



# Primary core lesson plans

For children in Reception/P1

# Monday

For children in Reception/P1

## Lesson title: Feeling peaceful inside

### Lesson aim

To support children to think about the meaning of peace and what makes them feel peaceful inside.

### Resources

- *What does peace feel like?* by Vladimir Radunsky. A short video is available at [www.vimeo.com/31703501](http://www.vimeo.com/31703501).
- *Calm: with the very hungry caterpillar* by Eric Carle, a short book useful for settling your group, relaxing and taking a few deep breaths.
- *Yoga Pretzels: 50 fun yoga activities for kids & grownups* by Tara Guber and Leah Kalish.



## Whole-class, circle based activities

- Settle your class with a short story such as *Calm: with the very hungry caterpillar* and ask the children “what is peace?” What do they think of when they hear that word? (You may want to record ideas and come back to these at the end of Peace Week). Explore “when and where you feel peaceful”. Offer some suggestions, e.g. “I feel peaceful when I am sitting on the sofa with a big cup of tea”; “I feel peaceful when I am in the park sitting on a blanket in the sunshine”. Tell the children you want them to think about when and where they feel peaceful. Ask them to suggest their ideas and pass around the talking object (children can only talk when they have this object – they will all get a chance to talk).
- Read *What does peace feel like?* by Vladimir Radunsky or listen to the short video of the book and hear what other children feel about peace at [www.vimeo.com/31703501](http://www.vimeo.com/31703501).
- Record your class sharing their ideas of what peace feels/looks/tastes like.
- Ask the children to work in pairs in the circle and share ‘pick-ups’ with their partner. Give them ten seconds each to say as many true and positive things about each other as they can. Ask the children if it was easy or hard to give ‘pick-ups’ and how it felt

to receive a pick-up. It’s a bit like giving someone a tickle, because it’s a nice thing but can make you squirm – which is why we have to practise giving and receiving pick-ups.

## Suggested independent/focus activities

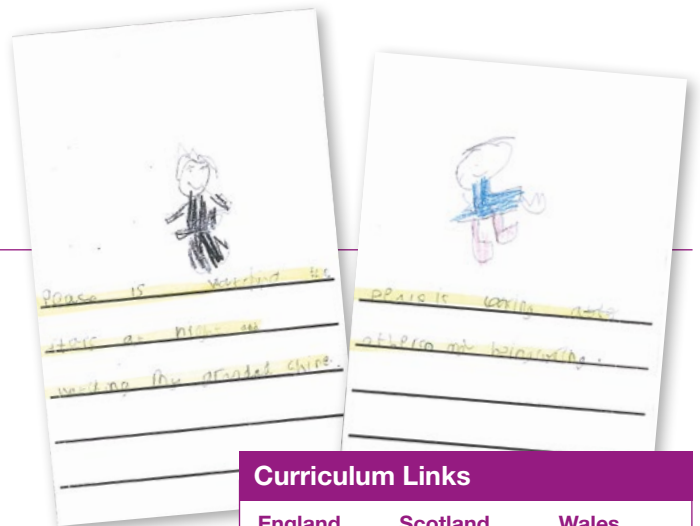
- Children to create ‘Peace is...’ pictures/booklets.

## Plenary

- Children share their pictures (and practise peacemaking skills by listening). Listen to a recording if you’ve made one.
- Relax as a group by doing some mindful breathing or an activity from *Yoga Pretzels* such as ‘Be a Rainbow’, ‘Special Place’ or ‘Snake Breath’.

“In order to feel hopeful about the future, we must first feel good about ourselves (affirmed), learn to empathise with others (share feelings), find a supportive community, build confidence through solving our own problems, and make beauty and joy a part of our lives.”

*A Manual on Nonviolence and Children* by Stephanie Judson, Committee on Nonviolence and Children, Philadelphia Yearly Meeting of the Religious Society of Friends



### Curriculum Links

England	Scotland	Wales
1und/b 7bei/b	EXA 0-05a LIT 0-01c	crea/s47c lang/s16e

# Tuesday

For children in Reception/P1

## Lesson title: Pick-ups and put-downs

### Lesson aim

For children to practise pick-ups and understanding the impact of put-downs.

### Resources

- *Have you filled a bucket today?* by Carol McCloud
- *Yoga Pretzels* by Tara Guber and Leah Kalish

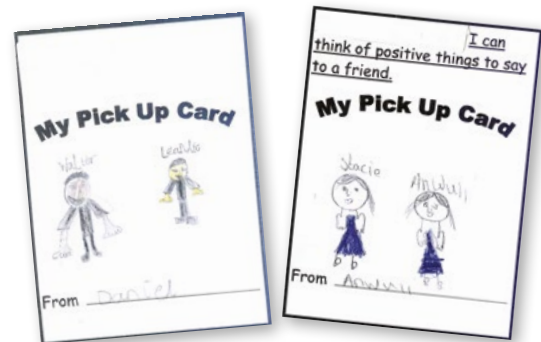


## Whole-class, circle based activities

- Play 'It's good to be me' (see Activity 1.3 in *Learning for Peace*). In a circle, holding the talking piece, say "it's good to be me, Zehra, because..." and finish the sentence with something you're proud of, or something you've achieved, such as "because I'm learning to ride my bike without stabilisers". Then pass on the talking piece. The child repeats what the person before has just said ("It's good to be Zehra because she's...") and then adds their own affirmation statement – "and it's good to be me, Vinny, because I'm good at swimming". The talking piece continues around the circle. Variations include doing a mime to show the thing that makes it good to be you, and everyone repeats the mime. You may want to prepare the children first by splitting them into small groups and asking them to think about what they're good at/enjoy.
- Read *Have you filled a bucket today?* by Carol McCloud. It uses the concept of an invisible bucket that holds your good thoughts and feelings. Ask the children what it feels like when you do something kind and fill someone's bucket? What happens when you do something mean and dip into someone's bucket?

