Visualising Peace

A research and education project based at the University of St Andrews

https://vpp.wp.st-andrews.ac.uk/peace-museum/

Teaching Peace through Fairy Tales

This resource has been designed with two goals in mind:

1. To help young people (age 5-9) understand different perspectives in a conflict without villainizing any of the parties
2. To empower young people to view themselves as peace makers and explore different approaches to peace making as a tool for conflict resolution
3. To help young people make connections between peacemaking between individuals and peacemaking in the wider community.

N.b. this resource could be used very effectively alongside techniques such as peer listening and peer mediation, which are increasingly common in peace education. For more information, you could follow these links: https://www.peermediationnetwork.org.uk ,
https://www.quaker.org.uk/our-work/peace/peace-education.

As our project explores, there are strong connections between how we resolve local, interpersonal conflicts and how larger, more complex conflicts can be resolved. When young people reflect on different conflict resolution methods, they develop new skills and capacity to address a wide range of conflicts in different spheres of life.

How to use this resource

Total duration: 35-55 mins

Preparation: ca. 10-15 mins (not included in lesson time)
Print off the fairy tale. Print off the worksheets, printing a worksheet for every other student (i.e. if you have 20 students, print 10 sheets of each kind). Divide the class into pairs. Ensure that your students have equipment for drawing. Familiarise yourself with the tale and ideally read it out loud a few times before reading it to the class. Have some clear tape/ blu-tack ready for the latter parts of the lesson.

Teachers may find the following resources useful:
- https://vpp.wp.st-andrews.ac.uk/2024/02/09/useful-peace-fiction/
- https://vpp.wp.st-andrews.ac.uk/2024/02/16/once-upon-a-time-there-was-peace/
- https://peacemuseum.wp.st-andrews.ac.uk/2024/02/06/peace-in-disneys-fairy-tales-the-little-mermaid-1989/

As our team members discuss in the links above:
- 'Fairy tales are one of the most well-known literary forms amongst children, and have occupied this space for centuries around the globe. With their simple forms and magical characters, they manage to appeal to a variety of children. Fairy tales are some of the most significant texts in influencing children and adolescents' habits of thought and behaviours all the way into adulthood. They include first teachings about morals, empathy, understanding and peacebuilding.' (Kim Wahnke)
- 'Children in Disney's target demographic have a habit of viewing movies repeatedly, suggesting a higher absorption of the ideas conveyed in these films compared to their adult counterparts. This raises the question of what narratives of peace and conflict are being perpetuated in these stories; in particular, what ideas of individual, social and collective peace are being absorbed by children in this way?' (Tao Yazaki)

Important note: fairytales contain many different forms of conflict and many different kinds of conflict resolution and representations of peace. We would encourage you and your students to discuss everything from inner conflict and peace to conflict/peacebuilding between communities and nations.

Fairy tale read-through: 5-10 mins
Read the fairy tale (Goldilocks and the three bears) to the students (page 5). The fairy tale cuts off before the ending. Let the pupils voice their opinions if they have immediate thoughts about the tale. Ask the children about how the characters of the fairy tale might feel in the situation where the tale cuts; let them discuss possible outcomes. Leave some time in the end if there are any questions, but leave open any questions concerning the ending of the tale.

Student engagement: *10-15 mins*
Introduce the next part by explaining to students that this is their chance to help the fairy tale characters. Ask them to think about how to make sure these characters can become friends and make peace after what has happened. Before giving out the sheets, mention that they should try and figure out a way to make all of the characters happy and work how to get along in the future. Then distribute the sheets (page 7 & 8) to pairs of students. Each pair of students should have the two different sheets. Give students the chance to fill out the work sheet independently and assist them with any questions they might have.

Gallery walk: *10-15 mins*
Once all of the children have filled out the sheet or when time has run out, get every student to take some tape/blu-tack and put up one of their drawings on one of the walls in the classroom. Explain that they can now walk around and have a look at other pupil's drawings, to explore how other people would solve this conflict. Compare the gallery walk to a museum if necessary, suggesting that this time should be quiet and everyone should observe the drawings for themselves and think about what they like or not like about the other's drawings.

Discussion and wrap up: *10-15 mins*
Get the students to make a big circle with their chairs and ask all of them to come together. Ask all of the students to reflect on their experiences and what they thought of the others' drawings. Here are some questions you might find helpful to ask.

- How did you feel while doing this activity?
- How did you solve the conflict in your drawing? Why do you think that this solution can work well for all of the characters? (You can have other children reflect on whether this solution is actually good for all of the characters).
- Look at how you resolved the conflict for your character. Would you have had the other character do the same thing? Why and why not?
- What things is Goldilocks doing in most doing? What is Baby Bear doing? Can you see any similarities and differences?
- What was one drawing that you really liked and why?
- Have you ever helped people in your life solve a conflict like this?

