

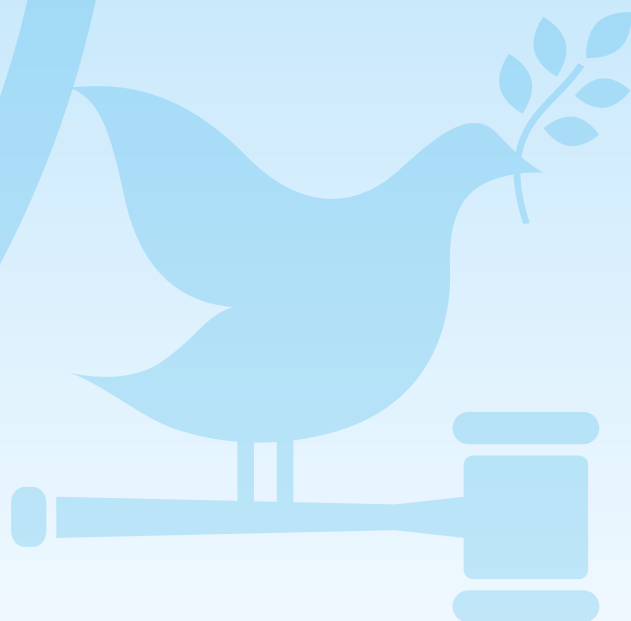


WALK

#walktheglobalwalk

Teacher Briefing Pack 3:

SDG 16: Peace, Justice and
Strong Institutions



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financial support of the European Union.
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views of the European Union.

This Teacher's Briefing and Resource Pack is the result of collaboration by an Educational Task Force consisting of different European organisations. It reflects a European dimension and is fully adaptable to each national context, with the aim of developing a common European learning community.

Key competencies for sustainability

Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-off s, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.

Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.

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INDEX

SETTING THE SCENE	3
OVERVIEW	4
DIGITAL ADAPTATIONS	9
LESSON PLANS	
INTRODUCTION TO THE SDGS	11
INTRODUCING SDG 16	15
PEACE: UNDERSTANDING CONFLICT AND WORKING FOR PEACE	21
JUSTICE: “IT’S NOT FAIR!” INJUSTICE AND HOW IT RELATES TO CONFLICT	38
STRONG INSTITUTIONS: GETTING YOUR VOICE HEARD	51
FINAL: GETTING READY FOR ACTION	58





TEACHERS' BRIEFING PACK 3:

SETTING THE SCENE

- This Teachers' Briefing and Resource Pack 3 is part of Walk the Global Walk's comprehensive educational programme which supports teachers and school students to engage critically with current global issues through the Sustainable Development Goals (SDGs). It can be used by teachers new to the SDGs or those who have experience in using these as a context for teaching and learning.
- It is designed to be an easy to use tool for helping embed Education for Global Citizenship and Sustainable Development themes and methodologies within teachers' own subjects and/or develop cross-curricular lessons across areas of learning and experience with other colleagues.
- Teachers' Briefing Pack 3 focuses on "SDG 16: Peace, Justice and Strong Institutions" and follows our other packs, dedicated to "SDG 11: Sustainable Cities and Communities" and "SDG 13: Climate Action - Take urgent action to combat climate change and its impacts".
- It was drafted in 2020, against the backdrop of the Covid19 pandemic and the subsequent school closures that continue to affect over one billion children and young people all over the world, deepening inequalities and posing serious threats to children's fundamental rights. Following [UNESCO's 9 ideas for public action](#) for education post Covid19, we recognise that education needs reinventing with new forms of learning environments and safe social spaces, and that teachers are fundamental to helping build resilient systems. And, finally, that it is fundamental to "promote student, youth and children's participation and rights. Intergenerational justice and democratic principles should compel us to prioritize the participation of students and young people broadly in the co-construction of desirable change".
- This resource is designed to be flexible and can be implemented face to face, online or via blended learning. So you can pick and choose and adapt the lesson plans and activities that suit you and your learners. All we ask is that you teach a minimum of 4 hours from the pack.

SDG16:

Peace, Justice and Strong Institutions

16 PEACE AND JUSTICE
STRONG INSTITUTIONS



Overview

*All activities are designed for 9 – 14 year olds, with some differentiated activities for KS2 and KS3

Introduction	Peace	Justice	Strong Institutions	Final Lesson
Global Citizenship Education Overview of this resource SDGs and SDG16 facts, figures and targets (1 hour) Getting started with the SDGs <ul style="list-style-type: none"> Introducing/revising SDGs (1 hour) Introducing SDG 16 <ul style="list-style-type: none"> Why it's important and links to the other SDGs Explore links between climate change and conflict Start exploring the impact conflict has on children's lives What's in place to protect children – the UNCRC 	(2 hours) <ul style="list-style-type: none"> Understand the meaning of 'conflict' Understand why conflict happens – for individuals, communities and countries Explore the consequences of conflict, especially for children Understand why this is important for us in Wales Look at examples of young people who have campaigned for peace 	(2 hours) <ul style="list-style-type: none"> Explore how justice is related to peace Explore the consequences of injustice for individuals society, the environment and the economy Consider issues relating to justice, equality and diversity in our own area Explore what we can do as young people to create a fairer and more just society locally, nationally and globally 	(2 hours) <ul style="list-style-type: none"> Learn about strong institutions and why they're important Understand what can happen where there aren't strong institutions in place Consider what's in place in Wales to make sure people are listened to and represented – including children Take part in a democratic exercise to consider how your school can be fairer and more inclusive 	(1 hour) <ul style="list-style-type: none"> Discuss the issues which came out of learning about SDG16 and decide which concern us most Explore what individuals feel comfortable in doing to take action for change Work in a team to plan an action or campaign to make a change for peace
Possible Follow-up Activities	<ul style="list-style-type: none"> Creative responses – e.g. diary, poetry, art, film, exhibition Invite a speaker Create a campaign about children affected by war or about a local / national issue Find out about Wales' peace heritage 	<ul style="list-style-type: none"> Explore prejudice and stereotyping and their effects on individuals and groups Create a campaign about a local or global issue that's unfair Find out about Welsh people who have campaigned for justice 	<ul style="list-style-type: none"> Find out about institutions in Wales Invite the Children's Commissioner into your school Find out more about children's rights in a particular country Create a campaign for a charity such as War Child 	<ul style="list-style-type: none"> Create a campaign about a local or global issue linked to SDG16 Run a peace week Elect Peace Ambassadors Become a peace school Create a peace garden Run a debate

Global Learning, Sustainable Development, and the School Curriculum

In addition to exacerbating inequality, COVID-19 has also led to a rise in incidents of hate crime, discrimination and stigmatization. According to UNESCO, the promotion of Global Citizenship Education (GCE) is essential to address this:

“GCE has been instrumental in enabling people, young and old to develop empathy, solidarity and respect for others regardless of their race, nationality, ethnicity, gender or religion. We hope to help strengthen social trust through the transformative power of GCE. We invite everyone to join in our voice.” - Group of Friends on Solidarity and Inclusion with Global Citizenship Education, launched by UNESCO on May 26, 2020.

