



Learning Activities - Faith and Peace Exhibition

For children aged: Key Stage 2 upwards

EXPLORING THE EXHIBITION

(20 minutes)

Encourage students to look around the exhibition and become familiar with the pieces of art produced by the women's groups, the people of faith featured in the exhibition and what the 3 religions teach about peace.

In small groups of 3 or 4 ask students to write down on post-its or small pieces of paper 5 or 6 words or phrases which stand out to them from exploring the exhibition. It might be something they saw, read or the way that something made them feel.



Words of Peace: Shalom in Hebrew and Salaam in Aramaic
[© The Peace Museum]

WHAT IS PEACE

(10 mins)

- In small groups of 3-4 ask students to come up with a definition of what they understand peace to be (5mins).
- Come back into a circle and with the word Peace in the centre visible to all, ask students to share their definitions.
- Invite students to reflect if there are similarities or differences between the definitions (5mins).
- Older students may want to explore the definitions of peace (in the appendix) shared by influential peacemakers and explore as a group as an active discussion activity whether they agree or disagree with a particular statement along a line. Students are told that one end of the line is where they stand if they strongly agree and the other end is where they stand if they strongly disagree. The statement is read out and they choose where to position themselves. The teacher can then ask students to share why they are where they are on the line. This works best with between 3-4 statements, any longer and students tire of standing still!

WHAT DOES IT TAKE TO BE A PEACEMAKER?

**(30 mins for groups to prepare.
Additional time for sharing back with the group)**

- In small groups students should choose or be allocated an individual from the people featured in the exhibition who are peacemakers from their own faith tradition.
- Students should create a short creative presentation of their peacemaker (this could be done as a presentation, via a short drama, via a poster, by 'interviewing' the individual).
- Students should try and communicate some key information about the peacemaker such as:
 - Who they were and where they lived.
 - When they were most active in their peace efforts.
 - What was their motivation.
 - What were they trying to achieve.
 - What we can learn from them.



WHERE WE FIND PEACE

(10 mins)

- Ask students to work individually at first to consider where they feel peaceful (2 mins).
- Ask them to share with the person next to them (2 mins).
- Ask the group if there is anyone who wants to share their peaceful place with everyone.
- Draw out some of the similarities or any key themes which emerge about what peaceful feels like.

THE THINGS THAT MAKE FOR PEACE (PEACE TREE)

(10 mins)

- Ask students to consider what they have learnt about peace and how we can all contribute to making the world a more peaceful place.
- In small groups of 3-4 ask students to write on a small leaf some of the things they understand to create peace.
- These can be added to a decorative tree or branch to create a collection of the things that make for peace.

BARRIERS TO PEACE (BUILD A WALL)

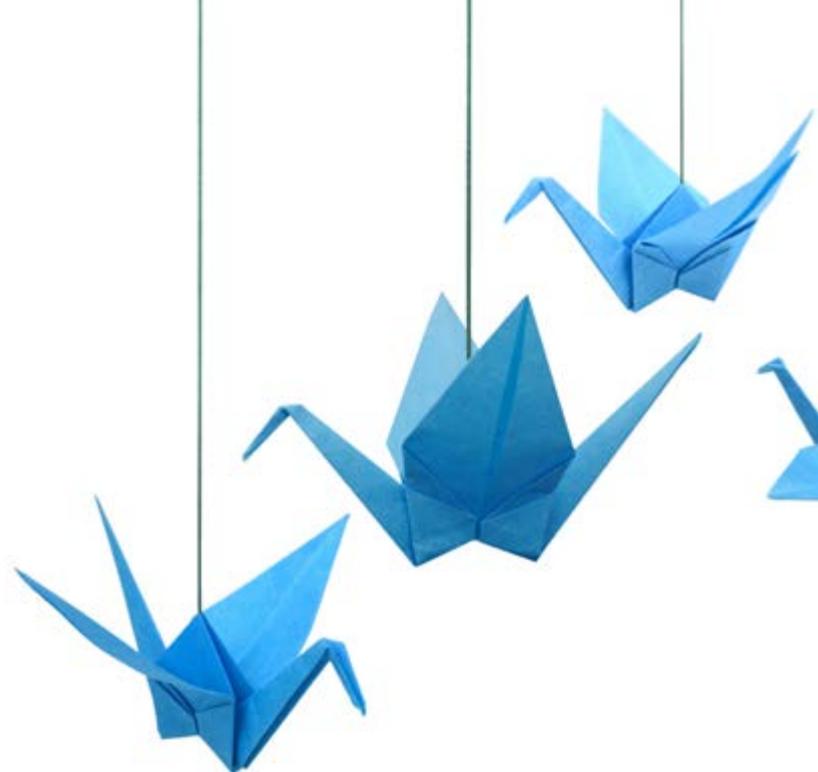
(15 mins)

- In small groups of 3-4 ask students to consider what the things are that prevent peace.
- They can draw or write these onto the brick template ie. girls not being able to go to school.
- Each group should try and complete 2-3 bricks.
- Older students may be able to explore what the barrier is and what any long-term consequences are for those directly impacted but also for the wider community/ society.

