloon, ask the groups to discuss the following questions:

- **Basket** – who do you need on board for your school to develop as a peace school?
- **Pegs** – what might stop the project taking off?
- **Ballast** – what do you need to keep the project in balance and make it work?
- **The sky** – where are you going / what are your aims?
- **The balloon itself** – what are the main things holding your plan together? This could be the main elements of the plan, also the resources you need in terms of people, time and possible materials....
- **The wind** – what might blow you off course?



When learners have finished their balloons, they can share their thoughts. These should also be used by teachers, senior managers, etc as they plan the way ahead for your peace school.

## Final Brainstorm:

You may wish to finish off your consultation session by asking learners how they would like to be involved in developing your school as a Peace School. This can be done as a simple brainstorm, or by using post-its to group ideas. Remember to thank them for their input and let them know what will happen as a result of the consultation.

## RS A.10: Some Ways of Embedding Peace into your School

These are just some ideas and examples! You know best what will inspire and engage your young people. The more your learners are actively involved in your Peace Schools Scheme, the more it will impact on the ethos of your school, and the more they will develop the knowledge, skills and attitudes to become Young Peacemakers – now and in the future!

Method	What it is	Who to include	Resources
<b>Baseline questionnaires</b>	Find out where your school is at the beginning of the project	As above	Evaluation Toolkit
<b>Consulting with learners</b>	Sessions to inform and involve learners in developing your Peace School	A cross-section of learners from across the school	Toolkit
<b>Consulting with and training Teachers</b>	A session to introduce Peace Schools and answer any questions staff may have.	All staff	See Teacher Training booklet
<b>Displays in school</b>	Pupils help to create displays about peace	Everyone!	
<b>School assemblies</b>	Events to present topics and ideas to the whole school	Different groups of learners?	<a href="https://peace-education.org.uk/teach-peace">https://peace-education.org.uk/teach-peace</a>
<b>Elect Young Peacemakers / Peace Ambassadors</b>	A group of young people who will be involved in planning and implementing your scheme	A group of learners who can work as leaders for their peers	Case studies
<b>Other roles for learners</b>	e.g. School Council, Class councils, Eco-council.....	According to set-up in your school	
<b>Creating a School Peace Logo</b>	Involve staff and learners in designing your peace logo and motto	Everyone!	Toolkit / Case studies
<b>Creating a Peace Garden</b>	Create a peace garden in your school grounds	Everyone!	<a href="#">SDG 16 - Peace, Justice &amp; Strong Institutions (padlet.com)</a>
<b>Holding a Peace Week</b>	Running a week of activities around the theme of Peace – e.g. at the beginning of the school year	Everyone!	<a href="#">Repository - Hwb (gov.wales)</a> – Peace Week resource

<b>Celebrating peace days</b>	Hold events to mark these on a regular basis	Everyone!	<a href="https://peace-education.org.uk/teach-peace">https://peace-education.org.uk/teach-peace</a>
<b>Guest speakers</b>	Invite inspirational speakers to your school	Young Peacemakers	
<b>Learning communication and conflict-resolution skills</b>	Run lessons or workshops about positive communication and conflict resolution	Particular learners or a cross-section	<a href="#">Facing up to Conflict / Delio a gwrthdaro (padlet.com)</a>
<b>Learning about peacemakers</b>	Input into the curriculum	According to age and stage	Case studies
<b>Young Peacemakers Awards</b>	Annual Awards for art, creative writing, film-making, etc	Everyone!	<a href="https://www.wcia.org.uk/global-learning/individuals/young-peacemakers-award/">https://www.wcia.org.uk/global-learning/individuals/young-peacemakers-award/</a>
<b>Heritage projects</b>	Learners find out about people who were active in promoting peace in their setting	According to curriculum	Case studies
<b>Projects in the community</b>	e.g. Bringing people together or supporting vulnerable people	Could be a particular group of learners	Example – Kindness Project – Ysgol Dyffryn Aman
<b>Developing citizenship</b>	Involving learners in decision-making	Everyone!	Case studies
<b>Projects with other countries</b>	Learning about other countries – developing understanding & empathy – and forming links / partnerships	Could involve particular learners – or whole school	<a href="#">Dolen Cymru - Enriching communities, link by link</a>
<b>Projects on issues of concern to the pupils</b>	Young people plan and implement a campaign on an issue of concern to them related to peace	Particular groups of learners	<a href="#">SDG 16 - Peace, Justice &amp; Strong Institutions (padlet.com)</a>

