THE PEACE ONE DAY PRIMARY EDUCATION RESOURCE
WHAT WILL YOU DO TO MAKE PEACE ON SEPTEMBER 21?
Tell us at www.peaceoneday.org
Dear Friends,

Thank you for registering and welcome to the Peace One Day Primary Education Resource.

My name is Jeremy Gilley. I am a documentary filmmaker and the founder of the non-profit organisation Peace One Day. When I began my journey to establish a day of ceasefire and non-violence with a fixed calendar date, I knew that young people would be key to making the day work. Since 21 September was unanimously adopted by the United Nations member states in 2001 as a day of global ceasefire and non-violence, Peace One Day has worked with teachers to take the message of Peace Day to young people around the world, engaging them in Peace Day activities. Peace One Day education materials have become the principal tools to support that process.

Now, with the kind support of online supermarket Ocado, Peace One Day is pleased to present this new Resource designed for primary-aged pupils. Although the lesson plans have been built with reference to the UK primary curriculum, they can be easily adapted for schools around the world and indeed can be used in a home context. The UK Resource provides primary schools with a tool to enhance and supplement existing schemes of work for teaching Personal, Social and Health Education (PSHE).

We hope that the materials provided here will inspire and empower you and your pupils to celebrate Peace Day in a fun, creative and meaningful way. There are five lesson plans with cross-curricular activities exploring issues such as peace and anti-bullying. In the ‘Extended Work’ section there is a summary of further classroom ideas that can be adapted according to need. Also included is a list of ideas for student-led Peace Day activities, for the class or the whole school.

On Peace Day 2011, Peace One Day launched the Global Truce 2012 campaign. We hope this will result in the largest ever reduction of global violence on one day - Peace Day 21 September 2012 - and the largest ever gathering of individuals in the name of peace. But we cannot do it alone. We are reaching out to all sectors of society to get involved and, most importantly, to young people and teachers around the world. Individuals committing to standing together as one on Peace Day 2012 will provide us the leverage we need to achieve real traction on the international stage. Young people and teachers have a key role to play in that process.

Please decide how you will mark Peace Day in your school or local community, join the Global Truce 2012 Schools’ Network and let us know about your plans; please ask others to do the same.

Finally, my sincere thanks to you for your support. By working together there will be Peace One Day.

In peace

Jeremy Gilley
Founder, Peace One Day
If you are unable to screen the Jeremy’s video message then please read this transcript of the video to your pupils:

Dear Friends,

Hello everyone. I hope you’re having a great day. We’re now going to talk about a special day called Peace Day, which is on 21 September every year.

Peace Day is a day of ceasefire – this means a day when people don’t fire guns and there are no wars. It is also a day of non-violence – this means that people everywhere don’t fight or argue, and children aren’t bullied. I created this day with my friends and my family. We asked the world leaders to create a special day when all the countries of the world agree not to fight. It’s like your birthday - a day when everyone comes together all over the world to celebrate Peace.

We all want fighting to stop, don’t we? We want fighting to stop between countries, and in the areas that we live. We want fighting to stop in our homes and in our schools. And that’s what Peace Day is all about; it’s a day when fighting stops and everyone cares about each other. Some young people will do things in their schools with their teachers, like painting pictures of what peace looks like, or playing sport for peace and most importantly, making sure that on Peace Day everybody is friendly towards each other. And that’s what peace is. Peace is about caring for one another. Peace is making sure that no one’s fighting around you, that nobody is frightened or scared. Peace is protecting each other from scary things. You can protect your friends; make sure everyone in your school and in your home is happy on Peace Day.

You can do anything you want to make Peace Day special. You could make a cake and decorate it with peace pictures. You could hold a football match or sing a song. Why don’t you start planning now what you’ll do on Peace Day 21 September with your teacher and your family, and ask your teacher to tell us here at Peace One Day all about it. Have a great day, goodbye for now.

In peace

Jeremy Gilley
Founder, Peace One Day
The Day After Peace is Jeremy’s award-winning documentary, charting his journey to create a day of ceasefire and non-violence recognised by every country in the world.

The film has proved to be a useful starting point for work with Peace One Day secondary education materials.

There are three versions of the film: 32-minute classroom ready version; 58-minute version; and the full length version running at 81 minutes.

We are mindful of the limited attention of many primary-aged pupils. For years 5 and 6, you may wish to show the 32-minute version of ‘The Day After Peace’. Should you not feel this is appropriate, Lesson 1 provides an alternative means of telling the Peace One Day story.

However, the full length version of the documentary is recommended for teachers to become acquainted with the project. You could also share this film with friends, family and colleagues to build wider support for Peace Day – 21 September.

The Peace One Day Primary Education Resource has been kindly underwritten by Ocado
Below, we have indicated which lessons support teachers with the provision of various aspects of the UK national curriculum for PSHE.