The COVID-19 pandemic has highlighted the fact that we live in a complex and interconnected world, where human rights and environmental violations, inequality and poverty threaten peace and sustainability. The global dimension is part of our daily lives and poses many challenges that need highlighting and discussing if we are to address them effectively. Schools represent the safest, most inclusive space for students to learn about, reflect upon and test out the new competences needed for the global society in which we live.

Global learning has a strong tradition in Wales. It builds upon ESDGC (Education for Sustainable Development and Global Citizenship) and the Curriculum Cymreig which fosters an understanding of an outward looking and international Wales, and is also an integral part of the Welsh Baccalaureate through the Global Citizenship Challenge. Wales also has a strong heritage of peacebuilding, as highlighted in the 4-year Heritage Lottery funded Wales for Peace project (2014 - 18). Some case studies will be used in this pack, with an emphasis on looking critically at how they are relevant for the global context today.

Taking part in the Walk the Global Walk project and using this pack will help to develop learners' skills of Critical Thinking, Problem Solving, Creativity and Innovation and provide young people with opportunities to understand and respond to global issues.

Crucially global learning is at the heart of the new curriculum under development in Wales; one of the four statutory purposes is to develop children and young people as 'ethical, informed citizens of Wales and the world.' The whole curriculum is being based on these four purposes and this pack will help develop aspects of several of these and has great relevance for the Areas of Learning and Experience identified.



Global Citizenship Education and Sustainable Development Goals

Your role as a teacher is crucial to create a more sustainable world. All around the globe, teachers are uniting to promote Global Citizenship Education and the Walk the Global Walk project is one example. Increasing numbers of schools in Wales are using the SDGs as a framework for developing the new curriculum.

We are not alone: every year, in September, the UN launches the World's Largest Lesson (<http://worldslargestlesson.globalgoals.org/>), a platform with lesson plans and materials to motivate teachers to teach about the Sustainable Development Goals (SDGs), also known as the Global Goals.

For decades the world has become increasingly interconnected politically, economically, and socially. In 2015, world leaders launched the Sustainable Development Goals (SDGs), “a plan of action for people, planet and prosperity” to be fulfilled by 2030. The SDGs provide clear, quantitative targets, expected outcomes and have a global scope to address a wide range of critical global issues including climate change, education, equality, hunger, justice, peace, poverty, public health. This cooperation has been shaped by “global citizenship”, “which by definition encourages nations and citizens across the world to join in common causes. “Global awareness and a shared commitment to act, coordinate, and mobilize others are the hallmarks of global citizenship” (Evan Saperstein and Daniel Saperstein, [Global Citizenship in a COVID-19 World](#), Global Citizenship Review).

The COVID-19 pandemic has shown that the only solution to a global problem is through cooperation, solidarity and unity. From the Fridays for Future campaign for climate action to the Black Lives Matter movement for the eradication of racism, people (and especially young people) have united worldwide to demand human, environmental and economic justice, freedom and equity. They have united to ensure sustainable development for future generations.

You, as a teacher, have the opportunity to encourage your students to reflect critically and use the lens of global learning to examine the challenges that confront them. As envisioned by the Agenda 2030, Quality Education (SDG 4), seeks to equip citizens with a set of knowledge, values, attitudes and skills that can be used in any field of work, in any part of the world. It seeks to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. More specifically, it promotes Global Citizenship Education as a universal practice:

Target 4.7	Indicator 4.7.1
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, amongst others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

For further information:

Videos:

- United National Development Programme: Transitioning from the MDGs to the SDGs
https://www.youtube.com/watch?v=5_hLuEui6ww
- United National Foundation: A Look at the Sustainable Development Goals
<https://www.youtube.com/watch?v=5G0ndS3uRdo>
- Michael Green, TED Talk How We Can Make the World a Better Place by 2030
https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030

Websites:

- <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- Incheon Declaration Education 2030 and Framework for Action towards SDGs

SDG 16 – Peace, justice and strong institutions

Peaceful, just and inclusive societies are necessary to achieve the Sustainable Development Goals (SDGs). People everywhere need to be free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, religion or sexual orientation.

In order to advance the SDGs, we need effective and inclusive public institutions that can deliver quality education and healthcare, fair economic policies and inclusive environmental protection. Governments, civil society and communities need to work together to implement lasting solutions to reduce violence, deliver justice, combat corruption and ensure inclusive participation at all times. Freedom to express views, in private and in public, must be guaranteed. People must be able to contribute to decisions that affect their lives. Laws and policies must be applied without any form of discrimination. Disputes need to be resolved through functioning political and justice systems. National and local institutions must be accountable and need to be in place to deliver basic services to families and communities equitably and without the need for bribes.

Facts and figures according to the United Nations

Source: <https://www.un.org/sustainabledevelopment/peace-justice/>

- Among the institutions most affected by corruption are the judiciary and the police.
- Corruption, bribery, theft and tax evasion cost some US \$1.26 trillion for developing countries per year; this amount could raise the income of those who are living on less than \$1.25 a day over six years or more
- 73 per cent of children under 5 have had their births officially registered, but only 46% of Sub-Saharan Africa have had their births registered.
- Approximately 28.5 million children of primary school age who do not attend school live in areas affected by conflict.
- The rules of law and development are significantly interrelated and are mutually reinforcing, making it essential for sustainable development to be at both national and international level.
- 31% of prisoners are held in detention without sentencing, this figure has barely changed over the past decade.

Violence against children

- Violence against children affects more than 1 billion children around the world and costs societies up to US\$ 7 trillion a year.
- 50% of the world's children experience violence every year.
- Every 5 minutes, somewhere in the world, a child is killed by violence.
- 1 in 10 children is sexually abused before the age of 18.
- 9 in 10 children live in countries where corporal punishment is not fully prohibited, leaving 732 million children without legal protection.
- 1 in 3 internet users worldwide is a child and 800 million of them use social media. Any child can become a victim of online violence.
- Child online sexual abuse reports to NCMEC has grown from 1 million in 2014 to 45 million in 2018.
- 246 million children worldwide affected by school-related violence each year.
- 1 in 3 students has been bullied by their peers at school in the last month, and at least 1 in 10 children have experienced cyberbullying.

Below you will find the 12 targets set by the SDG 16.

As you will see SDG 16 is very broad and embraces several sub-topics.

TARGETS	
16.1	Significantly reduce all forms of violence and related death rates everywhere
16.2	End abuse, exploitation, trafficking and all forms of violence against and torture of children
16.3	Promote the rule of law at the national and international levels and ensure equal access to justice for all
16.4	By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
16.5	Substantially reduce corruption and bribery in all their forms
16.6	Develop effective, accountable and transparent institutions at all levels
16.7	Ensure responsive, inclusive, participatory and representative decision-making at all levels
16.8	Broaden and strengthen the participation of developing countries in the institutions of global governance
16.9	By 2030, provide legal identity for all, including birth registration
16.10	Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
16.A	Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
16.B	Promote and enforce non-discriminatory laws and policies for sustainable development

Source: <https://www.un.org/sustainabledevelopment/peace-justice/>

QUESTION FOR REFLECTION

Looking at the targets above, is your school promoting peace, justice and strong institutions?





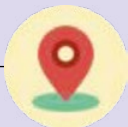
What is your school already doing to contribute to these targets?

How could you build on this? Share this with the Wales WtGW team.

