

INNER, LOCAL, & GLOBAL PEACE

Aim: to co-develop a teaching resource about actively building peace within oneself, one's community, and in the larger society.

Planning/preparation: pupils will need paper and a pencil. You will need a board/big paper sheet to write on.

Age: 12-16 years.

*The questions can be amended to the available age group.

1. QUESTIONS

First, ask pupils to write down their answers to the questions:

“What is your favourite ? And why?”

- animal (for example: dog, playful and kind)
- food
- time of the year/experience/event

“What do you want in life?”

- (Big dreams are encouraged!)

Now, ask all pupils to integrate themselves/their name into their answers. For example: *I am a dog because I am playful and kind.*

Then, ask for pupils to share with the class. You can share your answers as well.

Finally, ask: *“Do these answers relate to peace? Why/why not?”*

2. WRITING EXERCISE

Building on former questions/discussions, a brief writing exercise is guided by questions:

(1 min) - *“what does peace look like?”*

(1 min) - *“what are the colours of peace?”*

(1 min) - *“what does peace sound like?”*

(2 min) - *“when I feel peace, I am ?”*

3. COMMUNAL DEFINITION OF PEACE

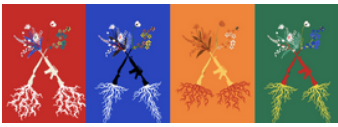
Ask pupils to share their answers from the writing exercise. Write notes on the blackboard/whiteboard/big paper sheet. It should turn into a big mind map of what:

- peace looks like
- the colours of peace are
- peace sounds like
- peace feels like

Expand the mind map by further asking:

- *“when you do not have peace, what do you feel?”*
- *“what do you do when you feel at peace?”*
- *“who are you with when you feel at peace?”*

Now, make a story about peace by reading their collective words out loud in the class (see example on next page).



Visualising Peace

A research and education project based at the University of St Andrews
<https://peacemuseum.wp.st-andrews.ac.uk>

For example: *To me, peace looks like my grandmother's garden, but sometimes peace also looks like political negotiations. The colours of peace are green and red. Some days, peace sounds like the waves of the sea. Other days, peace sounds like nothing, like stillness. Nothingness is sometimes also the feeling when peace is not there... Therefore, I need to eat food to feel peace, which is mostly with my family but also by myself.*

Make sure to use as many shared words as possible (to validate all answers). Make sure to make it personal by referring to: *I, me, myself, my* (to assert agency).

This mind map will serve as the ideas bank for the final two steps.

4. DEFINITIONS/CONCEPTS TO PRACTICE

Ask the pupils: *“what words from the mind map do you think relate to peace with oneself? peace in one's community? peace in wider society?”*

Ask the pupils: *“do you think that these ‘levels of peace’ are connected?”*

For example: *does peace in my grandmother's garden relate to local peace because her neighbours are kind? Or does it relate to inner peace because I find joy there? Or does it relate to global peace because there are no armed conflicts fought in the UK?*

Now, ask: *“how can we extend our thoughts into practice?”*

Ask guiding questions:

- *“what is present/absent?”*
- *“can we draw it?”*
- *“can we take pictures of it?”*
- *“can we make a play about it?”*
- *“can we write a story about it?”*
- *“can we talk about it outside school?”*
- *“can we think of examples of people who actively practice it?”*

5. CONCLUSION

We have talked about what peace is and how we can understand it in relation to ourselves, our local community, and wider world. We have also talked about how we practice peace and what we can do in and outside of school to cultivate peace. The insights from the discussions will be used in further dialogue between pupils, teachers, and researchers about how to co-develop a meaningful resource about the connections between inner, local, and global peace.

Follow up resources: this worksheet is developed with inspiration from Quakers in Britain, Never Such Innocence, Highland One Word, Global Citizenship, and Michael Ogunnusi's work.

Additional activities:

<https://vpp.wp.st-andrews.ac.uk/teaching-resources/>