**Key Stage 1 - Ages 5 to 7 years - Being healthy, staying safe:**

Personal, Social and Health Education (PSHE) at key stage 1 is not statutory. A joint non-statutory framework for citizenship and PSHE is available at key stages 1 and 2, and if followed, pupils learn about:

- Themselves as individuals and as members of their communities *(Lesson 1/Lesson 3)*
- The basic rules and skills for keeping healthy and safe *(Lesson 2)*
- Their feelings, views, needs, and rights. They learn to recognise those of others *(Lesson 2)*
- Taking responsibility for themselves and their environments *(Lesson 2)*
- Social skills such as sharing, taking turns, playing, helping others, resolving conflict, as well as recognising and resisting bullying *(Lesson 2)*

**Key Stage 2 - ages 7 to 11 years - Growing in confidence:**

Personal, Social and Health Education (PSHE) at key stage 2 is not statutory. A joint non-statutory framework for citizenship and PSHE is available at key stages 1 and 2, and if followed, pupils will learn about:

- The wider world and the interdependence of communities within it *(Lesson 3)*
- Social justice and moral responsibility *(Lesson 2)*
- How their own choices and behaviour can affect local, national or global issue *(Lesson 3)*
- Taking more responsibility, individually and as a group, for their own learning *(Lesson 2* and Peace Day activity)
- Defining and resisting bullying *(Lesson 2)*
Lesson 1: What is Peace Day?

Background for teachers:

Founded in 1999 by filmmaker Jeremy Gilley, the non-profit organisation Peace One Day led the initiative to establish an annual day of global ceasefire and non-violence with a fixed calendar date, unanimously adopted by United Nations member states in 2001 as 21 September – Peace Day. With the day in place Peace One Day is working to institutionalise Peace Day, making it a day that is self-sustaining.

Peace One Day Education aims to advance active learning in the areas of peace, sustainability and anti-bullying in order to mobilise a generation of young people in support of Peace Day. This lesson is designed to be a starting point for all further work in the Resource and begins with you telling the story of Peace Day and Peace One Day to your pupils using the cartoons and prompts provided below. Prior to this lesson you may wish to view Jeremy’s documentary ‘The Day After Peace’ (on page 3) to familiarise yourself with Peace One Day’s journey. Subsequent activities help pupils to start exploring the link between their own actions and their effects in the wider world.

Lesson aims:

• KS 1 & 2 - pupils understand that a person’s actions and behaviour can negatively or positively affect the feelings of those around them.

Learning outcomes:

• KS1 – pupils: know the difference between hurtful and kind actions; understand that their behaviour is a choice, and that that choice affects how other people feel; work as a team to identify and agree on a class or school activity in support of Peace Day.

• KS2 – pupils can: make the link between peace at home/school/local community and peace in the international sphere; work as a team to identify and agree on a class or school activity in support of Peace Day.
Introduction:

- Introduce your pupils to the subject of Peace Day and Peace One Day. If you have already shown the class the video message from Jeremy, or read aloud the transcript on page 2, then begin this lesson by telling your pupils the story of Peace Day and Peace One Day using the prompts and cartoon imagery provided here. You may also wish to have a class discussion before/after this using some of the discussion ideas below.

Opening Discussion Ideas:

KS1 & KS2 questions

- What do the following words mean to you?
  Peace
  Teamwork
  Global
  Violence
  Non-violence
  Celebrate

- What do you think about Jeremy trying to create a day of peace every year? Was it a good thing to do?

- Who can celebrate Peace Day?

KS2 extended questions

- Is violence something that only happens in other countries? Or between countries?

- How could a day of peace and non-violence make a difference generally/in this country/in this community/in this school?

- What do you want to do to celebrate Peace Day, 21 September?

Activities:

- KS1 – Ask pupils to draw a stick man and thought bubbles similar to those opposite. These can be used for pupils to write or draw actions that either hurt other people or show kindness. Questions 2, 3 and 5 on the teacher guide outline the sorts of answers to be looking for. As a creative alternative, try using the Peace Poem worksheet to draw out expression through poetry. The poem on the left hand side of the worksheet is an example, and on the right hand side is a stripped out version that pupils can complete with their own expression of peace.

- KS2 – As a class or in groups work through all the questions listed on the teacher guide to enable the pupils to understand that Peace Day applies to everyone, wherever they may be. You could ask pupils to write the questions and answers in a bubble stream similar to the one opposite to reinforce the links between questions.

- KS1&2: Introduce the idea of a class or school activity for Peace Day.
Key Stages 1&2: the Activity List provides you with a number of suggestions for Peace Day activities. You may wish to select a number of options from this list (based on viability/affordability) and present these to the class. Alternatively, to encourage pupils to take greater ownership of the activity, you may simply wish to invite suggestions from the class without reference to the list. Once you have a series of options in place/on the board, hold a vote in class to select the final activity for Peace Day. You could use the ‘Voting with your feet’ strategy below.

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**Vote with your feet**

Write each Peace Day activity option on a separate piece of paper and position them in different places around the room, eg. if there were four options you might place one in each corner of the room.

Ask the pupils to stand beside the idea they most want to do on Peace Day.

The idea with the fewest number of pupils standing beside it after the first vote should be removed. The pupils who had selected it are then asked to pick a different idea and stand by the corresponding piece of paper ie. their second choice.

This step should be repeated until only two ideas remain; the idea with the most pupils standing beside it at the end of the process becomes the chosen Peace Day activity.

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**Follow up ideas:**

We have devised further activities and extended work, complete with handouts, which build on the themes introduced above. Click [here](#) view them.
Lesson 2: Anti-bullying

Background for teachers:

Bullying is the most prominent form of emotional and physical violence experienced by school-age pupils in the UK. Peace One Day thought it essential to provide a lesson plan that addresses this issue, and also reaffirms the message introduced in Lesson 1: What is Peace Day that Peace Day 21 September is about eliminating all forms of violence and can be celebrated by everyone. The content of this lesson has therefore been devised in such a way that makes it an ideal activity to incorporate into your school’s wider Peace Day activities. Whereas a general discussion about bullying opens the lesson, its central purpose is to encourage pupils to make a class commitment, a peace pledge, to take an active role in their school’s anti-bullying strategy. This is a creative lesson plan, intended to be as student-led as possible, enabling pupils to take ownership of, and responsibility for, eradicating violence in their immediate environment. If you are using this lesson on Peace Day, you could make renewing the pledge annually a key part of your school’s activities on 21 September each year.