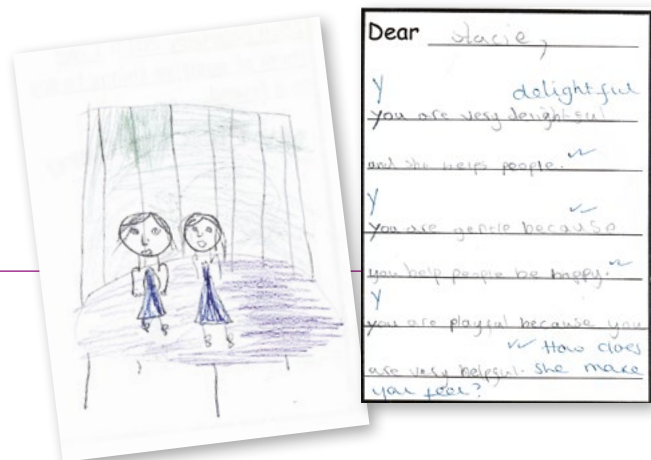
## Suggested independent/focus activities

- Children create a 'pick-up' book/picture for someone else in their class.



## Plenary

- Children share how it feels to give/receive 'pick-ups'.
- Hold hands in a circle, breathe and relax. Send a squeeze around the circle. Send it around again but this time while saying a word that describes how you feel (this is described as 'Community Circle' in *Yoga Pretzels*).



'In order to feel hopeful about the future, we must first feel good about ourselves (affirmed), learn to empathise with others (share feelings), find a supportive community, build confidence through solving our own problems, and make beauty and joy a part of our lives.'

A Manual on Nonviolence and Children by Stephanie Judson, Committee on Nonviolence and Children, Philadelphia Yearly Meeting Religious Society of Friends

### Curriculum Links

England	Scotland	Wales
3man/b	HWB 0-04a	pers/s10l
4mak/c	HWB 0-05a	pers/s11j

# Wednesday

For children in Reception/P1

## Lesson title: A volcano in my tummy

### Lesson aim

To understand that we all get angry and to find ways of dealing with it.

### Resources

- *I feel angry* by Brian Moses
- 'The Two Mules: Cooperation is better than conflict' poster. See 'Conflict Resolution: A Tale of Two Mules' at <https://peacemakers.org.uk/resources>.
- *A Volcano in my tummy: Helping Children to Handle Anger: A Resource Book for Parents, Caregivers and Teachers* by Eliane Whitehouse and Warwick Pudney



## Whole-class, circle based activities

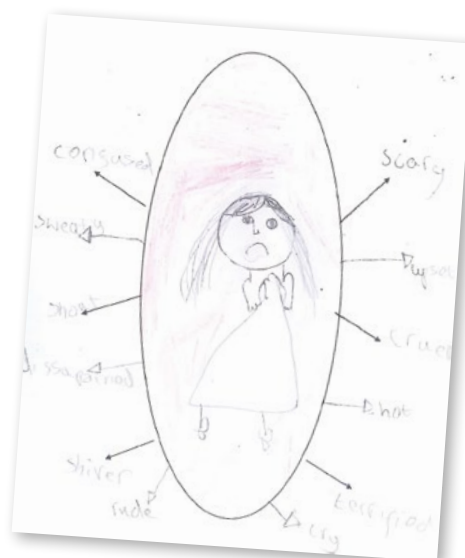
- Ask children what makes them angry (you're not looking for names of people but the kinds of things that happen) and discuss what happens to their bodies when they get angry. Ask the children to show with their bodies what happens when they're angry (angry faces, clenched fists, etc.). Get the children to stomp around the room being angry!
- Ask if it's okay to be angry? Explain that it's natural to be angry – sometimes we all get angry. It's what we do about it that matters. Read *I feel angry* by Brian Moses. This picture book examines how and why people get angry, illustrates scenarios of people behaving angrily, and the best ways to deal with it.
- Discuss what happens to their thinking when they're angry (does it get mixed up/fuzzy? Is it easy to sort out problems or think of ideas when they're angry?). What do you need to do to be able to calm down and think straight? Share ideas (e.g. count backwards from ten, take five deep breaths, take some time out, have a drink of water, take a walk, talk to someone, think about your peaceful place). Discuss the 'anger rules' from *A Volcano in my tummy*: don't hurt others, don't hurt yourself, DO talk about it.
- Look at 'The Two Mules' poster. Ask the children what's going on? What happened when the mules just pulled in different directions? What happened when they stopped and thought about how they could work together? You may want to ask a couple of children to act out the story – see 'Conflict Resolution: A Tale of Two Mules'.

## Suggested independent/focus activities

- Children draw themselves and label what happens to their bodies when they're angry.
- Children are given a paper cut-out of a child. On one side they draw/colour in their angry self. On the other side they colour in their peaceful self.

## Plenary

- Re-cap the anger rules. Ask the children how we can help ourselves feel peaceful? Remind the group of the peaceful places at the start of the week.



### Curriculum Links

England	Scotland	Wales
3man/a	HWB 0-01a HWB 0-02a	pers/s10b pers/s11k



# Thursday

For children in Reception/P1

## Lesson title: Belonging to different groups

### Lesson aim

For children to understand that they have things in common with others, but that each of them is also unique.

### Resources

- *Something else* by Kathryn Cave, illustrated by Chris Riddell



## Whole-class, circle based activities

**Shared Session/Introduction:** Begin in a circle holding hands. Call out a characteristic or description from the list below (drawn from Activity 5 in *Learning about human rights in the primary school*). Any child fitting that description should come into the middle and form another circle (if possible), then return to the original circle. Now ask the children to suggest characteristics and repeat the process.

### Characteristics to call out

- Boys
- Children with more than three brothers and sisters
- Children who love *Go Jettors*
- Children with a pet crocodile
- Children who like chocolate cake
- Children who know the meaning of their first name
- Children who can speak another language
- Children with hair past their shoulders
- Children who have been to another country
- Children with a birthday in the summer
- Very kind children
- Children who sometimes wear special clothes
- Children with a pet cat
- Tall children
- Children wearing glasses today
- Girls
- Children who go to school

### Discussion

- Did the groups in the middle always have the same people in them?
- Did boys and girls belong to the same groups?
- Can you always tell a person's characteristics just by looking at them?
- Were groups always the same size?
- Are all children equal?
- Which group surprised you most?
- Was anybody ever left out? How did that make them feel?

- What are the good things about belonging to a group?
- And the bad things (e.g. feeling you have to be the same as the others)?

## Suggested independent/focus activities

Children draw something about themselves which they like doing/is special to them. Pictures are joined together into a class 'identity quilt'.

