



INSPIRE is a **Call to Action to Create a Movement of Change agents for peace**; young people who not only learn from the past but choose to courageously engage with the present so that the future can be different. Using the centenary of WW1 ending, we want to galvanise the opportunity to call all our young people to take a stand for peace!

INSPIRE seeks to provide practical ideas and resources designed to introduce the INSPIRE initiative and the INSPIRE Peace Charter in order for you to work with students to create pledges for action to initiate youth led peace building in communities. By engaging with INSPIRE, we hope to give students space to discuss issues such as fear, isolation, bullying and extremism. INSPIRE resources seek to support your existing work delivering SMSC through PSHE and Citizenship.

These introductory resources explore issues of peace and identity; considering peace at personal, inter-relational and global levels. There is a focus on WW1 so there is an explicit link to commemorating the centenary of The Armistice and 'remembering for peace'. The resources contain a primary assembly and a lesson plan for each Primary Key Stage. They also contain suggested extension activities that could form part of a series of lessons or projects.

The activities can be differentiated and be adapted for Scotland's Curriculum for Excellence and the Welsh Curriculum. For more ideas and resources from our partner organisations, please visit www.oasisinspire.org/resources.

For more ideas and resources from our partner organisations, please visit www.oasisinspire.org/resources.





What is Peace? Early Years PSHE Session

Aims:

- Children will be able to identify what peace means to them
- Children to understand that peace means different things to different people
- Children will be able to describe what peace means to another person

Resources needed:

'Five Minutes Peace' Jill Murphy

'Peace at Last' Jill Murphy

'The Peace Book' Todd Parr

PowerPoint or Cards with Emoticons

Art materials

Reflective music such as: <http://www.classicfm.com/discover-music/best-sleep-classical-music/>

'Peace Book' film clip by Todd Parr, <https://www.youtube.com/watch?v=QkIQ8fWXV8Y>

Activities

1. Starter

Read 'Five minutes Peace' or 'Peace at Last' by Jill Murphy **Discuss** as a class why either Mrs. Large or Mr. Large want peace. What do they mean? What does peace mean to you?

2. Emoticons

Input Sometimes we use the word peace to describe how we feel. It is a pleasant feeling, we might say we are feeling peaceful when we feel calm, or when we are happy or not worried about something. Sometimes peace means that there is no fighting or that there has been fighting and it has now finished. Explain that we are going to look at some faces with different emotions on and want you to decide if they make you feel peaceful or not. **Show** faces that are calm, happy, sad, angry, worried, jealous, quiet etc. Discuss in pairs what they mean to you.

3. Music time

Input Sometimes music makes people feel peaceful. I'm going to play you some music, and want you to close your eyes and want you to think about how the music makes you feel.

4. The Peace Book

Either read 'The Peace Book' or watch the YouTube clip

<https://www.youtube.com/watch?v=QkIQ8fWXV8Y> Discuss the book as a group. Tell the person next to you what was your favourite drawing and why?

Provide the children with a variety of art/ modelling materials and ask them to draw a picture or to make a model from clay or plasticine that explains what peace means to them. This could form part of an INSPIRE wall display .You may want to play more reflective music while they create.

5. Plenary

Ask How would you describe peace to someone else? Tell the person sitting next to you. What have you enjoyed most from this session today, tell the person next to you.

What is Peace? KS1 PSHE Session

Aims:

- Children to identify what peace means to them
- Children to understand that peace means different things to different people
- Children to create pledges for peace
- Children to be able to describe to others what peace means to them

Resources needed:

'Five Minutes Peace' Jill Murphy

'Peace at Last' Jill Murphy

'The Peace Book' Todd Parr

PowerPoint or Cards with a variety of Emoticons

Art materials such as clay, plasticine or drawing materials

Reflective music such as <http://www.classicfm.com/discover-music/best-sleep-classical-music/>

'Peace Book' film clip by Todd Parr www.youtube.com/watch?v=Qk1Q8fWXV8Y

INSPIRE Peace Charter (Link Below)

INSPIRE making a shared pledge (Link Below)

Activities

1. Starter

Read 'Five minutes Peace' or 'Peace at Last' by Jill Murphy **Discuss** as a class why either Mrs. Large or Mr. Large want peace! What does peace mean to you?

2. Emoticons

Input Sometimes the word Peace describes how we feel, it is a pleasant feeling – when we feel calm, or when we are happy or not worried about something. Sometimes it means no fighting or an end of fighting. **Explain** that I am Going to show you some faces with different emotions, **Talk** with the person next to you and say if they make you feel peaceful or not. Show faces that are calm, happy, sad, angry, worried, jealous, quiet etc.