Lesson aims:

• KS1&2 – to reduce bullying; help pupils deal with bullying

Learning outcomes:

• KS1&2 – having understood the nature and consequences of bullying, pupils actively participate in taking responsibility for their own behaviour and the wellbeing of others by creating their own anti-bullying pledge.

• KS2- pupils: understand they can take responsibility for the needs of others by offering peer support; participate in the school’s decision-making process.
Keys Stages 1&2
Opening discussion:

You may wish to hold a 'Native American Talking Stick' meeting to discuss bullying – where only one person speaks at a time by passing around a stick or ball. The stick is not passed on until the speaker feels that their thoughts and feelings have been heard. For more information please click [here](https://example.com).

- Reintroduce Peace Day and Peace One Day. Explain that Peace Day is a day where people stop fighting.

- Does fighting only happen where there is a war? Where else does it happen? (look for the answer 'in school').

- What do we sometimes call fighting when it is in school, when one person keeps on hurting or being mean to another person? (look for the answer 'bullying').

- What are the things that bullies do that hurt people? (look for answers 'hitting', 'kicking' etc).

- Is bullying only about hurting people by hitting and kicking? What about saying mean things?

- What do you think it might feel like to be bullied?

- What would you do if you were being bullied? What would you do if you saw someone else being bullied?

- What do we do in school to help stop bullying? What more can we do?

**Keys Stage 2 extended questions**

- Why do people bully other people?

- Do bullies deserve to be punished, or do they need help? Both?

Activities continue on the next page -->
Activity:

**Peace pledge:** The following activity is designed to allow pupils to take ownership of their school’s anti-bullying strategy. By using their own language to create a series of statements to incorporate into a whole class anti-bullying pledge, and then decorating the pledge with their own hand prints, pupils become actively involved with the school in eliminating bullying. The peace pledge can be displayed in class on Peace Day and/or duplicated to be displayed prominently elsewhere around the school, thereby becoming a focus for your school’s wider Peace Day activities. The pledge could also become the centre of an assembly presentation, ideally to take place on Peace Day 21 September.

At the end of the opening discussion explain the term ‘pledge’ as a promise, vow, undertaking or commitment, and introduce the idea to create a class anti-bullying pledge.

**Discovering the pledge language:** Look at the ‘Example Peace Pledge’ for ideas. We have called it the ‘No Bullies Here’, but encourage pupils to think of their own pledge name. We suggest that the pledge consists of three statements and response to being bullied, as follows:

1. A statement that expresses the class view of bullying.
2. A class commitment not to bully.
3. An agreed action that individuals can take when witnessing bullying taking place.

This is necessarily more prescriptive. It is widely accepted that the most appropriate response to this situation is to tell a teacher or other responsible adult.

The three statements above can be worded any way your pupils find most memorable/powerful and you could of course have more than three.

4. An agreed action that individuals can take as a response to being bullied.

Opposite we have provided the 3-Step Approach, to help pupils when being bullied themselves. A **3-Step Approach poster** can be found in the ‘Handouts and additional materials’ section of this Resource. This can be printed out and used as part of a Peace Day or anti-bullying display.
The 3-Step Approach

The 3-Step Approach has proved to be an effective strategy for primary children to use when they feel that behaviour towards them is either unpleasant or unacceptable. It is effective in the longer term because it is preventative and changes behaviour before it becomes bullying. The 3-Step Approach works best when it is displayed prominently around the school premises, both inside and outside, in the form of large colourful posters and also in the form of smaller posters and newsletters for children and adults.

Step 1: Hold up hand with palm facing the other child/children and say “Stop it.”

Step 2: Say firmly, “I don’t like it when you do that.”

Step 3: Say firmly, “If you do it again, I will tell the teacher.”

Signing the Pledge

- It is recommended that the final version of the pledge be drawn/written on A2 paper or larger in order to fit a hand print ‘signature’ of every pupil in the class around the edge. Pupils handprints could also contain each pupil’s handwritten signature.

Extended work:

- For extended work based on this lesson please click here.
Lesson 3:
A ‘peace’ of cake

Background for teachers:

A meeting some years ago with Ray C. Anderson, a pioneer of sustainability within the corporate sector, prompted Jeremy to consider the link between sustainability and peace, and how Peace Day might be utilised to bring awareness to this critical issue. Peace One Day is excited to base this lesson plan around a cake recipe (Love Cake) by Alfred Prasad, one of the Great British Chefs (www.greatbritishchefs.com). We would like to thank Ocado for commissioning this fantastic recipe specifically for this lesson plan, and for their generous donation of all sale profits to Peace One Day from the purchase of this recipe on www.ocado.com.

Discovering the origins of the cake’s main ingredients provides an opportunity for young people to begin to think about where their food comes from, hopefully realising that far more work lies behind the food on their plate than a simple trip to the supermarket. We have designed this lesson with curriculum crossovers to Geography, Maths and ICT, and to be delivered over two days, culminating in a class baking session and tasting of the cake on or around Peace Day, 21 September.