## Plenary

The class plays 'me too'. This involves sitting in a circle with one too few chairs. One child in the middle of the circle says something true of themselves, e.g. "I like eating chocolate cake", and if this is true for anyone else they swap seats. One person is left in the centre and this person says something that's true of them. You can't return to the same seat or go to your immediate neighbour's seat.



Class identity quilt.

### Curriculum Links

England	Scotland	Wales
6peo/c	HWB 0-10a HWB 0-47a	pers/s10i pers/s10v

# Friday

For children in Reception/P1

## Lesson title: Being a peacemaker

### Lesson aim

To explore what it means to be a peacemaker and what it means to care for each other and the earth.

### Resources

- *The Rainbow Fish* by Marcus Pfister. To watch the book being read and to see the beautiful illustrations go to [www.teachingideas.co.uk/library/books/the-rainbow-fish](http://www.teachingideas.co.uk/library/books/the-rainbow-fish).
- *Whoever you are* by Mem Fox (illustrated by Leslie Staub). To hear the book being read go to <https://memfox.com/books/whoever-you-are>
- *If the Earth were only a few feet in diameter*, a poem/reflection by Joe Miller. Available in the Teach Peace Pack or can be bought as a book. Alternatively, watch it at [www.youtube.com/watch?v=f8Df4udgLxs](http://www.youtube.com/watch?v=f8Df4udgLxs). Templates of planet earth are available at [www.bigactivities.com/coloring/earth\\_day/planet\\_earth/earth.php](http://www.bigactivities.com/coloring/earth_day/planet_earth/earth.php).



## Whole-class, circle based activities

- Watch and listen to *The Rainbow Fish* being read by Ernest Borgnine and then role-play it. The teacher, with the help of props, takes on the role of the Rainbow Fish and the Wise Octopus. Act the story out again, but this time stop at various points and ask the children to show in their faces and with their bodies how the Rainbow Fish might be feeling. Do the children have any questions for the Rainbow Fish? (Adapted from '2.3 Rainbow Fish' in *Learning for Peace*.)
- Ask the children when they last shared something? Was it difficult or easy? How did it make them feel?
- Draw around one of your children using big sheets of sugar paper stuck together. This outline represents a peacemaker. Ask the children what qualities the peacemaker needs? Do they need to be able to share, like the Rainbow Fish? Do they need to be able to be good at listening? What other qualities do they need? Do they need to be kind/loving? Do they need to be able to give pick-ups, not put-downs? See if the children can suggest ways of including this quality in your picture (e.g. ears for listening, heart for kindness, hands for sharing, etc.).
- Read *Whoever you are* by Mem Fox: Ask the children what they have in common, no matter which groups they might belong to.

## Suggested independent/focus activities

- Decorate your own rainbow fish image using collage (or work in pairs/small groups, practising communication and cooperation skills). Can you find foil and glitter to make your picture sparkle? Decorate your classroom with the fish hanging from the ceiling. Resources are available at [www.teachingideas.co.uk/library/books/the-rainbow-fish](http://www.teachingideas.co.uk/library/books/the-rainbow-fish).
- Read/watch *If the Earth were only a few feet in diameter* by Joe Miller and ask the children to paint the earth or colour in a template of the earth.

## Plenary

- Remind the children that we can all be peacemakers every day, and that we have far more in common than we might think – particularly inside. Share with the children that today someone, somewhere is being a friend instead of fighting. Someone is caring for a child so it won't get sick; someone is helping an older person with a job; someone is planting a tree where one was cut down; someone is giving away their old toys to give new joy to others; someone is learning to do things in a different way; something is remembering the anger rules; someone is giving a pick-up and not a put-down; somewhere, a rainbow fish is sharing a beautiful scale, and it's making them feel happier. Every day we can think about how we can make the world a better and more peaceful place.

### Curriculum Links

England	Scotland	Wales
1lis/b 7exp/b	EXA 0-02a LIT 0-16a	crea/s47d lang/s21f



# Primary core lesson plans

For children in Years 1–2/P2–P4

# Monday

For children in Years 1–2/P2–P4

## Lesson title: Feeling peaceful inside

### Lesson aim

To support children to think about the meaning of peace and what makes them, and others, feel peaceful inside.

### Resources

- *Peace Week in Miss Fox's Class* by Eileen Spinelli (author) and Anne Kennedy (illustrator)
- *The Peace Book* by Todd Parr
- *Yoga Pretzels* by Tara Guber and Leah Kalish
- 'It's good to be me' (Activity 1.3 in *Learning for Peace*)



## Whole-class, circle based activities

- Ask the children "what is peace?" What do they think of when they hear that word? (You may want to record ideas and come back to these at the end of Peace Week). Explore "when and where you feel peaceful". Offer some suggestions, e.g. "I feel peaceful when I am sitting on the sofa with a big cup of tea"; "I feel peaceful when I am in the park sitting on a blanket in the sunshine". Or read *The Peace Book* by Todd Parr. It introduces young children to a variety of different expressions of concerns about peace and justice, such as "peace is sharing a meal", "peace is keeping the streets clean". Ask the children to think about when and where they feel peaceful. Ask them to suggest their ideas and pass around the talking object (children can only talk when they have this object – they will all get a chance to talk).
- Play 'It's good to be me': In a circle, holding the talking piece, say "it's good to be me, Zehra, because..." and finish the sentence with something you're proud of, or something you've achieved, such as "because I'm learning to ride my bike without stabilisers". Then pass on the talking piece. The child repeats what the person before has just said ("It's good to be Zehra because she's...") and then adds their own affirmation statement – "and it's good to be me, Vinny, because I'm good at swimming". The talking piece continues around the circle. Variations include doing a mime to show the thing that makes it good to be you, and everyone repeats the mime. You may want to prepare the children first by splitting them into small groups and asking them to think about what they're good at/enjoy.

- Discuss 'pick-ups' and 'put-downs'. How does it make you feel when someone says something nice? How does it make you feel to say something kind? What's the opposite of this? Discuss how 'put-downs' make us feel.
- Read *Peace Week in Miss Fox's Class*. What ideas do the children have of what they can do to be more peaceful? Peace is the focus of this week.

## Suggested independent/focus activities

- Children create 'Peace is...' pictures/booklets.