You could then ask them some of the following questions:
• After doing this task, what do you think it means to be a peace maker?
• Are there better and worse ways to solve conflicts?
• Can they name one particularly good approach, and one less successful approach?
• What should we NOT do as well as what should we do, when trying to resolve conflicts where people have been hurt or upset, where people are hungry or frightened?

Encourage them to think about what they have done in order to help Goldilocks and the three bears solve their conflict as they answer these questions. Write down a word or a few for each of the answers you get from one of the students and have the headline be something that connects the answers to the class, like "What is a peace maker to us?" or "The class 5b reflects

on peace making". You can even take a photo of the final word cloud and print it off for the students in the next session. This can have further impact if its printed out and hung up in the class room, allowing students to remember and refer back to what they have learn in this session. Another idea is to follow this session up with an assembly on peace and conflict resolution, where the students use the insights from this session to share with others.

Goldilocks and the three bears[1]

Once upon a time there were three bears - a great big papa bear, a middle-sized mama bear and a wee little baby bear. They lived in a little house in the forest. And they had three chairs - a great big chair for the papa bear, a middle-sized chair for the mama bear, and a wee little chair for the baby bear. And upstairs there were three beds - a great big bed for the papa bear, a middle-sized bed for the mama bear, and a wee little bed for the baby bear.

One morning papa bear made some porridge for breakfast. He filled a great big bowl for the papa bear, a middle-sized bowl for the mama bear and a wee little bowl for the baby bear. But the porridge was too hot to eat, so the three bears went out for a walk in the forest.
That same morning a little girl called Goldilocks was walking through the woods. She came to the three bears' house. And she knocked on the door, but nobody called, "Come in." So she opened the door and went in.

Goldilocks saw the three chairs. She sat in the great big chair. It was too hard. The middle-sized chair was too soft. The baby chair was just right - but it broke when she sat on it.
Now Goldilocks spied the porridge. "I am hungry," she said. So she tasted the porridge. The porridge in the big bowl was too hot. The porridge in the middle-sized bowl was too cold. The porridge in the wee little bowl was just right - so she ate it all up.

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[1] Taken from https://archive.org/details/GoldilocksAndTheThreeBears_793/page/n1/mode/2up, slight alterations made

Then Goldilocks went upstairs and tried the beds. The great big bed was too hard. The middle-sized bed was too soft. But the wee little bed was oh. So nice! So Goldilocks lay down and went to sleep.

Then home through the forest and back to their house came the three bears - the great big bear, the middle-sized bear, and the wee little baby bear. The moment they stepped into the house, they saw that someone had been there. "Humph!" said the papa bear in his great big voice. "Someone has been sitting in my chair!". "Hang on!" said the mama bear. "Someone has been sitting in my chair." "Oh dear!" cried the baby bear. "Someone has been sitting in my chair, and has broken it all to bits."

Then they all looked at the table. "Humph" said the papa bear. "Someone has been tasting my porridge." "And someone has been tasting my porridge," said the mama bear. "Someone has eaten my porridge all up", said the baby bear sadly. Then up the stairs went the three bears, with a thump thump thump with a trot trot trot and a skippity-skip-skip. "Humph," said the papa bear in his great big voice. "Someone has been sleeping in my bed!" said the mamabear. "Oh dear!" cried the baby bear in his wee little voice. "And someone has been sleeping in my bed, and here she is right now!" Goldilocks opened her eyes and she saw the three bears.

MAKING PEACE THROUGH FAIRY TALES

Help the fairy tale characters make peace! Goldilocks is your best friend. She told you about how she woke up in the bears bed after eating their porridge and breaking their chair. The bears are sad and angry. How can they still become friends and make peace? Please draw a picture of what you think Goldilocks should do so that the bears are not longer sad/angry.

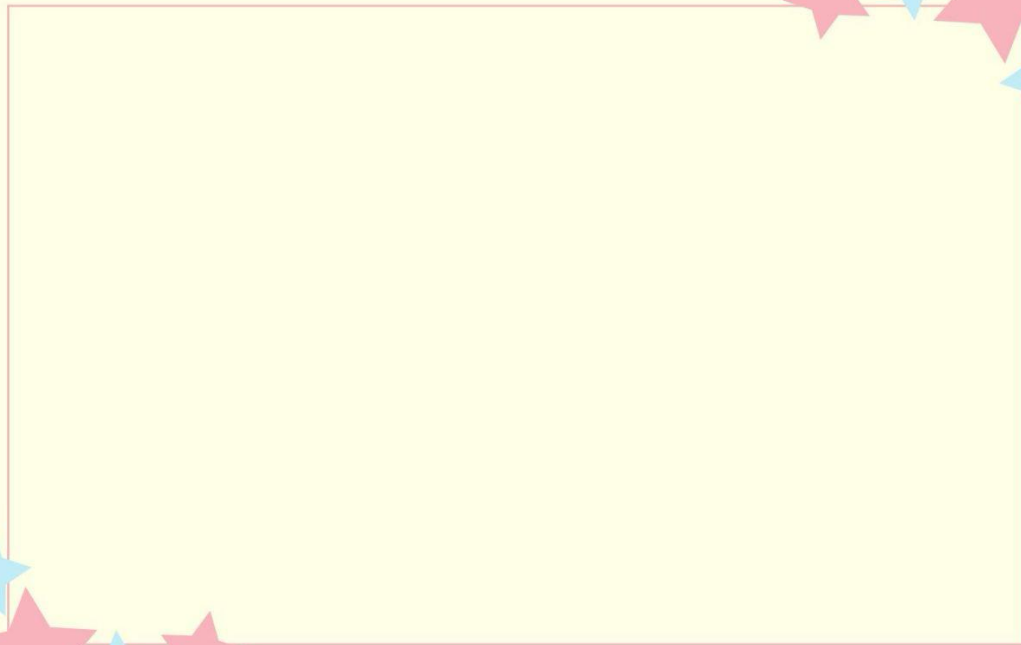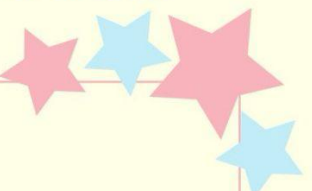**What is Goldilocks doing to make peace?**