3. Music time

Input Sometimes music makes people feel peaceful. I'm going to play you some music, and want you to close your eyes and want you to think about and then tell me how the music makes you feel.

4. The Peace Book

Either read 'The Peace Book' or watch the YouTube clip:

www.youtube.com/watch?v=Qk1Q8fWXV8Y. **Discuss** the book as a group. Tell the person next to you what was your favourite drawing and why? Provide the children with a variety of art/ modelling materials and ask them to draw a picture or to make a model from clay or plasticine that explains what peace means to them. This could then form part of an INSPIRE wall as a whole school display. You may want to play reflective music whilst the students create!

5. INSPIRE Wall

Ask What can we agree to do, to make sure that our class or school is as peaceful as possible? Use the [INSPIRE Peace Charter](#) and the [Making a shared pledge](#) resource to make a class pledge for peace **You may want to adapt this to an age appropriate class pledge**) This could include things such as agreeing to:

- Be a peace builder
- Put things right with others where possible
- Take time to get to know and listen to people
- Respond without fighting at all times
- Treat everyone in the same way
- Do what I can to stop fights

Draw or write your pledges and use them to create an INSPIRE Wall which can be used as a display as in (4) above.

A Peace Wall Example



Peace KS2 PSHE Session

Aims:

- To identify things that create a lack of peace
- To identify the impact of a lack of peace
- Students will begin to recognise the consequences of emotions like jealousy on ourselves and others
- Students will work together to create a Shared Pledge for peace
- To identify things that we can do when we are experiencing emotions that create a lack of personal peace

Resources needed:

'Five Minutes Peace' Jill Murphy

'Peace at Last' Jill Murphy

PowerPoint or Cards with symbols of peace such as The Dove, CND symbol, Peace sign , peace crane

An egg and a bowl

Domino Run clip such as <https://www.youtube.com/watch?v=lo6x4eulY9g>

INSPIRE Peace Charter (Link Below)

INSPIRE making a shared pledge (Link Below)

INSPIRE Young Person's guide to kick starting a project (Link Below)

Pattern for Peace Cranes <http://www.informeddemocracy.com/sadako/fold/folding9.pdf>

Activities

These activities might lead into a series of lessons, or form part of an INSPIRE day

1. **Show** the books 'Five minutes Peace' or 'Peace at Last' by Jill Murphy **Discuss** how many of the students recognise or have read these books? Have you heard someone say that they want five minutes peace? But what is peace? How would you describe it? **Tell** the person next to you your ideas.
2. **Symbols of peace. Explain** that you are going to show you various symbols and want to know if you know what they all mean? **Explain** that they are all symbols of peace. The word peace can mean lots of things, it can describe how we feel, and it is a pleasant feeling – when we feel calm, or when we are happy or not worried about something. Sometimes it means no fighting or an end of fighting
3. **Discuss** What are some of the things that cause a lack of peace, when people might not get on with each other? What are some of the words that you can think of? List them on the board
4. **Gulliver's Travels. Show, or break an egg in a bowl** as a way to introduce that in the story of Gulliver's travels by Jonathan Swift, a conflict has been raging between Lilliput and Blefuscu started because of eggs! It is said that when the emperor's grandfather, then in command of the country, commanded all Lilliputians to break their eggs on the small end first. He made this decision after breaking an egg in the old way, large end first, and cutting his finger. The people resented the law, and six rebellions were started in protest. The monarchs of Blefuscu fuelled these rebellions, and when they were over the rebels fled to that country to seek refuge. Eleven

thousand people chose death rather than submit to the law. Many books were written on the controversy, but books written by the Big-Endians were banned in Lilliput. The government of Blefuscu accused the Lilliputians of disobeying their religious doctrine, the *Brundrecral*, by breaking their eggs at the small end. The Lilliputians argued that the doctrine reads, "That all true believers shall break their eggs at the convenient end," which could be interpreted as the small end.

(<http://www.sparknotes.com/lit/gulliver/section3/>)

Explain that Jonathan Swift wrote this book in 1726 and contains a lot of satire. Ask what this means and, what does it say to you about conflict? What can we learn nearly 300 years later?