## Plenary

- Children share their pictures (and practise peacemaking skills by listening).
- Relax as a group by doing some mindful breathing or an activity from *Yoga Pretzels* such as 'Be a Rainbow', 'Special Place' or 'Snake Breath'.

### Curriculum Links

England	Scotland	Wales
cit3-6/5a cit3-6/4e	HWB 2-04a HWB 2-01a	eng3-6/r2f pers3-6/r18n

"We made 'pick-up' cards – one of the Year 2 girls in the class was feeling very low and finds it hard to find friends, and had lost confidence. Her pick-up card really cheered her up and she had an amazing day."

Year 2 teacher

"Our Year 1s made peace books, drawing and describing peace. We were really impressed by their ideas, and children shared things with us they haven't previously."

Year 1 teacher



# Tuesday

For children in Years 1–2/P2–P4

## Lesson title: Belonging and handling our emotions

### Lesson aim

To explore groups we're part of and what makes me, me.

### Resources

- *Something else* by Kathryn Cave



## Whole-class, circle based activities

In a circle, holding hands, call out a characteristic or description from the list below (drawn from Activity 5 in 'Learning about human rights in the primary school'). Any child fitting that description should come into the middle and form another circle (if possible), then return to the original circle. Now ask the children to suggest characteristics and repeat the process.

### Characteristics to call out:

- Boys
- Children with more than three brothers and sisters
- Children who love playing computer games
- Children with a pet crocodile
- Children who like chocolate cake
- Children who know the meaning of their first name
- Children who can speak another language
- Children with hair past their shoulders
- Children who have been to another country
- Children with a birthday in the summer
- Very kind children
- Children who sometimes wear special clothes
- Children with a pet cat
- Tall children
- Children wearing glasses today
- Girls
- Children who go to school

### Discussion:

- Did the groups in the middle always have the same people in them?
- Did boys and girls belong to the same groups?
- Can you always tell a person's characteristics just by looking at them?
- Were groups always the same size?
- Are children all equal?
- Which group surprised you most?
- Was anybody ever left out? How did that make them feel?
- What are the good things about belonging to a group?
- And the bad things, e.g. feeling you have to be the same as the others?

- Read *Something else*. The story is about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong. Ask the children how they have treated someone who has come new to the school? How might this person have been feeling? What could have helped them?

## Suggested independent/focus activities:

- Children draw around their hands – or their partner's hands. They colour them in or draw things that are part of what makes them special/unique. The hands are made into a class collage. If children are able to, they could be asked to write an element of their identity on each finger of their hands.

## Plenary

We all have things that make us special, unique, but we also have lots in common. We need to notice how others are feeling and care for each other.



### Curriculum Links

England	Scotland	Wales
cit1-2/2e cit1-2/2i	HWB 1-47a HWB 1-10a	know1-2/r42c pers1-2/s10l pers1-2/s11l

# Wednesday

For children in Years 1–2/P2–P4

## Lesson title: Conflict and cooperation

### Lesson aim

To understand conflict and anger and to practise peacemaking skills.

### Resources

- YouTube clips on conflict by Robin Williams ([www.youtube.com/watch?v=Gl3e-OUavQ](http://www.youtube.com/watch?v=Gl3e-OUavQ)) and Dr Seuss, *The Zax* ([www.youtube.com/watch?v=dZmZzGxGpSs](http://www.youtube.com/watch?v=dZmZzGxGpSs)).
- *A volcano in my tummy: Helping children to handle anger* by Eliane Whitehouse and Warwick Pudney.
- 'A tale of two mules: cooperation is better than conflict' poster. See also *Conflict resolution: A tale of two mules* (PDF) from the Teach Peace Pack: [www.peace-education.org.uk/teach-peace](http://www.peace-education.org.uk/teach-peace).
- *How to heal a broken wing* by Bob Graham.



## Whole-class, circle based activities

- **What is conflict?** Watch the Robin Williams YouTube clip on conflict. Ask your class what kinds of things people have arguments over at school (not naming individuals, but the kind of things people disagree about).
- **Explore anger:** Do we all get angry sometimes? Discuss what happens to our bodies when we get angry? Go around the circle asking each child what happens when they're angry (focus on how they feel, rather than what they do). Ask them to walk around the room looking angry (stomping feet, clenching fists, etc.). Explain that anger is a feeling – like sadness, fear, happiness – and that all of these feelings are natural and a part of being alive, and being you. You might think it's bad to be angry, but it's normal to feel angry sometimes, especially when you think you're not being treated fairly. It's how you show your anger that can sometimes be a problem for you and those around you. So it's okay to be angry, but it's what we do about it that matters. Watch Dr Seuss' *The Zax*. Ask the class to act it out in pairs and try to find solution.
- **Read How to Heal a Broken Wing:** Ask the children: Why do you think no one saw the bird fall? Why were people stepping over the bird? What made Will see the bird? How do you think Will's dad felt when he saw the sick bird? What made the bird better? Of all the things the bird needed to get better, what do you think was the most important? What did we learn about Will in the story? How does this relate to being a peacemaker (patience, showing care, standing up for what you think is right, being hopeful/positive)?
- **Communication practice:** Someone in the circle mimes something, for example, waking up in the morning and brushing their teeth. As they do this the rest of the group copies (they are conducting the group).

Someone from the group goes outside while the group follows the mime. When the detective returns, the group are still following their conductor. The detective stands in the middle of the circle and has three chances to guess who the conductor is (repeat).

## Whole-class, circle based activities

- Using the worksheet 'Do you have a volcano in your tummy or explosions in your head?', children draw and label a picture of how they look when they're angry (you may wish to brainstorm a list of words the children will need to label their pictures).
  - In small groups ask the children to act out a conflict that ends badly, and then replay it with a win-win solution.
- Share 4 steps to resolving conflicts fairly and peacefully:**
1. **STOP...** before you lose your temper and make things worse.
  2. **SAY...** what you feel is the problem. What is causing the disagreement? What do you want to happen/need?
  3. **LISTEN...** to the other person's ideas and feelings.
  4. **THINK...** of solutions that will satisfy both of you.

## Plenary

Display the poster of the two mules and ask the children what's going on. To cooperate rather than stay in conflict, we need to 'Stop, Say, Listen and Think', but to do this we need certain qualities. What are these (being able to stay calm, use our imagination to think of solutions, communicate clearly, cooperate, show care for the other person...)?