DIGITAL ADAPTATIONS:

Peace, Justice and Strong Institutions

Digital Opportunities Overview

Introduction	Peace	Justice	Strong Institutions	Final Lesson
<p>(1 hour) Getting started with the SDGs</p> <ul style="list-style-type: none"> Introducing/revising SDGs <p>(1 hour) Introducing SDG 16</p> <ul style="list-style-type: none"> Why it's important and links to the other SDGs Explore links between climate change and conflict Start exploring the impact conflict has on children's lives What's in place to protect children – the UNCRC 	<p>(2 hours)</p> <ul style="list-style-type: none"> Understand the meaning of 'conflict' Understand why conflict happens – for individuals, communities and countries Explore the consequences of conflict, especially for children Understand why this is important for us in Wales Look at examples of young people who have campaigned for peace 	<p>(2 hours)</p> <ul style="list-style-type: none"> Explore how justice is related to peace Explore the consequences of injustice for individuals society, the environment and the economy Consider issues relating to justice, equality and diversity in our own area Explore what we can do as young people to create a fairer and more just society locally, nationally and globally 	<p>(2 hours)</p> <ul style="list-style-type: none"> Learn about strong institutions and why they're important Understand what can happen where there aren't strong institutions in place Consider what's in place in Wales to make sure people are listened to and represented – including children Take part in a democratic exercise to consider how their school can be fairer and more inclusive 	<p>(1 hour)</p> <ul style="list-style-type: none"> Discuss the issues which came out of learning about SDG16 and decide which concern us most Explore what individuals feel comfortable in doing to take action for change Work in a team to plan an action or campaign to make a change for peace
 <p>Interactive SDG games</p> <p>Online consequences wheel</p> <p>Rising Tide Pacific poems about human rights & social justice</p>	 <p>Interactive values continuum using google slides (see below)</p> <p>Create a digital reflection wall using Padlet</p>	 <p>Online games about equality</p> <p>True/False Quizlet game linked to Oxfam 5 shocking facts</p> <p>Real time reflections using Mentimeter</p>	 <p>Online storyboard Creator</p> <p>Online Diamond 9 template</p>	 <p>SDG action app</p> <p>The Peoples Platform</p> <p>Worlds Largest Lesson Map</p>

Strategies that could be used for blended learning:

Think & Share

In this twist on think-pair-share, the teacher poses an open-ended question to the learners on a Google Drive document and asks the learners to come up with their best answer.

Brainwriting

Virtual brainstorming. In this approach, learners are given time to come up with their own ideas individually before posting them to an online whiteboard.

The one-minute response

How much could you explain in one minute? At the end of class, ask the learners to record their most eye-opening revelation or biggest question in a 1 minute voice recording.

Real-time reactions

When the learners are watching a video, have them share their real-time reactions by using the chat function in the conferencing software or voice record their reactions/comments.

Digi notes

For digital note sharing using shared documents that multiple learners are invited to edit. Then your class can examine the responses and identify patterns and missing pieces.

Empathy mapping

Take a concept or case study and get the learners to explore deeper by embracing a perspective. The learners respond on a shared document with regards to what the person thinks and feels. The ability to slow down and immerse yourself in another point of view is valuable.

Values Continuum

Use google slides LIVE for voting on big questions or promoting discussions and deeper thinking

Each learner adds a symbol/shape/annotation to their place on the continuum

Or they move text box/answer

Agree Disagree

Continuum

Totally agree Totally disagree

How likely?

Likely to cause conflict

Unlikely to cause conflict

How likely?

Shouting on a march

Engaging in racist name calling

Destroying a forest

Bombing a city

Poor communication

Blocking a road to stop traffic to protest against pollution

Harassment of a person or group on people

Swearing at someone in real life (face to face)

Hitting someone back

Swearing at someone on social media

Destroying a work of art

Pulling down a statue linked to bad deeds done in the past

Handing out leaflets that say things that are not true

Shouting at politicians

Bullying

Shooting animals to eat

Shooting animals for sport

How likely?

Likely to cause conflict

Not likely to cause conflict

How likely?

Breaking the rules

Shouting at the teacher

Taking 'banter' too far

A group of friends who won't let others play with them

Being lazy

Hitting someone back

Destroying the work of another pupil

Not understanding what is said

Not listening

Hitting someone else

A teacher tells a pupil that they are being silly

Saying things on social media about another pupil

Using racist names

Being loud mouthed and annoying

Bullying

Feeling left out

Word clouds

Mentimeter

Describe PEACE in 3 words

love hope joy

Create REAL TIME WORD CLOUDS USING MENTIMETER

Free sign up

Simple platform

Individual-collective pupil reflections

<https://www.menti.com/aba2dzcmn4>

Padlet example

REAL TIME collaborative platform for sharing ideas

See eg here for Lesson 1/impact of conflict...

<https://padlet.com/sharon877zxd776b0m6jz>

Free sign up

Simple platform with many uses

Online quiz example - KS3

16 PEACE AND JUSTICE STRONG INSTITUTIONS

True / False: How fair is that?

Largely adapted from Oxfam's website, - work individually or in small groups to decide whether each statement is true or false.

Follow this with a discussion.

Were there a...

What do a...

What do you element in a...

What would a 'just' decision?

Free quizzing platforms are very quick & easy to use

Example below for Lesson 2 - Justice Worksheet 8

ONLINE QUIZ LINK

Discussion padlet link

Let's Start

Online Diamond 9

Diamond 9 online template- 30 day free access

See eg here for Lesson 3 - select key articles from the Children's Commissioner for Wales - which rights are most important for them, and why.

Link [here](#)

Download the Digital Adaptations slides here:

https://docs.google.com/presentation/d/1Lkdz9qnUuz558Y9MaXlf_4y8spqxJBSrXqnn0-B3gGs/edit#slide=id.ga05fc2cf23_0_0

LESSON PLANS:

INTRODUCTORY LESSON ON SDGs

TITLE: GETTING STARTED WITH THE SDGs	
AGE GROUP:	9 – 14 yrs old
ESTIMATED DURATION:	1 hour
MATERIALS:	A4 paper, flipchart paper, coloured pens, sticky tape, a laptop/PC with Internet connection, speakers, and a projector Annex 1: SDGs grid Annex 2: SDGs icons only Annex 3: SDGs titles only
OBJECTIVES:	To understand the 17 SDGs - To reflect on our own human needs and the conditions necessary to fulfil them
GCE Main Competences developed	<ul style="list-style-type: none"> • Systems thinking competencies • Anticipatory competency • Normative competency • Strategic competency • Collaboration competency • Critical thinking competency • Self-awareness competency • Integrated problem-solving competency
Disciplines:	All disciplines
SDGs involved	All SDGs
Online version	All online alternatives to the F2F activities in this lesson plan are in brackets and highlighted in purple
10 minutes	<p>Starting with the SDGs</p> <p>Watch these easy to understand videos below together to introduce/ remind learners what sustainable development is and then what the SDGs are. (Either share your computer screen and sound and play the video on your device or send the link via the chat and each participant watches it on their own device.)</p> <p>https://www.youtube.com/watch?v=7V8oFI4GYMY – 03:40 min https://www.youtube.com/watch?v=cBxN9E5f7pc – 03:00 min</p> <p>Do a quick review and ask</p> <ul style="list-style-type: none"> • what are the SDGs? • when were they adopted? By whom? • what is their main purpose? <p>You can find this information on Page 15 of this Teachers' Briefing Pack.</p>
15 minutes	<p>Which SDG am I?</p> <ul style="list-style-type: none"> • Tell participants that they are going to play a guessing game with the SDGs. Project the SDGs (Annex 1) table on the whiteboard (or share screen) • Explain the rules: choose one participant and secretly show him/her one of the SDG icons & title on a piece of scrap paper (if doing this activity virtually, send the participant a message in private via chat). • Explain that the others have to ask a max. 10 YES/NO questions to this participant in order to guess the SDG. They are not allowed to ask directly: Are you SDG 11? Give a few examples of questions: e.g. Is your SDG something to do with food? • Play as many rounds as time and interest allow.