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MAKING PEACE THROUGH FAIRY TALES

Help the fairy tale characters make peace! Baby bear is your best friend. He told you about how a little girl woke up in his bears bed after eating his porridge and breaking his chair. Him, his mom and dad feel sad and angry. But the little bear does not want to fight. What do you think him and his family can do to make peace with Goldilocks but also ask her about the things she has broken? Please draw a picture of what you think they should do.

What is the baby bear doing to make peace?

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Post-session questions for pupils

1. I enjoyed doing this exercise.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

2. What did you enjoy about this exercise? What did you not enjoy?

3. What is one new thing you have learned about fairy tales?

4. What is one new thing you have learned about being a peace maker?

5. I find exercises like this helpful in learning about peace.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

6. If I could change one thing about the exercise we have done today, it would be…

Post-session questions for teachers

1. My pupils enjoyed this exercise.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

2. My pupils learned new things about fairy tales.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

What new things do you think they have learned?

3. My pupils learned new things about peace and peace making.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

What new things do you think they have learned?

4. I think fairy tales can be a useful tool for teaching peace education to children.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Could you explain why/ why not?

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5. I would recommend this resource for teaching peace education to children.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Could you explain why/ why not?

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6. How can this teaching resource be made more effective in teaching children about peace making?

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In case you would like some additional resources on fairy tales to share with your students/ class if interested:

https://visualisingpeace.wp.st-andrews.ac.uk/?s=fairy+tales

https://vpp.wp.st-andrews.ac.uk/2024/02/16/once-upon-a-time-there-was-peace/

https://vpp.wp.st-andrews.ac.uk/2024/05/19/the-little-girl-the-flowers-and-the-witch/

Thank you very much for engaging with our resources and contributing to our project!

If you would like to be kept informed about our work, please include your contact details below.

What is the Visualising War and Peace Project?

The Visualising War and Peace project at the University of St Andrews is investigating how war and peace are taught in schools. How do history lessons about ancient warfare compare with what pupils learn by reading poetry from the First World War, for example? Which historic wars and what aspects of war dominate the curriculum? What kinds of things are children taught about how wars end? And how much time do they spend learning about peace-building and peacekeeping? Is peace always taught in relation to conflict? What connections do curricula make between inner peace and geopolitical peace? And what media are most effective at generating curiosity and deepening understanding? We are interested in current practice and also in what ideas pupils, teachers and curriculum designers have for how war and peace might be taught differently in the future.

Why have I been invited to take part?

We are keen to find out what pupils and teachers think about how peace is taught in schools across both across the UK and further afield. Your insights will inform the questions which our research project asks and the future research that we do.

Do I have to take part?

Your participation is entirely voluntary, and all data we gather will be fully anonymised so no one will be able to trace responses back to individuals. If you do decide to take part you will be free to withdraw at any time without providing a reason, and with no negative consequences.

Use of your personal data for research and data protection rights

The University of St Andrews (the 'Data Controller') is bound by the UK 2018 Data Protection Act and the General Data Protection Regulation (GDPR), which require a lawful basis for all processing of personal data (in this case it is the 'performance of a task carried out in the public interest' – namely, for research purposes) and an additional lawful basis for processing personal data containing special characteristics (in this case it is 'public interest research'). You have a range of rights under data protection legislation. For more information on data protection legislation and your rights visit https://www.st-andrews.ac.uk/terms/data-protection/rights/. For any queries, email dataprot@st-andrews.ac.uk.

What should I do if I have concerns about this study?

In the first instance, you are encouraged to raise your concerns directly with the Visualising War and Peace Research project, by emailing vispeace@st-andrews.ac.uk. However, if you do not feel comfortable doing so, then you should contact the University's Ethics Committee. A full outline of the procedures governed by the University Teaching and Research Ethics Committee is available at https://www.st-andrews.ac.uk/research/integrity-ethics/humans/ethicalguidance/complaints/.