## RS B.1: Action Planning Template

Heading	Activities / Methodology	Who	When completed	Outcomes / Evidence	Progress (RAG)
<b>Embedding Peace into your Whole-school Ethos</b>					
<b>Developing Your Scheme - Learners as Young Peacemakers</b>					
<b>Learning and the Curriculum</b>					
<b>Intercultural Learning and Projects</b>					

## RS B.2: Organisations and Resources for Peer Support and Mediation

***Please note that schools wishing to set up and develop Peer Support and Mediation Schemes should seek support and training from an appropriate organisation!***

**Alternatives to Violence Project (AVP) International:** <https://avp.international/>

An umbrella organisation with programmes and facilitators in countries across the world offering programmes in communities, schools and prisons on building and maintaining positive relationships and dealing with conflict positively, without either resorting to or becoming the victim of violence.

AVP programmes currently exist in the UK and in [Romania](#).

An **AVP Schools Manual** has been developed for schools in Wales here:

<https://padlet.com/ejharries/n9c1yp5y81ksp275>

**NVC Resolutions :** <https://nvc-resolutions.co.uk/peer-mediation-schools-conflict-training-london-uk/>

Run workshops on emotional, social and moral development and peer mediation in UK schools

**Peer Mediation Network:** <https://www.peermediationnetwork.org.uk/>

An umbrella organisation committed to sharing training and good practice around peer mediation

Resources are available here: <https://www.peermediationnetwork.org.uk/resources>

**Anti-Bullying Alliance:** <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/peer-support-strategies/what>

Information and advice about dealing with stereotyping, prejudice and bullying in schools.

Anna Freud Centre: <https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/promoting-wellbeing/establish-a-peer-support-programme-in-your-school-or-college/>

Advice and support around setting up a peer support scheme in your school.

## RS B.3: Examples of Young People as Active Changemakers

In 2018 – 21 Carmarthenshire in South Wales took part in a project with several other European countries entitled 'Walk the Global Walk'. The aim of this project was to involve young people in finding out about the Sustainable Development Goals (SDGs) and to support them in taking action to promote them and lead to their implementation in their setting.

In the 3<sup>rd</sup> year of the project, students focused on **SDG16 – Peace, Justice and Strong Institutions**. A [manual of resources](#) was made accessible to schools, Global Goalkeepers were elected in each setting, and external providers were invited in to give input on specific topics (e.g. racism, fast fashion). All schools in the project developed peace gardens in their school. The young people then chose topics they wanted to take action on, and produced a video to share the results. Links to some of these are provided below.

### Ysgol Glan y Môr – Show Racism the Red Card

<https://www.youtube.com/watch?v=0QRNpNyMOBY>

### Queen Elizabeth High School, Carmarthen – Project on Diversity

<https://www.youtube.com/watch?v=J-A5NTzBTQw&t=9s>

### Ysgol Bro Dinefwr – Fast Fashion

<https://www.youtube.com/watch?v=O-7gxNaulRo>

**Ysgol Gynradd Brynsierfel** – A video which brings together work the school did around peacemakers, sustainability, creating their peace garden and much more....

[https://www.youtube.com/watch?v=n\\_iwo7ILm-I](https://www.youtube.com/watch?v=n_iwo7ILm-I)

**Ysgol Penyaer** – A presentation of what the school achieved, including work on Show Racism the Red Card:

<https://www.youtube.com/watch?v=SGjCISBIHXk>



## RS C.1: Learning for Peace – the Curriculum and Learning

Some questions to consider as you develop Peace Education in your school....

Question	Answer
1. Where does Peace Education fit in your curriculum? (You may consider whether it would be a good idea to do some curriculum mapping)	
2. How do you encourage developing Peace as a cross-curricular theme?	
3. If developing Peace Education as part of your curriculum is not a realistic option for you, what extra-curricular opportunities can you tap into / develop?	
4. What kind of methodologies are appropriate when delivering peace education?	
5. What knowledge, skills and behaviours do you wish to develop in your learners through peace education?	
6. How do we evaluate knowledge acquisition, skills development and behaviour changes?	
7. Who would you include as examples of peacemakers – local, national and international? What would you want learners to learn from their example?	
8. How can we encourage learners to make connections between the past and contemporary events?	
9. What opportunities do we have to develop inter-cultural learning for peace? (with different sections of the community or with other countries / cultures)?	