15 minutes	<p>Alternative activity: Matching SDG icons and titles</p> <p>Ask participants to form a circle and then to close their eyes.</p> <ul style="list-style-type: none"> Stick either an SDG image or its matching SDG title card (Annex 2 and 3) on the back of each participant. If there is an odd number of participants, you could join the group and have one image/text card stuck on your back too. Ask them to open their eyes and invite 2-3 people to share their guesses as to what is stuck on their back. Explain that each participant has either one SDG icon or one SDG title on their back and their task as a group is to correctly pair these up. Once they think they have found their correct pair, they should stand next to each other. They are not allowed to look at their own paper or to take it off their back. If they are having difficulty, remind them they can ask one other for help. <p>Once they think they have got the pairs right, show them the image with the 17 SDGs (Annex 1) and check them. Explain that just like they depended on each other to achieve the aim of this game, the 17 SDGs are all interlinked and depend on each other. Suggest participants to download the SDG in Action app https://sdgsinaction.com/ to explore the 17 SDGs in depth.</p> <p>Alternatively use one of the activities from https://www.bookwidgets.com/blog/2019/12/10-ready-to-use-lesson-plans-on-the-sustainable-development-goals</p>
20 minutes	<p>Paving the way for SDG 16 – Peace, justice and strong institutions</p> <p>Explain that in order for people to thrive, certain needs need to be fulfilled and that a need is something you cannot live without. Refer to basic needs that are necessary for survival such as clean air to breathe, food, water etc but stress that we also need to feel safe, be healthy, feel accepted, protected, and loved in order to develop and feel fulfilled.</p> <p>Now ask participants to each draw a flower with their own needs. This flower should have 7 petals to represent these basic needs: personal security, financial security, health, friendship, family, respect, and personal fulfilment. The size of each petal should correspond to how important they feel each of the 7 needs is for them currently. N.B. They will need to position the flower on the paper to ensure enough room to draw leaves.</p> <ul style="list-style-type: none"> Give paper, coloured pencils and allow 7-10 minutes for the participants to draw their flowers. Explain that there are no right or wrong answers and everyone's flower is likely to be different. Once everybody has finished their flower, invite them to think about the conditions needed to enable them to achieve their full potential and be complete human beings. Ask them to add leaves to the flower and to write key words or draw relevant pictures on them. Give some examples such as peace, being able to express myself freely, seeing my family as often as I want...). Allow 5 minutes to do this. <p>(Share your screen and show an example. This activity can easily be done individually by each participant in front of the screen, just make sure you get them to collect the paper and pens they need in advance)</p> <ul style="list-style-type: none"> Once everybody has finished, divide participants into groups of 3-4 people to show their creation to the rest of the group and briefly explain their flower. Next, invite them to reflect together on what they missed the most during the Covid19-Pandemic. Encourage them to think of all the needs they have noted and the fears and pressures they felt during this time related to these. <p>They should discuss them as a group and write down the threats they agree they all had. You can give some examples such as not being able to see my family, fear of getting ill etc.</p> <p>(If possible, use a platform that allows you to split the participants into smaller groups in breakout rooms. You can then either broadcast a message to all or join each group and give the instructions)</p> <p>Ask participants to think of other global threats that could endanger their needs. Suggest looking at the SDGs if they need inspiration. Are there threats people in other parts of the world experience on a daily basis?</p>
10 minutes	<p>Debriefing</p> <p>(If you used breakout rooms, make sure everybody is back to the whole discussion group for this).</p> <p>Here are some example questions for the debrief:</p> <ul style="list-style-type: none"> Was there anything you felt was difficult when you had to draw the flower? Were you surprised to find similarities or differences with others in your group? Are there any connections between what you wrote on the leaves and the SDGs? Were there things you felt we take for granted here but are not a reality for people living in other parts of the world? What things? <p>Now explain that the next lessons will focus on aspects of SDG 16 and explain that, while in most parts of Europe, peace, justice and being protected by state institutions governed by laws are things we take for granted, this is not the case for everyone in every part of the world.</p>
REFERENCES:	Inspired by the “Flower Power” activity of the Manual for Human Rights Education with Young People “Compass” of the Council of Europe

Annex 1

THE GLOBAL GOALS

For Sustainable Development



Annexes

Annex 2



Annex 3

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	

INTRODUCING SDG 16:

LESSON PLAN

TITLE: THE IMPORTANCE OF PEACE FOR SUSTAINABLE DEVELOPMENT	
AGE GROUP:	9 – 14 yrs old
	ESTIMATED DURATION: 1 hour
MATERIALS:	<ul style="list-style-type: none"> SDG Icons on cards (Annex 1) SDG 16 Powerpoint presentation Balls of wool / string or flipchart paper, markers and Blotack For KS3 only activity: copies of Worksheet 1 For KS2 activity: copies of Worksheet 2 For additional activity: a newspaper For reference: have a copy of the Children's Commissioner's poster of the UNCRC up in the classroom
ROOM REQUIREMENTS:	Movable chairs and tables and space to work in groups
OBJECTIVES:	<ul style="list-style-type: none"> To introduce SDG 16 and explore its importance for attaining the others SDGs To explore links between Climate Change and conflict To look at the impact lack of peace has on children's lives and their ability to develop To learn what and who is in place to support children in accessing their rights (UNCRC, adults and organisations)
<p>The Four Purposes in focus</p> <p>This body of work will allow our pupils to explore being:</p>	<p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> ✓ find, evaluate and use evidence in forming views ✓ engage with contemporary issues based upon their knowledge and value ✓ show their commitment to the sustainability of the planet ✓ and are ready to be citizens of Wales and the world. <p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> ✓ set themselves high standards and seek and enjoy challenge ✓ are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts ✓ are questioning and enjoy solving ✓ can explain the ideas and concepts they are learning about ✓ can use number effectively in different contexts ✓ understand how to interpret data and apply mathematical concepts ✓ use digital technologies creatively to communicate, find and analyse information ✓ undertake research and evaluate critically what they find and are ready to learn throughout their lives. ✓ and are ready to learn throughout their lives
Cross-cutting themes	<ul style="list-style-type: none"> Consider local, national & international contexts Develop an understanding of human rights education and diversity
Cross-curricular skills	Creating digital content, Literacy, language & Communication, Listening as part of a collaborative talk, Collaborative talk, Questioning.
SDGs involved:	<ul style="list-style-type: none"> 13 (Climate Action) 16 (Peace, Justice & Strong Institutions) 10 (Reduced Inequality) 17 (Partnerships to achieve the Goals)

DESCRIPTION OF THE ACTIVITIES:

00.00 **Introduce SDG16 and discuss why it's important (See PowerPoint slides 3, 4, & 5)**

00.05 KS3:

Show the 'Most Shocking Second a Day' video by Save the Children.