Lesson aims:

• KS1 – pupils: know where places are on a map and recognise that these are connected to other places in the world by food.

• KS2 – pupils: can select appropriate sources from which to find the required information; appreciate the need to use mathematics in problem solving elsewhere in the curriculum; recognise how countries are dependent on one another for some of their food supply.

Learning outcomes:

• KS1 & KS2 pupils: know the country of origin for each of the cake’s main ingredients; can identify these countries on a map; understand that people buying food, to some extent, can choose where that food comes from.

• KS2 pupils: know the distance that each of the main cake ingredients has travelled; know the total distance travelled by the main ingredients of the cake they are making or might have made; know that this distance is referred to as ‘food miles’.
Preparation:

- Decide on the timeline for introductory work and the creation of the cake.
- At the time of publication the ingredients for the Love Cake cost between £15 and £25. If funding is not available from within the school it may be necessary to ask parents for a voluntary contribution of approximately £1, or as appropriate.
- It is advisable to follow your school’s standard guidelines with regard to informing parents of the intended baking session and check for pupils’ allergies etc.

Introductory Lesson

Activities:

- Introduce the homophones ‘piece’ and ‘peace’.
- Distribute ‘Love Cake Recipe’, or write the ingredients on a whiteboard, interactive whiteboard etc. Are there any ingredients that need explanation/discussion?
- Where do the class think that each of the ingredients might come from?
KS2 pupils can research the distance between the furthest country option and the UK, and the nearest country option and the UK for each ingredient. In this way, pupils can arrive at a cumulative figure for the potential distance travelled by the ingredients of the cake that they are going to make.

Why is this distance called ‘food miles’?

Further discussion point: is it always better to source food as locally as possible?

KS1: The box opposite provides one or two country of origin options per ingredient. Again, show the class a large world map, showing where, in relation to the UK, each option is, asking them to say which of the two country options is closer to the UK.

Point out that this is a global cake that could not be made without using ingredients from other countries, and that buying and selling things is called trade.

Optional class discussion points:

- Are pupils surprised at how far the cake ingredients need to travel?
- How is food transported?

Extended introductory work for KS2:

KS2 pupils can research the distance between the furthest country option and the UK, and the nearest country option and the UK for each ingredient. In this way, pupils can arrive at a cumulative figure for the potential distance travelled by the ingredients of the cake that they are going to make.

- Why is this distance called ‘food miles’?
- Further discussion point: is it always better to source food as locally as possible?
Baking lesson
Activities:

The ‘Love Cake Recipe’, provides a step-by-step process for making the cake; however, it is very much up to you as to the extent of pupil involvement in the baking session. Below we have outlined some additional points you might like to consider and share with the group.

- Explain that the success of a recipe depends on accurate measuring and the use of proper equipment. Stress the importance of safety and hygiene, eg. washing hands, using oven gloves and clean equipment, and not licking fingers/spoons.

- Ask pupils to wash their hands and supply each with a photocopy of the ‘Love Cake Recipe’ or write the ingredients/method on the board.

- Ask the pupils to check that all the ingredients are there, ticking them off on their handouts and recapping the country of origin for each ingredient.

- Click for the ‘Love Cake Recipe’ and method.

- The finished cakes could become the subject of a whole school assembly or shared in public within the school on Peace Day 21 September.

Follow up:

Click here for extended work and further ideas for this lesson.
Lesson 4: Stand up for Peace One Day

Background for teachers:

As part of Peace One Day’s communications, we ask that people record their Peace Day activities, through photographs or moving images, and share them with us. We can then use those images to inspire others to make their own commitment for the day. These images represent a broad range of activities (see the Peace One Day Pinterest page for examples), but over the years we have noticed that one particular activity has captured the imagination. We consistently receive images from all over the world, where a group of people (very often at school) simply stand in the shape of the words ‘Peace One Day’. A bird’s-eye view photograph is taken and the result is the captured memory of a shared declaration of Peace on One Day. In this lesson, ‘Stand Up for Peace One Day’, we hope to give structure to a Peace Day activity that has grown organically over the years. We hope that this idea will be embraced by all kinds of groups – at school, in the workplace, in the wider community. Please let us know about your ‘Stand Up for Peace One Day’ commitment by emailing us, together with a photo or video. We will highlight as many as we can. Good luck!

Purpose of the Lesson:

‘Stand Up for Peace One Day’ works as a whole school Peace Day activity or as something undertaken by a number of year groups; a certain number of students is required in order to make the final image effective. It is straightforward to organise and yet creates a profound sense of unity within the school. It is also a project that could include younger children and those with specific educational needs – boosting confidence and encouraging school community spirit. It is hoped that ‘Stand Up for Peace One Day’ will provoke lively discussion, and inspire young people to consider the value of working collectively towards a common goal – as a school and as a global community. Preparation should be done in advance to determine timing and the extent of the project within the school.

At the end of this lesson, students should be able to:

• Stand up for Peace One Day
• Express the feelings engendered through their participation in the project
• Reflect on the value of working collectively towards a common goal
Introducing the lesson:

- Introduce the idea of a whole school project for Peace Day and, if applicable, the notion that the class might like to lead this process within the school. Watch the short film from Sackville School in the UK.

- A class discussion could begin by determining how the words Peace One Day (and component letters) could be divided up between the whole school/participating classes.

- Each participating class could be allocated a letter and invitations could be made by the class and circulated throughout the school, citing a prearranged date and time.