## RS C.2: Template for developing Case Studies as part of the Curriculum and Learning

(Suitable for a lesson plan)

### Title of case study

<b>Aim</b>	
<b>Theme / Location</b>	
<b>Duration</b>	
<b>Age groups</b>	
<b>Links to subject areas</b>	
<b>Materials</b>	

### Introduction

### Special information

What's the best way to carry out the activity?

### Step by step instructions / methodology

### Tips to make the workshop / lesson go smoothly with the resources

### Extensions and challenges

### Sources of additional information:

(DOCUMENTS / LINKS to websites / research papers)

### Teaching resources available to support

(LINK TO WEBSITE PAGES or PDF OF THE RESOURCES)

## RS C.3: Template for developing Case Studies as part of the Curriculum and Learning

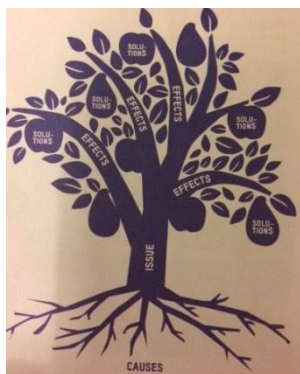
(Suitable for a broader projects)

<b>TITLE</b>	
Aims	
What did you do?	
Who did you involve?	
How did you go about it?	
<b>Outcomes:</b> What happened as a result? (in terms of learning, skills, behaviours, whole-school ethos, etc)	
Any other information, including <b>quotes</b> from young people and staff, <b>videos</b> and <b>photos</b>	

## Resource Sheet C.4

### Some Methodologies for Developing Creative and Critical Thinking

#### Issues Tree



Learners draw a tree which represents the issue they are discussing – e.g. prejudice, stereotyping, gender bias, climate change.....

The roots of the tree represent the causes of the issue. Learners share their thoughts about these.

The effects of the issue are shared on the tree's branches. Now learners can share ideas about solutions: these are depicted on the tree's fruits.

This can be done to explore issues before studying them in detail, or to present findings at the end of a project.

#### Values / Opinion Continuum:

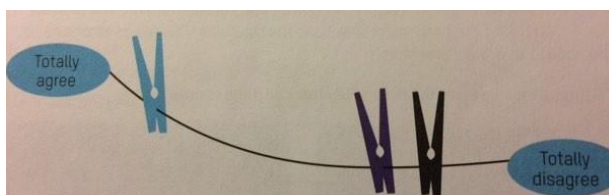
This activity supports learners in understanding the complexity of issues and understanding different points of view.

The teacher or facilitator reads out two opposing points of view – e.g.

*'When a family has a child, the women should stay at home to look after it. That's her role.'* / *'Men and women should take equal responsibility for childcare.'*

Learners place themselves on a line, representing where they stand between these two opinions. The teacher can ask

people why they have placed themselves where they are. Learners listen to one another, and can change their position on the line if anything they hear makes them re-consider....



#### Conscience Alley

This exercise enables learners to explore dilemmas in a more dramatic way that evokes empathy. They are presented with a problem – e.g. a mother in a developing country needs to choose between sending her child to school or being able to provide her family with the best nutrition she can. What does she do?

One learner walks down the 'alley' listening to opposing points of view. What does this feel like?



Another rich source of materials can be found at <http://toolkit.risc.org.uk/search/>, a set of curriculum materials devised by a network of teachers in the UK, the Czech Republic, Slovakia and Ethiopia.

**Resource Sheet D.1****TEMPLATE for INTERCULTURAL APPROACHES PROJECTS**

<b>Aims and Benefits:</b>
<b>Partners (Which countries...):</b>
<b>Participants (Which schools; primary / secondary):</b>
<b>Steps, Timescales and Plan (bullet point):</b>
<b>Evaluation (Outcomes, including ones that came from it being an Intercultural Project) – can include data, quotes and visual evidence:</b>