(<https://www.youtube.com/watch?v=nKDgFCojiT8>).

Ask: 'What happens to the girl in the film? What has she lost in terms of family, community, safety, security, possessions, hope for the future, etc? How do you think she feels? What are her prospects for the future?'

OR

KS2:

Show the video 'Left out, Left behind' by Plan International

(https://www.youtube.com/watch?time_continue=2&v=o64Fho7HsfE&feature=emb_logo)

Ask: 'What rights is Nya not able to access? What do you think her prospects are for the future?' Say we will be thinking about this later on.

00.05 Linking SDG16 to other SDGs:

00.15 Students work in groups of 5 – 6

Each group has a large sheet of paper and a set of SDG cards, and some Blu-tack

Ask the group to put SDG16 in the middle and to move the other cards into a mind map to show how SDG16 is related to the other goals – e.g. what impact does the lack of peace have on access to education, healthcare, freedom of movement?

Ask the students to think back to the story they saw on the video as they create their maps.

Alternatively, this could be run as a game (See '[The String Game](#)')

Students stand in a circle, each representing a different SDG, with SDG16 standing in the middle (you could ask each student to wear a large SDG card so that it's clear who's who). The student with SDG16 has a ball of string. Holding the end, they throw the ball to another SDG they feel connected to and explain why - e.g. 'I'm throwing the string to SDG3 - Good Health and Wellbeing - because the physical and mental health of people affected by conflict is in danger.' That SDG then throws the ball of string back to SDG16 and the process continues. As you proceed, a network will build up, with SDG16 in the middle. Ask one SDG to pull on the string so that they all feel the pull and see how they are interconnected. At the end of the game, ask SDG16 to drop the string so that everyone sees that they need SDG16 to connect up.

00.15 Links between conflict and Climate Change:

00.30 KS3:

Introduce the topic by looking at this UN video (<https://www.youtube.com/watch?v=Tsz5Jgjd2x8>) about the links between Global Warming and conflict.

A. Before watching the video, use **Worksheet 1** to introduce some of the terminology used.

B. During the video, students tick the issues the speaker talked about

C. Discuss what you think the speaker meant by 'climate informed mediation', 'conflict sensitive adaptation' and 'corrective capacity'

Consider some of the features of climate change that are being experienced by countries across the world: e.g.

- Hotter temperatures and reduced rainfall
- Dramatic weather events – e.g. flooding, cyclones
- Rising sea levels

Divide the group into smaller groups, and ask each group to do a [consequences wheel](#), looking at the consequences of one of the above weather events on people, and how they can lead to increased conflict.

One example is given on the PowerPoint (Slide 6) - i.e. children in the Sahel, Africa

Ask the students to think **how these issues would affect children/young people in particular**. What would be the impact on their 'normal' lives....? The photos on Slide 8 illustrate just some of the impacts - i.e. loss of home and family; forced to flee to refugee camp; not able to go to school or play with friends; mental trauma and physical injuries.....

KS2:

Ask students to **look at the case study from Lesotho. (Worksheet 2)**

How is Mrs Ramotobo's family affected by climate change, including her children and grandchildren?

How do you think this makes people feel? What choices are they forced to make, and what consequences might these choices have on people's wellbeing and life chances?

Do you think that situations like these make conflict more likely? If so, why?

	<p>At the point in the story where Mrs Ramotobo needs to make a decision as to whether she continues to fund Tseko's education or whether she needs to use the money she has to feed her family, you could run 'Conscience Alley'. Get the pupils to form two lines approximately a metre apart. One line wants Mrs Ramotobo to support Tseko's continuing education, whatever the cost. The other is sure that her priority has to be buying food for her family. Ask a student to walk between the two lines as they voice their thoughts, then decide what decision they will make. This could be run several times with different students taking the role of either Mrs Ramotobo or Tseko.</p> <p>At the end of the game, discuss in the whole group:</p> <ul style="list-style-type: none"> • How did the students who were representing Mrs Ramotobo / Tseko feel? • What about the students who were in the lines? Did they understand the dilemma more deeply? • Did any creative alternatives come out of this exercise?
00.30 – 00.50	<p>What and who's in place to safeguard children:</p> <p>Introduce the students to / remind them of the UNCRC. (See Children's Commissioner's video here: https://vimeo.com/142124812 and Powerpoint Slide 9)</p> <p>Some points to discuss:</p> <ul style="list-style-type: none"> • Why is it important to have a document that sets out the rights children should have access to worldwide? • Is this enough? What else needs to be in place for children's rights to be respected and fulfilled? (e.g. strong governments, a safe environment, adult advocates.....) <p>You could mention that the Welsh Government has made sure that Children's Rights are considered as part of all new legislation, and has also passed laws to make school councils compulsory, appointed a Children's commissioner, and put a Young People's Senedd in place. Children in other countries may not be so fortunate....</p> <p>It might be useful to have a copy of the Children's Commissioner's poster of the UNCRC up in the classroom for reference: (https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_eng.pdf)</p>
00.50 – 1.00	<p>What can we do to ensure that children's rights and voices are respected:</p> <ul style="list-style-type: none"> • Locally – e.g. school council, youth forums..... • Nationally – e.g. talk to the Youth Senedd, send a letter to your Senedd Member or to your local MP • Globally? – You could finish off this lesson by flagging up some organisations that aim to protect children's rights internationally – e.g. Unicef, Save the Children, Oxfam, Amnesty International Say that we will return to this and may decide to join a global campaign to support children who are stuck in conflict zones.

ADDITIONAL ACTIVITIES

If you would like to include a lighter activity in this lesson, you could include '**Diminishing Islands**'

In this game students start off with one piece of newspaper each to stand on, representing their own island, with plenty of food, water and resources.

Play some background music. When the music plays, the water level is rising dangerously due to the effects of climate change, and the students need to leave their island and seek shelter elsewhere. During this time you will remove some pieces of newspaper, so that students increasingly have to seek refuge on other 'islands'. Anyone who doesn't have both feet on 'dry land' (i.e. the newspaper) when the music stops is out. At the end only a few will have survived and they will be very cramped. Although this is a fun activity, point out that this reflects reality for some people in the world. You could give the example of Tuvalu, where islands are disappearing due to rising sea levels: <https://www.theguardian.com/global-development/2019/may/16/one-day-disappear-tuvalu-sinking-islands-rising-seas-climate-change>.

Some questions you could discuss are:

- What do you think this would have felt like in real life a) for those forced to flee their islands and b) for those who had to take them in?
- What might the consequences have been - in particular for those who were forced to flee their homes and communities?
- How might this affect children, their health, wellbeing and prospects?
(You could refer back to the video at the beginning of the lesson)

REFERENCES:

1. For more information about the UN Department of Political and Peacebuilding Affairs, see <https://dppa.un.org/en> including a map of current missions, and how they are supporting peace and sustainability
2. Information about how children in the Sahel have been affected by conflict is available here: <https://bit.ly/3huWzxd>

Worksheet 1 – The link between Climate Change and Conflict



In this video Thomas Ritzer talks about the links between Climate Change and Conflict and the work of the UN Department of Political and Peacebuilding Affairs (DPPA) to support people in finding solutions to problems caused by climate change. See: <https://www.youtube.com/watch?v=Tsz5Jgjd2x8>

1. Vocabulary:

Thomas uses some complicated vocabulary.