Activity:

On the day of the activity itself, the class (as leaders of the project) could be involved in marking out the words ‘Peace One Day’ on the ground in the designated area, perhaps in chalk. The class could be divided into small groups, each one responsible for marking out a letter. Letter indices could be marked out in advance to simplify the process for students if necessary and ensure an effective, readable final image.

Who will take the photograph? Whose camera will you use? Will you have access to it after the photograph is taken, for the purpose of uploading the images? Perhaps the designated photographer could document the entire process, or even make a film, perhaps a time lapse film.

Reflection/ideas to discuss:

After the project, it might be valuable to dedicate some informal feedback time to allow the class to reflect on and share their thoughts and feelings about the activity. Some discussion points might be:

- Cooperation
- Teamwork
- I can/we can make a difference
- Why not connect with schools in other countries and exchange images of your activity?
Lesson 5: Art of Peace exhibition

Background for teachers:
Since establishing the United Nations ceasefire/ non-violence day, Peace One Day has worked to raise global awareness of the day. In this lesson we have put together a guide for schools to organise an exhibition of pupils’ peace artwork and projects, ideally to be held on, or in the run up to, Peace Day 21 September. Such an event supports the process of awareness-raising and enables students to further reinforce their learning about peace and Peace Day by producing creative work in a range of media on peace-related issues.

For older children, the exhibition could include artwork, commentary, photographs, and factual information on the evolution of Peace Day, the United Nations and Peace One Day.

Materials for the exhibition could be completed through the summer term and collated at the beginning of the new school year. This project will require planning and timetabling and could run from 5 to 50 hours.

Lesson aims:
- KS1 – pupils learn to: represent their own ideas and feelings about the chosen theme (see below); work on their own or with others on art works in different dimensions/sizes using a variety of materials/processes, painting, collage etc.
- KS2 – pupils learn to: collect visual/other information (clippings/images/materials/use a sketchbook) to aid them in the creative process; use their own experiences/imagination to inform their work; thoughtfully review the content/development of their work; think about the stages involved in holding an exhibition.

Learning outcomes:
- KS1 – pupils can: work on their own or with others to create a piece of art using a variety of tools and processes which expresses their ideas relating to the specified themes.
- KS2 – pupils know: how to collect and draw upon a variety of stimuli to help them when creating a piece of art, from conception to completion, including sketches, clippings and samples as well as observations/imagination; about what needs to be considered when staging an art exhibition.
Preparation:

- The idea of the peace exhibition is to reinforce the message and knowledge pupils have already learned about peace and Peace Day through creativity; to link that learning to a wider sense of purpose and community by exhibiting the resulting artwork for the rest of the school, parents and even the local community. Older students may be asked to engage with the mechanics of putting the exhibition together, as well as creating the artwork itself. The art exhibition could provide a focus for broader Peace Day activities, as well as being a starting point for future Peace Day outreach and activities in the local community.

- If local community involvement is feasible for your school to facilitate, it will of course be necessary to identify a suitable opening date, time and venue, as well as to invite key local figures and press, with sufficient lead time. As part of handwriting practice your pupils, individually or as a class, could handwrite invitations to certain individuals themselves (accompanied by an introductory letter from the school) giving them a sense of involvement and ownership of the process.

- Finally, a class or school trip to a local gallery or museum might provide a good starting point for the exhibition project. For KS1 such a trip might serve as a general introduction to what an exhibition looks like, whereas KS2 pupils could be encouraged to look at the types of information displayed by each object or piece of art, take note of the atmosphere, activities, music (or lack of) and layout. Of course, this type of field trip may not be practicable in your particular school’s circumstances and it may be more appropriate for older students at least to research exhibitions online. Museums and galleries such as The Natural History Museum and The National Gallery have overviews of their current exhibitions that can be viewed on their respective websites.

Introduction:

- Introduce to the class the idea of an exhibition as a public display of works of art or other items of interest, using local museums or famous national galleries to illustrate the range of sizes, scope, content, layout etc. If you have taken your pupils to a gallery or museum, recap the key features of the exhibition.

- Introduce the idea of a Peace Day exhibition of peace artwork. The exhibition is also an opportunity to display any work done for any of the other lesson plans in this resource. You may wish to mention the possibility of including the anti-bullying pledge, world food map etc, as well as the artwork to be specially created.

Activity: choosing themes and media

- In groups or as a class, discuss the possible theme/s of an exhibition that opens on or around Peace Day 21 September. You could use the other lessons in this Resource as inspiration, choose from the list below or you may have your own ideas. For younger pupils you may find it more appropriate to create a short list of themes with the focus on previous work and curriculum goals, and then ask pupils to choose their preferred option:

  - Friendship, making friends
  - The Peace One Day journey
  - Saying sorry
  - Anti-bullying
  - How individuals can make a difference
  - A peace of cake
  - What Peace Day is about
  - The Day After Peace films
  - “Peace One Day” song
  - Peacemakers

- Once the theme/s have been chosen, decide whether pupils will work as individuals to create their art work or in groups.

- Depending on the resources available, encourage pupils to consider a range of media: collage, model, painting, comic strip etc - whatever best reflects the purpose and thoughts behind the idea for the artwork. Encourage students to think in three dimensions as well as two.
Activity: developing themes

- Ask pupils to mind map their initial thoughts and ideas in relation to the agreed theme/s. These could be images, words or phrases. Inspiration could come from a wide variety of sources: previous work - lessons, Peace One Day films, or elsewhere.