### Curriculum Links

England	Scotland	Wales
cit1-2/1c dram1-11/15SLa engrc1/22d; engrc2/29d	ENG 1-17a HWB 1-02a	pers1-2/s11k lang1/s16e lang2/s16e

# Thursday

For children in Years 1–2/P2–P4

## Lesson title: It's not fair

### Lesson aim

For the children to understand that we sometimes have different ideas about what's fair, and to understand that we all have human rights.

### Resources

- *The Sand Tray* by Don Rowe
- *Learning about human rights in the primary school*
- 'We Are All Born Free' picture book from Amnesty International, or the Powerpoint presentation available at [www.amnesty.org.uk/resources/activity-6-we-are-all-born-free](http://www.amnesty.org.uk/resources/activity-6-we-are-all-born-free) and film clip at [www.youtube.com/watch?v=x9\\_lvXFEyJo](http://www.youtube.com/watch?v=x9_lvXFEyJo)
- *A Bus Called Heaven* by Bob Graham



## Whole-class, circle based activities

- **Read *The Sand Tray*:** Johnny is friends with Tim at school and Kylie at home, so why can't the three of them play together in the sand tray? The story is about helping the children to recognise that people have different ideas about whether something is fair or not, so the point of the story is to try to get the children expressing what they think – they don't have to agree. **Ask the children:** Why is Kylie's character upset at the start of the story – maybe she had received some put-downs before she came to school? Who thinks Johnny should have let Kylie play with him? Why? Who disagrees (the class could put their hands up and someone from each 'side' shares their view)? Was it fair what the teacher did when she made the boys play with Kylie? Why/why not? Was it fair that the teacher said none of them could play in the sand tray at the end?
- Explain that while we sometimes have different views about what's fair, what's important is that we listen and try to understand where the other person is coming from. Refer to your class or school contract/rules and explain that these are to help you all function as a community, and for everyone to be respected. Explain that there is a much bigger contract – that the countries of the world came together to agree our human rights. Watch the YouTube clip introducing the Universal Declaration or use the 'We Are All Born Free' Powerpoint presentation.
- Read *A Bus Called Heaven*: What were the different characters' perceptions of the bus? For example, who valued the bus and why? Who didn't? Who saw

it as junk, or as an obstacle to passing by on the pavement? Why did they have different views? There are different perspectives in the stories because we lead different lives and come at things from different places. Does it mean one is 'right' and one is 'wrong'? In what way was Stella an 'up-stander' rather than a bystander? Discuss what qualities Stella showed in the story. We need bravery and kindness to help stand up for **human rights and a more peaceful world**.

## Suggested independent/focus activities

- In groups, children use the 'fair play' prompt cards to explore what's fair and unfair and how it feels when things are unfair (use 'Session 3: Fair Play' from *Learning about human rights in the primary school*).
- Discuss something else the children have different views on – what's the best football team, the best TV programme? In small groups, children compose an argument to support their opinion, but they also need to accept that others will think differently.

## Plenary

- If we want to live in peace we need our rights to be respected and to stand up for our rights- and those of others. Display the Universal Declaration of Human Rights or UN CRC in your classroom.

### Curriculum Links

England	Scotland	Wales
cit1-2/1a	LIT 1-18a	pers1-2/s11b
cit1-2/1h	SOC 1-17a	lang1/s21g
engsl1-6/18h		lang2/s21g

# Friday

For children in Years 1–2/P2–P4

## Lesson title: Standing up for peace

### Lesson aim

To understand the human impact of war and to encourage empathy that we need a peaceful world so that we can all enjoy our human rights.

### Resources

- *The Colour of Home* by Mary Hoffman and Karin Littlewood.
- UN Convention on the Rights of the Child. UNICEF provide full and summary versions at [www.unicef.org.uk/what-we-do/un-convention-child-rights](http://www.unicef.org.uk/what-we-do/un-convention-child-rights). UNICEF also provides 'Rights, Wants and Needs' cards.
- *Ahmed's story*: [www.refugee-action.org.uk/jana-ahmed](http://www.refugee-action.org.uk/jana-ahmed).



## Whole-class, circle based activities

### Read and discuss *The Colour of Home*

- What was the main difference between Hassan's old school and his new one?
- How did the children try to help Hassan at playtime?
- Why was Hassan tired at lunchtime and why didn't he eat anything?
- What was in Hassan's picture?
- Most children took their pictures home but Hassan left his behind. Do you think his painting was still wet or did Hassan have another reason for leaving his work at school?
- What did Hassan have to leave behind in Somalia? What did he miss the most?
- How do we know that Hassan is feeling a little bit better by the end of the story?
- Imagine Hassan is here in the circle with us (place an empty seat in the circle to represent him) – what could we do to help him and make him feel welcome?
- Can anyone remember a human right of Hassan's that has been affected by the fighting in his country (Refer to copies of the UN Convention on the Rights of the Child, or UNICEF cards). Does Hassan have the right to flee the fighting in his country? (See Article 22 of the UN Convention on the Rights of the Child – refugee children.)

### Share and discuss a story of a refugee child who has settled into their new life, such as Ahmed's story from *Refugee Action* This is Ahmed's story...

"War is bad. It's when they throw bombs out of planes. Sometimes I heard bombs. But I don't remember.

I only think of good things. I have a box in my head and put all the bad things in there and keep it locked.

At the start in the UK it was hard because we knew no one. I was shy at first, but I have many best friends here now.

I like school. I am in Year 5. If you ask my teacher she will say I never shout out, mess about and I do my work properly. I like art best, with felt tip pens. Sometimes maths.

I want to be a teacher. I want to be a teacher of everything!

I am on the School Council. I think it means we can tell the teachers what to do! My idea is for changing school uniform. The girls want pink uniform, and I think the boys should have rainbow. The girls like that idea."

- Ask the children when they have had to show strength and persistence by sticking by a person or thing, instead of simply giving up? Some ideas could be a friend or family member going through a difficult time, a new skill or activity they struggled with or a goal they felt determined to achieve. Explore what it means to be a peacemaker in your class/school. Can the class think of a time when they, or someone they know, have acted as a peacemaker, an 'up-stander'?