Can you match the terms on the left with the explanations on the right?

1. Pervasive effects	a) Being able to sort things out or put them right	
2. Geopolitical tensions	b) The most important thing currently being talked about	
3. Risk assessment	c) Things that are felt in all aspects of life	
4. Innovative solutions	d) Countries where there are historical divisions between people and who may be at risk because they have weak governments and / or economies	
5. Civil society	e) Looking critically at a situation to assess how likely it is that people could be harmed (and taking corrective action)	
6. Corrective capacity	f) New or creative ways of solving problems	
7. The defining issue of our time	g) Political problems (e.g. declining relationships between people or countries) caused by a combination of geographical and economic factors	
8. Countries vulnerable to conflict and fragility	h) Individuals and groups who are able to come together and take action on shared interests or values	

What do you think Thomas means by:

- ‘climate informed mediation’
- ‘conflict sensitive adaptation’

2. Thomas mentions several specific problems cause by Climate Change in the video clip , and some of the problems / potential conflicts these can cause.

- Which of the following does he mention? Tick them off as you hear them!
- Correct them if they are wrong!
- Put a cross against any that aren’t mentioned at all!

Floods in Pakistan	Less natural resources to go around	Higher levels of pollution
An increase in infectious diseases	Wildfires in America	People have to leave their homes
Droughts in the Sahel	Cheaper food	Cyclones in the Indian Ocean
Wildlife is in danger	Rising sea levels in the Pacific	Lack of clean water

Can you think of any other aspects of climate change which weren’t mentioned but could lead to conflict?



Consequences and Conflict

The impact of the El Niño drought 2016 on one family in Lesotho

In many parts of the world, the 2015/2016 drought caused by El Niño destroyed crops and harvests, leaving people desperate for food. Lesotho was one of the countries affected. Even now, in 2020, the situation is difficult because year after year there have been crop failures, families with little money, and high food prices. It means that over half the families in Lesotho who live in the poorer mountain districts have to spend nearly half their money on food

This is **Mrs Ramotobo's story** and the consequences of the drought conditions on her and her family.







Mrs. Ramotobo (83 yrs) lives with her orphaned grandchildren in a village in the foothills of Maseru district. She has a small piece of land where she grows crops to sell and to feed the family.

The drought had destroyed the crops and, without crops to sell to earn money, the family had little food and little money. Mrs Ramotobo's eldest son is a good farmer but, with no crops to harvest, he had to leave the village to find a job in Lesotho's neighbouring country, South Africa. He hoped that he would be able to earn money to send home to his family but was not sure that this would happen so his feelings were mixed. Men leaving to look for work was something happening in many of the families in his village and across Lesotho. It meant that all the duties of taking care of the home, the family, the land and the animals became the responsibility of the women and children.

Mrs Ramotobo received a little money from her old age pension. Before the drought, she had been using this money to pay for her oldest grandchild, Tseko, to attend school as secondary education is not free in Lesotho. However, due to the drought, she had to use her pension to buy food, so she was no longer able to pay for Tseko to go to school. This presented Mrs Ramotobo with very difficult choices. She knew that getting an education would be vital for her grandson's future but that, in order to survive, she and her grandchildren would have to have food.

The results of such a terrible natural disaster have far-reaching consequences, but luckily Mrs Ramotobo was given money by the UN World Food Programme. This support helped hugely, and she was able to use the cash to buy food and seeds to plant for a new harvest. This created a more sustainable situation for her and her family and Tseko was able to continue with his education.

Action – Consequence Matrix

Climate Change - The impact of El Niño		
Action		Consequences
Drought conditions		
Crops fail and there is no food		
Any family money has to be spent on food		
Help is given by the UN World Food Programme		

Read the story again and consider the following questions:

1. How do you think Mrs Ramotobo's son felt when he had to leave Lesotho to find work in South Africa, leaving his family and his farm behind?

2. How do you think Mrs Ramotobo felt when faced with the choice to pay for either food or Tseko's education?

3. Put yourself in Tseko's shoes. How did he feel when he thought he wouldn't be able to go to schools – and then when the family was given money by the UN World Food Programme?

SDG 16: PEACE

TITLE: UNDERSTANDING CONFLICT & WORKING FOR PEACE	
AGE GROUP:	9 – 14 yrs old
	ESTIMATED DURATION: 2 hours
MATERIALS:	<p>For KS3: copies of Worksheet 3 with sets of cue cards and blanks cut up. Also copies of Worksheet 6 and Debating sheets 6 a- d as required</p> <p>For KS2 and 3:</p> <ul style="list-style-type: none"> • 2 large cards, one with AGREE, the other DISAGREE • Worksheet 4 for reference • Copies of profile cards from Worksheet 5 • SDG16 PowerPoint Presentation • Copies of Worksheet 7
ROOM REQUIREMENTS:	Flexible – with the ability to move chairs and tables and work in groups
OBJECTIVES:	<ul style="list-style-type: none"> • To understand what we mean by conflict on the local, national and global levels • To understand the main causes of conflict • To understand the impact of conflict on children • To consider how conflict affects us locally and nationally in Wales • To start thinking what we can do work for peace
<p>The Four Purposes in focus</p> <p>This body of work will allow our pupils to explore being:</p>	<p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> ✓ find, evaluate and use evidence in forming views ✓ engage with contemporary issues based upon their knowledge and value ✓ show their commitment to the sustainability of the planet ✓ and are ready to be citizens of Wales and the world. <p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> ✓ set themselves high standards and seek and enjoy challenge ✓ are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts ✓ are questioning and enjoy solving ✓ can explain the ideas and concepts they are learning about ✓ can use number effectively in different contexts ✓ understand how to interpret data and apply mathematical concepts ✓ use digital technologies creatively to communicate, find and analyse information ✓ undertake research and evaluate critically what they find and are ready to learn throughout their lives. ✓ and are ready to learn throughout their lives
Cross-cutting themes	<ul style="list-style-type: none"> • Consider local, national & international contexts • Develop an understanding of human rights education and diversity
Cross-curricular skills	Creating digital content, Literacy, language & Communication, Listening as part of a collaborative talk, Collaborative talk, Questioning.
SDGs involved:	<ul style="list-style-type: none"> • 10 (Reduced Inequality) • 16 (Peace, Justice & Strong Institutions) • 17 (Partnerships to achieve the Goal)

DESCRIPTION OF THE ACTIVITIES:

00.00 Introduction – what do we mean by conflict?

– What is conflict? Start by having a brainstorm / collecting ideas. This could be done as a ‘Think, pair, share activity’.

00.15 Ideas could include: what conflict is (e.g. physical, emotional, psychological) – its scale and effects.

Now watch this video, made by the organisation “Leap, Confronting Conflict”:

<https://www.youtube.com/watch?v=SorqWJUHbjM>

Ask students: has anything in this video made you change your mind about what conflict is – e.g. can it be positive / an opportunity to change? What would life be like without conflict (boring?!)