- Again, for younger pupils it may be more appropriate to provide a range of ready-made options from which to choose. For example, if the chosen themes were saying sorry and/or friendship, then ideas/options for artwork to offer younger pupils could include hands, shaking hands, waving hands, smiling, hugging etc. If language was the focus, you could research the word for peace in as many different languages as there are children in your class (an internet search will show websites which have done this research for you); give each pupil a different translated word to copy and decorate in their own way.

- Encourage pupils to identify and express feelings in relation to the chosen theme/s. Encourage them to consider the themes in the context of their own experience, in school, at home and in their local communities.

Further considerations:

Once this creative process is underway, you may want to start thinking about the layout of the exhibition and what additional elements could be included. Here are some ideas that you could open up to the class:

- Playing recorded music to set a mood.
- Showing photos or playing videos of the pupils creating the artwork.
- Play Peace One Day short films or Jeremy’s documentary ‘The Day After Peace’ as part of the display.
- Will there be refreshments (could your class, or another class, offer the Love Cakes made during the ‘peace’ of cake lesson?)
- Display class poems relating to the themes, or short statements from the pupils on what peace means to them.
- Display famous quotes on peace.
- A visitors’ book.

If the exhibition is a public event consider the extent to which pupils could be involved in inviting press, parents and local figures. An invitation could become a piece of artwork in itself, as could an exhibition poster. Pupils could handwrite the invitation. Include information about Peace Day 21 September and Peace One Day.

At the end of this lesson/project, students should be able to:

- Express the feelings engendered through their participation in the project.
- Reflect on the value of working collectively towards a common goal.
Lesson 1: What is Peace Day?

- KS2: photocopy the **storyboard cards**, enough for several groups to work with, cut out and shuffle the storyboard scenes to create a ‘pack’ of storyboard cards, one for each group. Hand the packs out to the groups and ask the pupils to arrange the cards in chronological order. This will enable pupils to understand that Jeremy’s journey, indeed any journey, begins with the first step, in Jeremy’s case having the idea to create an annual day of ceasefire and non-violence. You may wish to hold a word bingo session first to introduce the terms ‘ceasefire’, ‘non-violence’, and ‘resolution’.

- KS1: as above but cut the writing from the bottom of each storyboard card; help pupils put them in the right order and to write their own short caption for each card.

- KS2: Practise pupils’ writing techniques by asking pupils to: a) complete a newspaper report imagining it is 7 September 2001 and that Peace Day 21 September has just been adopted by the United Nations; b) write a guest blog in pairs, with one in the pair pretending to be Jeremy and the other asking questions; c) write a letter to their local MP or Councillor persuading them to support Peace Day.

- Explore the terms ‘peace’ and ‘war’ by asking the pupils to mind-map their understanding of each word. Meanings could include synonyms and definitions; associations could be anything from images, like the dove, to specific conflicts like World War II. This could be done as a class discussion, in groups followed by class feedback, or individually. You may think it appropriate (or not) to remind pupils that peace and war are not always polar opposites.

- Use the images/words/associations the pupils thought of during the mind-mapping exercise to create a piece of artwork or a display, to be exhibited in a public space in the school.

- Write an acrostic poem using the word ‘p.e.a.c.e’.

- Ask pupils to draw a picture of what they think peace looks in like in the world/in their country/in the school/local community/home.

- Create peace cakes (see **Lesson 3: A ‘Peace’ of Cake**).

- Learn about another country’s culture by finding a class in that country to video conference with in the run up to/on Peace Day; sharing ideas/plans for the day. You could use the Skype in the Classroom teacher database to do this.
Lesson 2: Anti-bullying

- Ask the children to write a short poem or piece of prose; as an example the poem or prose could focus on how it feels to be bullied, and how people standing united against bullying can win the day.

- Younger pupils could make finger puppets, get into pairs and enact mini improvised role plays using the following ideas as opening lines: ‘What are you looking at?’, ‘I can’t just sit here’, ‘I need some help’, ‘My bike’s better than your bike’. There need to be clear guidelines, with particular focus on non-contact.

- Older KS2 pupils might like to create a short anti-bullying film. For inspiration, you could have a look at Jeremy Gilley's own anti-bullying film. This film was originally designed as inspiration for KS3&4 pupils, but could work just as well for years 5 and 6.

Lesson 3: A ‘peace’ of cake

- Create a map display showing the countries of origin of the cake’s ingredients. Explanatory text could accompany the map, with pictures of the cake and each of the ingredients. The map could be displayed on 21 September as part of your school’s wider Peace Day activities.

  You could choose to connect with a class in the country of origin of one or more of the ingredients. This could be done on, or in advance of, Peace Day.

- Upper KS2: Mini United Nations – put the class in groups, each group representing a country of origin of one of the cake’s ingredients. What can groups find out about their allocated country? What are the most pressing issues facing the people of that country? Pupils could then connect with a school in one or more of the countries chosen, or in advance of Peace Day, to share experiences and learn about life in other parts of the world.
Handouts and additional materials list

25  Lesson 1: Peace One Day story
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37  Lesson 1: Peace poem
38  Lesson 1: Activity ideas
39  Lesson 1: Storyboard cards
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42  Lesson 2: 3-Step Approach poster
43  Lesson 3: Alfred Prasad Love Cake recipe
Lesson 1:
Peace One Day story

Introduction:
The prompts below have been provided to support you in telling the story of Peace Day and Peace One Day to your class. Each prompt below corresponds to one of the images telling Jeremy’s story at the back of this resource. You could gather your pupils around a computer screen/projector to display the images. Each bolded title below links to the corresponding image.