## Suggested independent/focus activities

- Children talk in small groups about what they'd miss the most if they suddenly had to leave their home.
- A 'step for peace' mural: Ask children to dip their feet in a paint tray and to make an impression of them on a large sheet or roll of paper. This becomes a mural for display, showing how we can all take steps for peace.

## Plenary

- Re-cap on how war undermines our human rights and on the qualities needed to stand up for peace – bravery, imagination, care for others, etc.

### Curriculum Links

England	Scotland	Wales
cit1-2/1i	HWB 1-09a	know1-2/r41j
engrc1/22f	ENG 1-19a	pers1-2/s10j
engrc2/29f		pers1-2/s11i





# Primary core lesson plans

Framework for children in Years 3–6/P5–P7

# Monday

Framework for children in Years 3–6/P5–P7

## Lesson title: Feeling peaceful inside

### Lesson aim

To support children to think about the meaning of peace and what makes them, and others, feel peaceful inside.

### Resources

- *Yoga Pretzels* by Tara Guber and Leah Kalish
- *Simon's Hook: A Story About Teases and Put-Downs* by Karen Gedig Burnett (Author) and Laurie Barrows (Illustrator)
- Download '3.2 All of us and one of us' from the Peaceful Relationships section of *Learning for Peace*: [www.lifeworldslearning.co.uk/lfp/peacefulrelationships.html](http://www.lifeworldslearning.co.uk/lfp/peacefulrelationships.html).



## Whole-class, circle based activities

- Ask the children “what is peace?” What do they think of when they hear that word? (You may want to record ideas and come back to these at the end of Peace Week). Explore when and where you feel peaceful. Offer some suggestions, e.g. “I feel peaceful when I am sitting on the sofa with a big cup of tea”; “I feel peaceful when I am in the park sitting on a blanket in the sunshine”. Tell the children you want them to think about when and where they feel peaceful. Ask them to suggest their ideas and pass around the talking object (children can only talk when they have this object – they will all get a chance to talk).
- Play ‘It’s good to be me’ (see Activity 1.3 in *Learning for Peace*). In a circle, holding the talking piece, say “it’s good to be me, Zehra, because...” and finish the sentence with something you’re proud of, or something you’ve achieved, such as “because I’m learning to ride my bike without stabilisers”. Then pass on the talking piece. The child repeats what the person before has just said (“It’s good to be Zehra because she’s...”) and then adds their own affirmation statement – “and it’s good to be me, Vinny, because I’m good at swimming”. The talking piece continues around the circle. Variations include doing a mime to show the thing that makes it good to be you, and everyone repeats the mime. You may want to prepare the children first by splitting them into small groups and asking them to think about what they’re good at/enjoy.
- Discuss ‘pick-ups’ and ‘put-downs’. How does it make you feel when someone says something nice? How does it make you feel to say something kind? What’s the opposite of this? Discuss how ‘put-downs’ make us feel. Read *Simon's Hook*. Ask the children what they can control and what they can’t.
- Play a game such as ‘Here I sit’: Everyone sits in a circle. There is one extra chair. A person sitting next to the spare chair starts by moving into the spare chair, saying “here I sit”. The next person moves along a chair and says “in this chair” or “in this forest” – or wherever they

like. The next person moves up a seat and says “With my friend...” and names someone else in the circle, who comes and sits in that person’s old chair. The people on either side of the new spare chair have to race to sit in it, starting the process off again. The game then continues with whoever made it into the spare chair first, saying “here I sit”, etc. Ask the children why they might play ‘Here I sit’ in a Peace Week (look for ideas such as the importance of listening skills, affirmation, etc.).

## Suggested independent/focus activities

- Children create ‘Peace is...’ posters.
- Divide children into groups of four or five. They work together to fill out the worksheet ‘All of us and one of us’, which includes the questions below. Ask children to feed back some of their findings and to give themselves a score out of ten to represent how well they worked together (and a reason)..
  - All of us in our group have been to...
  - All of us in our group like...
  - Only one of us in our group has been to...
  - Only one of us has never...

## Plenary

- Ask the children what we need to feel peaceful inside? (We need to be able to give and receive pick-ups; we need to control our reactions to put-downs; we need to appreciate things that are unique about ourselves and recognise what we have in common with others; and we need to know ways of relaxing and what makes us feel calm.)
- Relax as a group by doing some mindful breathing or an activity from *Yoga Pretzels* such as ‘Be a Rainbow’, ‘Special Place’ or ‘Snake Breath’.

### Curriculum Links

England	Scotland	Wales
cit3-6/5a	HWB 2-04a	eng3-6/r2f
cit3-6/4e	HWB 2-01a	pers3-6/r18n

# Tuesday

Framework for children in Years 3–6/P5–P7

## Lesson title: Conflict and cooperation

### Lesson aim

to support children to handle strong emotions such as anger, to think about conflict, and to practise peacemaking skills.

### Resources

- ‘Conflict escalator’ and ‘Rucksack story’ (4.4) from Peaceful Actions + Behaviours in *Learning for Peace*: [www.lifeworldslearning.co.uk/lfp/peacefulactionsandbehaviours.html](http://www.lifeworldslearning.co.uk/lfp/peacefulactionsandbehaviours.html).
- Download Activity 1.11 ‘Backpack affirmation’ in the ‘Developing Inner Peace’ section of the *Learning for Peace* website: [www.lifeworldslearning.co.uk/lfp/developinginnerpeace.html](http://www.lifeworldslearning.co.uk/lfp/developinginnerpeace.html).
- *Anh’s Anger* by Gail Silver and Christiane Krömer (for more ideas you may also want to see section 4.8 in ‘Peaceful activities and behaviours’ in *Learning for Peace*).