An alternative video clip is ‘**Conflict to Resolution in 4 Steps**’ (https://www.youtube.com/watch?v=arFGdviw_ys)

This video talks about what can help in solving inter-personal conflict positively. After watching it, ask your students what this might look like for countries in conflict? What form would the 4 steps take, and why might this be more difficult?

An alternative starter activity would be to look at how young people define peace, starting off by looking at some quotes. (See Additional Activities 1)

00.15 Why does conflict happen?

– Start by thinking about conflicts students experience directly - e.g. at home or in school.

00.45 **Ask why, in their experience, do people fall out?** Note down students’ ideas, which may include things like:

- not sharing
- people being treated unfairly
- people have different opinions
- people might get picked on if they are ‘different’

How is this different for countries?

Ask students to name conflicts they know about. This could be a conflict they have learnt about in history (e.g. WWI / WWII) or one they have heard about in the news (e.g. Syria, Yemen, Afghanistan, Israel-Palestine).

KS3 activity: Divide the students into groups, and give each group a set of cue cards (**Worksheet 3**) with the main causes of conflict and a couple of blank cards: i.e.

- Disputes over land / territory
- Disputes over politics
- Religious or cultural differences
- Unequal access to resources
- Oppression
- Injustice

Ensure they understand what’s written on the cue cards e.g. unequal access to resources, by giving examples. Allocate a specific conflict to each group, and give them information about sources they can use to find out more (**See Worksheet 3**). Their task is to look at these sources, and decide what are the main causes.

Plenary: come back together and discuss results. Are there links between conflict and climate change? What are they?

00.45 KS2 and 3: What are the consequences of conflict?

– Introduce this section by showing a video where children talk about the impact of conflict on their lives

01.00 (**See Worksheet 4**) - e.g.: Syrian kids explain the War (BBC): <https://www.youtube.com/watch?v=2iz2tNiRpeY>

You could also look at **PowerPoint slide 7**: What do these images show? What has happened to this young person and how has it affected them?

Hold a **plenary discussion** to recap on what we have learnt so far:

- What have we learnt about the causes of conflict / war?
- What are the impacts on children?
- How do these affect their lives?
- How is this related to the SDGs and children’s rights?
- What can organisations and individuals do to help?
- What do you think we can do to help?

You may wish to allocate case studies to students (**Worksheet 4 lists examples suitable for both KS2 and 3**) and ask them to find out as much as they can about a specific conflict and its impact on children before the next lesson.

KS2 students may like to look at [Activity 9 of the Amnesty International Pack on Human Rights](#) - i.e. ‘Uncle Ali’s Story’. which enables students to empathise with the story of one family who were forced to flee their home.

<p>01.00 – 01.40</p>	<p>The impact of conflict on children: Start by sharing any information students have found out since the last lesson. You could start creating a wall display including some facts, visuals and quotes that students have been particularly struck by.</p> <p>Tell your students about things we have in place in Wales to protect the wellbeing and rights of children and young people (see Powerpoint Slide 8 and 9), including:</p> <ul style="list-style-type: none"> • The Rights of Children and Young Persons (Wales) Measure, 2011 • The Children’s Commissioner • The Wellbeing of Future Generations Act (2015) <p>Other young people across the world aren’t as lucky, in particular those affected by conflict. You could remind learners here of the video they watched at the beginning of the introductory lesson.</p> <p>Introduce this activity to illustrate how conflict situations impact on children (<i>adapted from ‘Peace and Justice: it’s up to Youth’ National Youth Council of Ireland</i>). Make sure you have open floor space for the following activity.</p> <p>Break up into 6 groups, and give each group a profile of a young person from Worksheet 5. Ask them to read it in their group, make sure that they understand it, and ensure that other groups do not know anything about their profile. Explain that each group will cut out a shape of a shoe from an A4 page that will represent their profile character.</p> <p>Explain that you will read out a statement and if the answer is YES for your character then you will move the shoe forward one step. If it is NO then the shoe will remain where it is. Commence the activity.</p> <p>After reading the statements give the group a chance to consider the picture of where the shoes are located on the floor. Some shoes will be further along than others. Now invite groups to reveal their character and read the profile of their child.</p> <p>Plenary: Some questions that could be discussed:</p> <ul style="list-style-type: none"> • What are the main impacts of conflict on the lives of these young people? • Is there anything that surprised or stood out for you? • Are there any similarities or differences between the characters? • How can young people affected by conflict be supported (e.g. by organisations such as War Child, Oxfam, Save the Children; by having frameworks in place such as the UNCRC; by having governments for whom children’s rights and wellbeing are a priority). • What can we do to support children such as these?
<p>01.45 – 01.55</p>	<p>Why is this of concern to me? KS3: Introduce information about issues of local relevance (see Worksheet 6 and PowerPoint Slide 10) – e.g.</p> <ul style="list-style-type: none"> • Testing of military drones off the West coast of Wales • Training of Saudi pilots at RAF Valley • Controversy about asylum seekers being moved to Penally • Recruitment of 16 year olds into the military in the UK – only country in Europe <p>If time, run a values continuum. What do young people think about these issues? Put a large card with AGREE on one side of the room and DISAGREE on the other, read out one statement at a time, and ask young people to stand on the line according to what they think. Discuss each one, then move on.</p> <ul style="list-style-type: none"> • The use of armed drones in conflict zones can only be justified when the known threat is greater than the risk to life • It’s ok to sell arms to foreign regimes such as Saudi Arabia if we think they are in the right • Nuclear weapons are an effective deterrent: they’ve kept us safe for 75 years. • It’s not ok for 16-yr olds to be recruited into the armed forces <p>Students could engage in a debate on one of these topics, using the information on Worksheets 6a – 6c and the sample debating sheets and guidance on Worksheet 6d.</p> <p>KS2 learners could engage in a less formal debate. A consideration of whether students should learn more about Welsh peace heritage as part of the curriculum is relevant to all learners. The question as to whether soldiers should be allowed to disobey could also be debated at primary level and could be linked with reading books such as Michael Morpurgo’s ‘Private Peaceful’.</p>
<p>01.55 – 02.00</p>	<p>KS2 and 3: Finish off with some case studies of young people who have stood up against violence -e.g. Parkland teenagers on gun laws in the US (Urdd pack, 2019 - Case study 3); Malala Yousafzai on the right to education, Hadiqa Bashir, campaigning against early marriage for girls in Pakistan. (See Worksheet 7).</p> <p>What actions can we take to support children and young people who are the victims of war? You could mention here that the Welsh Government has pledged for Wales to become a Nation of Sanctuary, and that - to this end - they have drafted a Refugee and Asylum Seeker Plan and set aside £2.3 million to support refugees and asylum seekers in Wales. Some schools in Wales have become Schools of Sanctuary. Is this something that your school might like to do?</p>

ADDITIONAL ACTIVITIES:

1. Starter Activity: What is Peace?

Split the class into smaller groups and look at the **quotes about peace from Ysgol Dyffryn Aman's peace project booklet** on the padlet. Which quotes do they like / agree with? What issues do they raise? You could also run this as a Values Continuum. Call out each quote and ask students to stand on a line showing whether they agree or disagree with the quote. What issues does the quote raise? If time, each group can come up with their own definition of peace. They could also consider a discussion held on this topic at the UN here: <https://bit.ly/2RvK1er>

2. Alternative activity for the consequences of war:

Split the group into 6 groups and allocate each a case study from the 'War Child' website. (See Worksheet 4)

Each group looks at their case study in terms of:

- The background to the conflict: where is this conflict happening and what is it about?
- What were the effects on the young person concerned – e.g. emotional, physical, psychological?
- What rights and SDGs have been affected?
- What has been done to support this young person? What more needs to happen?