5. **What happens next...?** Watch this clip of a [domino run](#). Often these words can have a knock on effect a bit like this domino run. One example would be jealousy. People can be jealous about all kinds of things and this can cause a person to lose their own sense of peace, this can lead to a breakdown in friendships, this can upset neighbours, this can upset communities, which can upset countries and even have a global impact. This year we are remembering the end of the First World War, but we all know that there was a Second World War and sadly there have been conflicts after that.
 6. **So what can we do?** One thing that we can do is work to be peaceful and to work together to build peace. Use the [INSPIRE Peace Charter](#) and the [Making a shared pledge](#) resource to make a class pledge for peace **You may want to adapt this to an age appropriate version** This could include things such as agreeing to :
 - Be a peace builder
 - Put things right with others where possible
 - Get to know and listen to people who are different from ourselves
 - Respond without fighting at all times
 - Treat all people equally and with respect
 - Play my part to prevent fighting
 - Recognise that my actions may seem small but can create great change
 7. **INSPIRE Wall** Write out your pledges to make an INSPIRE wall that could form a display in a corridor or in the hall where it can be seen by others. This could include paper cranes as suggested below.
 8. **Plenary** What are some of the things that we can do when we are not happy about something, so that we deal with it and don't stay angry or get in a fight with someone? Share your ideas with the person sitting next to you.
 9. **Possible extension activities:**
 1. Plan and hold a multi-media INSPIRE **exhibition** you might want to look at themes of
 - Remembrance – remembering for peace
 - Different kinds of poppies and why they are used – red, purple and white
 - Local stories about the impact of WW1 and WW2
 - Conflict resolution then and now
 - Local stories about peace building
- Visit www.peacemuseum.org.uk for ideas
2. Plan an **INSPIRE project** see '[Young person's guide to kick starting a peacebuilding project](#)
 3. **Art activity** – Students could create a symbol or a peace crane using a pattern such as: <http://www.informeddemocracy.com/sadako/fold/folding9.pdf>

Brief background to Peace Cranes: The story of Sadako Sasaki is of a 12 year old girl from Hiroshima who contracted leukaemia, as a result of the radiation from the atomic bomb which was dropped when she was two years old. Whilst in hospital Sadako's friend encouraged her to fold origami paper cranes, in the hope of making a thousand of them. She was inspired to do so by a Japanese legend that said whoever created a thousand paper cranes would be granted a wish. Sadly Sadako died before she could do this. In 1958, a statue of Sadako holding a golden crane was unveiled in the Hiroshima Peace Park.

At the foot of the statue is a plaque that reads: "This is our cry. This is our prayer. Peace on Earth." Every year on Obon Day, a holiday in Japan to remember the departed spirits of ancestors, thousands of people leave paper cranes near the statue. Many have since used the Peace Crane as a way of expressing their wishes for peace

For more details see a resource by The Quakers [here](#) or read 'Sadako and the Thousand Paper Cranes', by Eleanor Coerr, 2004. Alternatively watch an animated clip such as: <https://www.youtube.com/watch?v=fABpssKWCoE>

INSPIRE Assembly KS1&2

Resources needed:

- Have a giant set of Jenga or a domino run
- A copy of the Peace Book by Todd Parr or Film Clip www.youtube.com/watch?v=Qk1Q8fWXV8Y
- Slide with photos of red poppies (Appendix)
- Slide with photos of white and purple poppies on them (appendix)

Contents

1. Show photos of the red poppies and ask what are these? When do people wear these and why?
2. Show photos of white and purple poppies - what about these ones? Explain that white poppies are to remember all those who have died in conflict and that the purple poppies were used to remember all the animals that have died in conflicts, they are now remembered with a purple paw.
3. Explain that we wear poppies to remember those who died, but we also want to think about how we can learn from the lessons of the past and work to make sure that future conflicts don't happen.
4. **Ask** what is a conflict? **Explain** that conflict happens when a relationship breaks down and people fall out with each other. Sometimes it can be a lot of different things. Have the big jenga set and start to take a piece out at a time as you explain that when people fall out they can get cross, or angry, jealous, they can call people names. It's a bit like playing jenga we might not notice the impact of these things but at some point everything starts to collapse (jenga tower falls)
5. Sadly this can happen between people but also between countries, and this can lead to war.
6. This year at Remembrance time, as well as remembering those who have died, we also want to think about what we can do to build peace, but what do we mean by peace? Here is a book/ film clip that helps to explain peace **read or show** film clip of The Peace Book (*this could be used in more depth as part of an Early Years or KS1 lesson*)
7. **How can we build peace?** Ask for suggestions. Ideas could include; to build friendships; get to know people, smile, listen, say no to bullying, help new people settle into school
8. **Explain** We are never too young to get started to build peace, and to make a difference so let's be quiet for a moment and think about what we can do to build peace and let's make a plan as to what we can all do together.

Prayer:

Dear God

We want to remember all the people and animals who have been killed or died during war. We also want to see wars stop, so help us to be peace builders, to be better friends, and to help those who find it difficult to make friends

Amen

Appendix



By User:Nankai (File:Anzac poppies.JPG) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons

Photo: Mike Weston ABIPP/MOD [OGL (<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/1/>)], via Wikimedia Commons





By Dario Crespi (Own work) [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0>)], via Wikimedia Commons