HOW CAN I HELP? PEACE PLEDGES

(10 mins)

- As a group ask students to consider what they have learnt which has made them think differently about how we act towards each other in the world?
- Ask students to each make a personal pledge to peace which they write onto a hand or postcard and can decorate if time allows. This should be something which they can commit to and which is achievable for them within their lives and which will help create peace. If needed prompt students to think about how they can make peace in their home/ community/ amongst friends/ in their classroom/ on public transport/ in the supermarket/ with family.
- Find a space in school to display the hands/ postcards to share the learning.



PEACE CRANES

(20 mins)

- Share with students the story of Sadako and the peace cranes (see appendix). There are also lots of additional resources on Sadako's story and several short films or animations.
- Answer any questions students may have around the story, be careful to ensure you finish with emphasising the wider impact Sadako had on lots of people and the symbolism of the peace crane.
- Invite students to write messages of peace onto the origami squares which will become their peace crane.
- Support students in following the instructions on how to make the peace cranes. These can be downloaded here <https://peacecraneproject.org/downloads/folding-guides/> or a video is available here <https://www.youtube.com/watch?v=bd9UIOveEYA>.
- The cranes can be added to the display or taken back to school to create a display or students can choose to gift these to someone who they want to share a message of peace with. Students could also participate in the Peace Crane Project and exchange peace cranes with other students elsewhere in the world <https://peacecraneproject.org/about/>.

STORY OF SADAKO

Sadako Sasaki and the Peace Crane

The reason that the crane has come to symbolise the innocent victims of the atomic bombs is because of the story of a young Japanese girl, named Sadako Sasaki. She was just two years old when the first bomb landed on her home city of Hiroshima on August 6th 1945. Though she survived the initial attack, by late 1954 she was suffering from leukaemia, which was caused by the nuclear radiation.

Sadako believed in a Japanese legend that if she folded one thousand paper Origami cranes then she would be granted a wish, and as a result she folded hundreds while she was being treated in hospital. Over the next year she folded well over a thousand, but her wish to recover was not granted, and she passed away, aged just twelve, on October 25th 1955.

After her death, Sadako was memorialised by her classmates, and a Children's Peace Monument in Hiroshima Peace Memorial National park was unveiled in her honour in 1958. The memory of her became intertwined with the cranes she folded and consequently, in the statue, Sadako holds a large golden crane. Since 1958, around the memorial thousands of Origami cranes have also been offered by those who wish for a world without nuclear war.

Within the Peace Museum we have a substantial exhibit on several individuals and groups who have campaigned for nuclear disarmament over the past seventy years. There is also a display on the story of Sadako Sasaki and her cranes, with further details, to view.



Many thanks to the funders who made this project possible and all those who participated in the workshops. For further information visit www.peacemuseum.org.uk

APPENDIX

QUOTES ON PEACE

"It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it."

~ Eleanor Roosevelt

"Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures."

~ John F. Kennedy

"Peace cannot be kept by force; it can only be achieved by understanding."

~ Albert Einstein

"It is within the families themselves where peace can begin. If families can learn to respect their members, and deal with conflict resolution, that would be the first step to keeping peace on a global level."

~ Susan Partnow

"Peace comes from being able to contribute the best that we have, and all that we are, toward creating a world that supports everyone. But it is also securing the space for others to contribute the best that they have and all that they are."

~ Hafsat Abiola

"Peace begins with a smile."

~Mother Teresa

"Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways."

~ Dalai Lama XIV

"They have not wanted Peace at all; they have wanted to be spared war -- as though the absence of war was the same as peace."

~ Dorothy Thompson

"We seek peace, knowing that peace is the climate of freedom."

~ Dwight D. Eisenhower

"By peace we mean the capacity to transform conflicts with empathy, without violence, and creatively- a never-ending process"

~ Johan Galtung

"They have not wanted Peace at all; they have wanted to be spared war -- as though the absence of war was the same as peace."

~ Dorothy Thompson"

Brick template