Image 1

Jeremy Gilley is a filmmaker. He grew up reading about war in newspapers and watching stories about it on TV.

He wondered why such terrible things happen and what he could do to help.

One day he decided to make a film about peace. Then he realised that there was no day of peace. There was a Mother’s Day, a Women’s Day, a Father’s Day, an Earth Day - but no Peace Day.

So Jeremy decided to make a day of peace: one day each year when everybody in the world stopped fighting and celebrated peace.

Image 2

Jeremy decided to talk to the United Nations because it is the UN’s job to make sure the world is united and peaceful. He wrote a letter asking if he could speak to them about his idea.

He waited patiently and soon he got an invitation to travel to the UN headquarters in New York. He was very excited!

When Jeremy arrived in New York he met an important man at the UN called Sir Kieran Prendergast. He told Jeremy that there was already a day of peace: it had been set up in 1981 by the government of Costa Rica.

Image 3

Jeremy was very surprised about this. He had never heard of it before. He soon discovered why: the peace day did not have a fixed date so nobody could ever remember when the day was each year.

Now Jeremy knew what he was going to do: he was going to create a peace day with a fixed date, a special date, like a birthday, that everybody would remember. He also wanted to make it a day where people everywhere agreed to stop fighting.

Jeremy chose the 21st of September every year to be the day of peace. He also needed a name for his project. He called it ‘Peace One Day’.

25
In order to make 21 September every year the day of peace, Jeremy needed the support of two countries that would stand up at the United Nations and ask all the other countries to support Peace Day.

It was going to be very hard work but luckily Jeremy had lots of friends and family who were willing to help.

Jeremy’s mum gave him her spare room to use as an office; his dad said he would help Jeremy look after the money he would need.

Jeremy’s friends agreed to help him write to people in every country in the world to ask them to support Peace Day.

They set to work and soon began to get replies – great replies – people thought Peace Day was a really good idea.

As well as writing to every country in the world, Jeremy wanted to make a film about what happened to ordinary people during a war.

He went to lots of different countries where wars were taking place and he saw many sad sights: starving children and towns that had been bombed. Jeremy filmed everything he saw so that he could show people why it was so important to make a Peace Day.

When he got home, Jeremy received a letter from the most important man at the United Nations. He was called Kofi Annan and he was in charge of everything the UN did.

Kofi Annan wanted to meet, so Jeremy went to New York again. Jeremy wanted to look as smart as possible for his meeting with Mr Annan so he had his ponytail cut off and wore his best suit.

When they met, Mr Annan said to Jeremy, “I think you should continue. Individuals can make a difference.” This was very encouraging for Jeremy and he was more determined than ever.

Soon after this Jeremy received news from the governments of the UK and Costa Rica: both countries had heard about Jeremy’s idea to make 21 September a day of peace.

They wanted to help. The UK and Costa Rica decided to go to the United Nations and ask all the other countries to support Peace Day. This was fantastic news; Jeremy was so excited! He flew to the UN headquarters in New York to watch.

On the 7th September 2001 the UK and Costa Rican governments stood up at the UN and asked the world to vote for 21 September to be Peace Day every year.

There was silence while the vote was counted. Jeremy held his breath. And then . . . hurrah! Every single member of the United Nations had adopted Jeremy’s idea and the world now had a day of peace every year on the same day!
Jeremy was so excited; he ran outside to ring his friends and family and tell them the good news. Now all he had to do was to tell the world about Peace Day. Kofi Annan said the UN would help with this and they called lots of newspaper and television reporters and asked them to come to a big meeting in four days’ time.

On the morning of the 11th September 2001, Jeremy and lots of reporters from all over the world were waiting at the UN for Kofi Annan to arrive and announce to the world that there was now a Peace Day on 21st September every year.

But this announcement never happened.

New York City was attacked. It was frightening and confusing for Jeremy. It was very strange that this happened on the same day as Kofi Annan was about to tell the world about a day of peace.

Jeremy knew it was even more important now to tell the world about Peace Day.

For the rest of that year and into the next year Jeremy spoke to as many people as possible about Peace Day: he made a speech to a crowd at Trafalgar Square in London; he went to a football stadium in Germany; he went to lots of schools. Jeremy and his friends wrote lots more letters asking people to celebrate Peace Day.

Peace Day 21st September 2002 had arrived. There were Peace Day activities in 98 countries of the world and Kofi Annan rang the peace bell in New York. It was a great start for the first ever Peace Day on 21st September.
Citizen News

Resolution 55/282 is adopted by all...

UN agrees to day of global ceasefire and
SEPTEMBER 21

peace one day
Lesson 1: Teacher guide

1. Where does fighting happen?
   - School, playground, in class
   - In wars between/in countries
   - Park, streets, shops, with friends
   - Home, between brothers and sisters, between parents

2. What actions hurt others?
   - Hitting, kicking, spitting
   - With body or weapon
   - Anything where pain/damage is caused to the body

3. What actions hurt other people’s feelings?
   - Name calling, teasing, bullying
   - In person, behind someone’s back
   - By speaking, cyber bullying
   - Persistent/ongoing

4. Why do you think Peace Day is about stopping these sorts of violence too?
   - Because you don’t need to be in a war for people to get hurt.