## Whole-class, circle based activities

- Explore conflict and the ‘Conflict escalator’: With the person next to them, ask children to discuss ‘What is conflict?’ What kinds of things do people have conflicts over at school (not naming individuals, but the kinds of things people disagree about)? How does a conflict develop? Conflicts can be described as being a bit like an escalator; ask the children why this might be (e.g. once you get on, it can be very difficult to get off again). The steps on the escalator are: different goals, take a stand, blame game, loss of face, – Outburst Explosion.
- As explained in 4.4 of *Learning for Peace*, print out the steps of conflict onto A3 paper and create the escalator by placing the steps in the middle of the circle. At each step, discuss what these might look/feel like. Use an example from the class or the example argument over the pencil given in *Learning for Peace*. Lay these alongside each step and add the children’s own descriptions to each step, so that they clearly understand each stage.
- Ask children what happens to their bodies when they get angry. Ask the children to show with their bodies what happens when they’re angry (angry faces, clenched fists, etc.). Read *Anh’s Anger* and discuss who is responsible for anger. Ask questions like: did anyone make Anh angry?; how can anger be your friend?; how did Anh calm down? Discuss what happens to our thinking when we’re angry (does it get mixed up/fuzzy? Is it easy to sort out problems or think of ideas when they’re angry?). Ask what works for them to calm down.

## Suggested independent/focus activities

- Give small groups the ‘Rucksack story’ (download from Learning for Peace – link above). Cut it into strips for the group to put into the right order.
- In small groups ask the students to act out a conflict that ends badly, and then replay it with a win-win solution. **Share 4 steps to resolving conflicts fairly and peacefully:**
  1. **STOP...** before you lose control of your temper and make the conflict worse.
  2. **SAY...** what you feel is the problem. What is causing the disagreement? What do you want to happen/need?
  3. **LISTEN...** to the other person’s ideas and feelings.
  4. **THINK...** of solutions that will satisfy both of you.

## Plenary

Conflict is natural, but it does need to be handled well. Anger is natural too – a feeling like any other – but don’t let it carry you out of control on the escalator. Escalators have an emergency stop button. You need to be able to press this and understand what’s happening so that you can say what you need/want to happen. You also need to listen to the other person’s ideas and feelings to find a win-win solution.

### Curriculum Links

England	Scotland	Wales
engsl1-6/18d dram1-11/15SLa	EXA 2-12a HWB 2-45a	pers3-6/r18h eng3/s3g eng4/s3f eng5/s3e eng6/s3e

# Wednesday

Framework for children in Years 3–6/P5–P7

## Lesson title: Building peaceful communities

### Lesson aim

To encourage children to understand that we all have different ideas about what's fair and right, and that we need to listen to each other and stand up for our human rights.

### Resources

- 'A Problem for Mr and Mrs Johnson' from 'Talking about values in the classroom' by Don Rowe: [www.youngcitizens.org/talking-about-values-in-the-classroom-resource](http://www.youngcitizens.org/talking-about-values-in-the-classroom-resource)  
(To see another teacher using this story in circle time go to [www.youtube.com/watch?v=exrsdE876zY](http://www.youtube.com/watch?v=exrsdE876zY))
- 'Activity 7: Right Up Your Street' from *Learning about Human Rights in the Primary School* [www.amnesty.org.uk/resources/right-your-street-activity](http://www.amnesty.org.uk/resources/right-your-street-activity)
- Universal Declaration of Human Rights YouTube clip: [www.youtube.com/watch?v=Pby1KngOhBY](http://www.youtube.com/watch?v=Pby1KngOhBY)
- Book and activities: *We Are All Born Free* [www.amnesty.org.uk/resources/book-activities-we-are-all-born-free](http://www.amnesty.org.uk/resources/book-activities-we-are-all-born-free)



## Whole-class, circle based activities

- Read 'A Problem for Mr and Mrs Johnson' and use 'Talking about values in the classroom' to help structure discussion, asking questions such as: Mr Johnson is kind and the children like him, so why do you think they're stealing from him? Do you think Mr and Mrs Johnson should speak to the children's school or to the police? If so, why; or if not, why not? Do you agree with Mr Johnson that shoplifting in a bad way can lead to bad habits? Why is it that people sometimes disagree on what's right/wrong (e.g. hitting someone back if they hit you)? If Jimmy Spicer claimed he was stealing from the shop because he was hungry, would that be a reason or an excuse for his action? How do you think schools can help children grow up knowing what's right and wrong, and is this really the job of the school? Have you or anyone in your family been the victim of crime? How does being a victim of crime affect people?
- Explain that while we sometimes have different views about what's fair, what's important is to listen and try to understand where the other person is coming from. Refer to your class or school contract/rules and explain that these are to help you all function as a community, and for everyone to be respected. Explain that there is a much bigger contract – that the countries of the world came together to agree our human rights. Watch the YouTube clip introducing the Universal Declaration or use the 'We Are All Born Free' Powerpoint presentation.
- Explore human rights with 'Activity 7: Right Up Your Street'. Children investigate and understand how rights apply to everyday life by examining a street scene showing human rights in practice. From Amnesty's *Learning about Human Rights in the Primary School*.

## Suggested independent/focus activities

- Pair work: Most people generally think that stealing and shoplifting are wrong. Think of as many arguments as you can to persuade the boys that what they're doing is wrong? Collect ideas as a class and decide which is the best reason (you could take a vote – you could also explore whether you think there might ever be a situation where it was okay to steal from a shop).
- Group work: All children have a copy of the Universal Declaration of Human Rights, as described in 'Activity 7: Right Up Your Street'. Groups of children act as 'human rights detectives' to search for examples of human rights being enjoyed, denied or demanded in their part of the picture – groups then report back to the whole class.

## Plenary

- What's important is understanding that people have different views, including what they think is or isn't fair. What's important is being able to give your views (which reduces reacting to violence), and being able to listen to each other and recognise that you might not agree – and that that's okay!

### Curriculum Links

England	Scotland	Wales
engsl1-6/18c	RME 2-02b	pers3-6/r19ad
engsl1-6/18h	LIT 2-18a	eng3/s8c
cit3-6/4k		eng4/s8c
		eng5/s8d
		eng6/s8e



# Thursday

Framework for children in Years 3–6/P5–P7

## Lesson title: The human cost of war

### Lesson aim

To think about the human cost of war, refugees and how war impacts on human rights.