5. What actions show kindness?
   - Smiling at people
   - Including people in your games during break
   - Welcoming people who are new to the school, class or friendship group
   - Helping others
   - Listening
   - Caring
   - Supporting

6. So who can get involved on Peace Day?
   - Everybody/you

7. What shall we do to celebrate Peace Day?
Lesson 1:
Peace poem

Peace peace
Please tell me, what is peace?
Peace is when everybody is happy
Peace is when everybody cares
Peace is when nobody is hurting
Peace is when everybody shares
Peace Day Peace Day
What on earth is Peace Day?
Peace Day is when we stop fighting
Peace Day is helping our friends
Peace Day is when we say sorry
Peace Day is making amends
I’ll help I’ll help
How can I help?
I can help by singing on Peace Day
I can help by playing
I can help by dancing on Peace Day
I can help by shouting
Peace Day Peace Day
Let’s all celebrate Peace Day!

Peace peace
Please tell me, what is peace?
Peace is ..........................................................
Peace is ..........................................................
Peace is ..........................................................
Peace is ..........................................................
Peace Day Peace Day
What on earth is Peace Day?
Peace Day is ..........................................................
Peace Day is ..........................................................
Peace Day is ..........................................................
Peace Day is ..........................................................
I’ll help I’ll help
How can I help?
I can help by ..........................................................
I can help by ..........................................................
I can help by ..........................................................
I can help by ..........................................................
Peace Day Peace Day
Let’s all celebrate Peace Day!
Lesson 1: Activity ideas

Chess tournament
One Day One Goal football event
Film screening - of Jeremy’s film The Day After Peace
Concert / open-mic music
Comedy night
Quiz night
Peace animation
Learn a peace song
Write a peace rap
Make a peace/anti-bullying poster/some badges
Create a peace garden
Talk from an inspirational speaker
Gaming tournament (video/ board games etc.)

Go-Karting
Clothes / DVD / book swap
Conker tournament
Volunteer in the community
Movie marathon
T-shirt making / tie-dying
Do all your parents’ washing
Cake baking
Photo booth
Pizza making
Picnic / BBQ
Tennis tournament
Lesson 1: Storyboard cards

Jeremy has the idea to try and create a ceasefire and non-violence day and film his journey.

Jeremy finds out about the UN international day of peace set up by Costa Rica in 1981.

Jeremy sets out to fix the date of the UN International Day of Peace, and change into a day of ceasefire and non-violence.

Jeremy tries to find a government to take forward a resolution to the United Nations General Assembly.
Jeremy and friends draft a resolution.

The governments of Costa Rica and the UK agree to put forward a draft resolution to the United Nations General Assembly.

Resolution 55/282 is adopted by all countries that make up the United Nations.

The first day of global ceasefire and non-violence, 21st September 2002, is celebrated in 98 countries by individuals, organizations and governments.
Lesson 2: Example peace pledge

Peace One Day School
‘No Bullies Here’ pledge

1. We believe bullying is **WRONG**

2. We will not bully

3. When we see bullying we will tell the teacher

4. If someone tries to bully us we will do the **3 Step Approach:**
   
   **Step 1:** Hold up hand with palm facing other child/childrensay “Stop it.”

   **Step 2:** Say firmly, “I don’t like it when you do that.”

   **Step 3:** Say firmly, “If you do it again, I will tell the teacher.”

Signed:
[pupils’ signatures]
THE 3 STEPS TO STOP BULLYING

STOP IT!

I DON'T LIKE WHEN YOU DO THAT!

IF YOU DO IT AGAIN I WILL TELL THE TEACHER
Lesson 3: Alfred Prasad Love Cake Recipe

Peace One Day Love Cake Recipe

This wonderfully simple cake is a Sri Lankan delicacy made with love at birthdays or special occasions. A legacy from the Portuguese rule in Ceylon (now Sri Lanka), this cake is a great combination of dried fruit, nuts and spices. Please check for allergies and adjust recipe if necessary.

Ingredients:

150 g unsalted butter
350 g caster sugar
6 medium eggs
3 tablespoons honey
2 tablespoons rose water
Grated zest of 1 orange
Grated zest 1 lemon
1 teaspoon freshly grated nutmeg
1 teaspoon ground cardamom
1 teaspoon ground cinnamon
200 g unsalted cashew nuts, chopped coarsely (optional)
250 g coarse semolina
50 g of glacé cherries (can be replaced with wine gums or jelly babies)
25 g of mixed peel
25 g of crystallised stem ginger (optional)
Icing sugar to dust

Method:

1. Preheat the oven to 150°C/300°F/gas mark 2 and line a 25 x 30 cm (10 x 12 in) cake tin with baking paper.
2. Dice 150g of unsalted butter and leave in a warm place to soften.
3. Once soft, cream the sugar and butter until light and fluffy.
4. Add in the eggs, one at a time, and beat well.
5. Add honey, rose water, zest, nutmeg, cardamom and cinnamon. Use a spatula to gently fold through.
6. Next fold through the cashew nuts, semolina, glacé cherries, mixed peel and crystallised ginger until combined. Do not over mix.
7. Turn into prepared tin and teacher, place in the oven and bake for 1 hour or until pale golden on top. The cake comes out best in a slow-cook process and should ideally feel chewy on top and moist in the middle.
8. Allow the cake to cool in the tin for about 20 minutes.
9. Turn out of the tin, and when completely cool dust with icing sugar.