### Resources

- *The Enemy - A Book About Peace* [www.youtube.com/watch?v=x3K\\_iny61Ew](http://www.youtube.com/watch?v=x3K_iny61Ew)
- Action Aid KS1 and KS2 refugee crisis resources: [www.actionaid.org.uk/school-resources/resource/ks1-and-ks2-refugee-crisis-resources](http://www.actionaid.org.uk/school-resources/resource/ks1-and-ks2-refugee-crisis-resources)
- UNICEF's *In search of safety: children and the refugee crisis in Europe, a teaching resource*. [www.unicef.org.uk/rights-respecting-schools/resources/refugee-crisis-europe](http://www.unicef.org.uk/rights-respecting-schools/resources/refugee-crisis-europe)



## Whole-class, circle based activities

- Use Action Aid's starter, 'What can you see?'. Show your class the photos from refugee camps in Lesbos and ask what they can see. What happens when you zoom out from the photos to see the bigger picture? Read Hamam's story: ten-year-old Hamam undertook a long and dangerous journey from Iraq, but it would have been even more dangerous for him to stay.
- Where do you think war is happening? Ask the children to name any wars or conflicts they've heard about and to place corresponding dots on a world map (help them locate the countries). Compare this with a map that shows where armed conflict is currently taking place – try [www.thenewhumanitarian.org/maps-and-graphics/2017/04/04/updated-mapped-world-war](http://www.thenewhumanitarian.org/maps-and-graphics/2017/04/04/updated-mapped-world-war) or Vision of Humanity's Global Peace Index at <http://visionofhumanity.org/#/page/indexes/global-peace-index>. You could then show the children that peacebuilding projects are also taking place all over the world by looking at Peace Direct's map at [www.peaceinsight.org](http://www.peaceinsight.org).
- Split the class in half. Ask one group what they think would help to prevent wars. Then ask the second group what they think helps to prevent conflicts in the playground. After giving each group time to talk, see if they have come up with similar/the same kinds of things. (To prevent wars, countries need to communicate well with each other, understand each other's needs, respect each other, learn to trust each other, to take only their fair share, and to work together to resolve problems. They may need to ask another country or the UN to help them (or mediate) if there is a conflict or misunderstanding. In order to prevent conflict in the playground, would many of these same principles apply?)

- Show your class the short animation *The Enemy – A Book About Peace*. What does it teach us about war, and what change occurs in the understanding of 'the enemy' (you could link this back to your work on identity earlier in the week).

## Suggested independent/focus activities

- **'What would you take?'** activity from Action Aid: What would your class pack if they had to leave home tomorrow? Use Action Aid's worksheets to generate discussion, empathy and understanding. Finally, if your class or school has a Twitter account, you can tweet what your class would take using Action Aid's special online app. Explain that if they had to flee their homes because of war they may have to travel on foot for quite some time until they reach safety. They would get tired and hungry and possibly cold. If they were travelling with their families, would they be taking any babies or older people? They may have to cross a border to get into another country to be safe. Would they have the right things with them?
- Using the 'Welcome Pack' activity in UNICEF's resource (p. 51), ask your class to design a 'welcome pack' for a child joining their school after leaving their home country.

## Plenary

- Define refugee again together and consider the UN's definition: "A refugee is someone who has been forced to leave their home country because of war or violence, or because they're afraid of being badly treated because of their race, religion, nationality, political opinion or membership of a particular social group" (adapted from [www.unrefugees.org/what-is-a-refugee](http://www.unrefugees.org/what-is-a-refugee)).

### Curriculum Links

England	Scotland	Wales
geo3-6/242d	SOC 2-16b	geo3-6/s12-11
cit3-6/3d	LIT 2-09a	geo3-6/r12d

# Friday

Framework for children in Years 3–6/P5–P7

## Lesson title: Standing up for peace – *Sadako and the thousand paper cranes*

### Lesson aim

To learn about the impact of nuclear weapons and the story of Sadako.

### Resources

- *Sadako's Cranes for Peace* – CND will send you this resource for free. Find out more at [www.cnduk.org/information/peace-education/item/2007](http://www.cnduk.org/information/peace-education/item/2007)
- Japanese origami paper or ordinary coloured paper cut into squares (it's nice to have a range of sizes and types of paper)
- See also *Sadako and the Thousand Paper Cranes* in the Peace Education Network's Teach Peace Pack.



### Whole-class, circle based activities

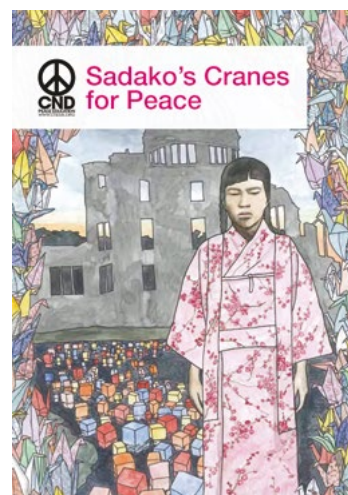
- Explain that you're going to share a true story about a little girl who lived in Japan during World War II. The story is about a girl called Sadako. It is a sad story, but it is also a story of courage and hope. Explain how long ago this was and briefly discuss World War II. Now tell the story of Sadako Sasaki and the thousand cranes using the CND handout 'Sadako's cranes for peace'. Discuss the story with your class. Ask the children the following questions: Why did Sadako become ill? What did Sadako do in hospital and why? Had she been granted one wish, what do you think Sadako would have wished for, and why?
- Hotseat Sadako during her time in hospital and bring out how she might have felt in different parts of the story. Class members can play Sadako or one of her friends. They will need to write a diary entry about some of the events that took place in the story.

### Suggested independent/focus activities

- Cut and colour in the story of Sadako
- Make and display paper peace cranes – see CND's materials for guidance or watch a clip of crane-making online. Younger children can need quite a bit of support to fold a crane as there are lots of stages, but once children have got the hang of it they can support each other
- Research the issue of nuclear weapons today, finding three reasons people give FOR Britain having nuclear weapons and three reasons AGAINST.

### Plenary

- Children from many different countries learn to make the paper cranes. Sometimes they write their wishes for peace on the wings. Thousands of paper cranes are laid at the feet of the statue of Sadako in the Hiroshima Peace Memorial Park in Japan. The peace cranes can never give Sadako her life back, but each of us can think of one thing we can do to make our family, friends, class or the wider world more peaceful. Ask the students: what's the one thing they could do?



### Curriculum Links

England	Scotland	Wales
cit3-6/3g	SOC 2-04a	his3-6/s12-3h
engrc3-4/37a	ENG 2-17a	pers3-6/s18c
engrc5-6/45b		pers3-6/s18f