Their aim is to make a 1 – 2 minute presentation to the rest of the class about their young person / the issue.

Students could be given this information to work on between lessons, and do their presentation at the beginning of the next lesson.

3. The Issue of Child Soldiers:

This might be an issue which particularly speaks to young people because it's one that directly affects thousands of young people in conflict zones across the world.

Start off by doing the **'Truth of Myth' activity** from the War Child website (<https://www.warchild.org.uk/whats-happening/blogs/5-myths-child-soldiers>). Ask your students whether they think the following are true or false:

1. Child soldiers are used as fighters
2. Child soldiers are all African
3. Child soldiers are all boys
4. Child soldiers are abducted into armed groups
5. It is easy for released child soldiers to continue with their childhood.

Now give students the information from the web page. What information is new or surprised them?

You could now share with your students the **UN definition** of a child soldier:

A child associated with an armed force or armed group refers to any person below 18 years of age who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, spies or for sexual purposes.

Now watch the video **'Yemen's ex-child soldiers tell their stories'**

(<https://edition.cnn.com/videos/world/2018/02/02/child-soldiers-yemen-pkg-robertson.cnn>).

Discuss how students think the boys will have been affected by their experiences - physically, mentally, emotionally? What other consequences might there be for them? How might their futures be affected?

(See also 'The effects of being a child soldier can last a lifetime' (War Child website): <https://www.warchild.org.uk/what-we-do/protection/risks-for-child-soldiers-are-huge-and-the-effects-can-last-a-lifetime>. You could also look at this British Red Cross lesson, which invites students to imagine the choices young people and their families in war zones have to make and the dilemmas they face: <https://www.redcross.org.uk/get-involved/teaching-resources/child-soldier>

Include a couple of **case studies of young people who have been child soldiers but who have turned their lives around** and now campaign to help other young people:

- a) Junior Nzita, DRC - <https://www.pressenza.com/2017/08/junior-nzita-ex-child-soldier-defeat-the-evil-with-the-good/>
- b) Polline's story: <https://www.warchild.org.uk/whats-happening/features/from-child-soldier-to-global-campaigner>

What can we do?

Tell your students about **Red Hand Day**. On 12th February every year people take part in actions to raise awareness of the use of child soldiers and speak out against it. See: <https://www.redhandday.org/index.php?id=4&L=0>

REFERENCES:

Crisis Group: conflicts to watch in 2020 <https://www.crisisgroup.org/global/10-conflicts-watch-2020>

WarChild resource pack, lesson 2- the Causes of Conflict and the Impact of War on Children

Ysgol Dyffryn Aman Peace project - booklet

Information on Arms Trade:

Short video on use of armed drones in conflict <https://vimeo.com/208001866>

Interactive map: <https://armsglobe.chromeexperiments.com/>

Small arms survey: <http://www.smallarmssurvey.org/transparency-barometer.html>

Ideas for taking action:

- 'Simple Acts': ideas for Refugee Week 2020: <https://refugeeweek.org.uk/simple-acts/>
- Red Hand day: <https://www.redhandday.org/index.php?id=4&L=0>

Worksheet 3 – What Causes Conflict



We all know how unpleasant it is when people fall out at home or at school, but when communities or countries fall out, the consequences can be devastating for innocent people who have nothing directly to do with the conflict – meaning that families may have to leave their homes, move to another country, and face ill-health, lack of income, and loss of safety and security. Below are some references to find out more about some of the current major conflicts in the world. Your teacher will allocate one to you.

Work in a team, and answer the following questions:

- What are the main causes of this conflict? (Look at the cards you have been given. How many are relevant?)
- Are there any causes that aren't mentioned on your cards? (If so, make a new card!)
- What keeps these conflicts going, in your opinion?
- Does climate change play a role in this conflict?

Syria:

- Why is there a war in Syria? BBC news <https://www.bbc.co.uk/news/world-middle-east-35806229>
- Syria's war explained from the beginning – AlJazeera: <https://www.aljazeera.com/news/2016/05/syria-civil-war-explained-160505084119966.html>
- Ten Factors that led to the Syrian uprising: <https://www.thoughtco.com/top-10-reasons-for-the-uprising-in-syria-2353571>

Nigeria:

- Causes of conflict in Nigeria, Legit <https://www.legit.ng/1122557-causes-conflict-nigeria-ways-resolving-them.html>
- Communal conflicts in Nigeria: https://en.wikipedia.org/wiki/Communal_conflicts_in_Nigeria

Yemen:

- Yemen crisis: why is there a war? BBC News <https://www.bbc.co.uk/news/world-middle-east-29319423>
- Yemen civil war: the conflict explained: the Guardian: <https://www.theguardian.com/world/2019/jun/20/yemen-civil-war-the-conflict-explained>
- Yemen Civil War: Global Conflict Tracker: <https://www.cfr.org/global-conflict-tracker/conflict/war-yemen>

Israel-Palestine:

- Israeli-Palestinian conflict explained: an animated introduction: Jewish Voice for Peace: <https://www.youtube.com/watch?v=Y58njT2oXfE>
- What are Israel and Palestine? Why are they fighting? Vox: <https://www.vox.com/2018/11/20/18080002/israel-palestine-conflict-basics>
- Israeli-Palestinian conflict: Global Conflict Tracker: <https://www.cfr.org/global-conflict-tracker/conflict/israeli-palestinian-conflict>

What causes Conflict – main causes:

Disputes over land / territory	Disputes over politics	Religious or cultural differences
Unequal access to resources	Oppression	Injustice

Worksheet 4 – The Consequences of War on Children Case Studies



We suggest you use case studies and videos to help your students understand the consequences of war for children and their families. A number of these are listed below, and have been roughly sorted in terms of suitability for KS2 or KS3 in terms of language and content. Please be aware, however, that this material could be upsetting for students, since the children and young people concerned have often lost their homes and sometimes family members, and been forced to flee their countries. These materials could be particularly upsetting for any refugee children you have in your class, though they may also be willing to share their experiences.

KS2:

- Salma's story (Syria) : <https://www.warchild.org.uk/what-we-do/impact/stories/salmas-story>
- Zariya (Iraq): <https://www.warchild.org.uk/what-we-do/impact/stories/zariyas-story>
- Nour (Iraq): <https://www.warchild.org.uk/what-we-do/impact/stories/nours-story>
- The right to education (Yemen): <https://www.warchild.org.uk/whats-happening/news/yemen-children-lost-generation>

KS3:

- Janet's story (Central African Republic): <https://www.warchild.org.uk/what-we-do/impact/stories/janets-story>
- Bernadette's story (Democratic Republic of Congo) : <https://www.warchild.org.uk/what-we-do/impact/stories/bernadettes-story>
- Child soldiers: <https://www.warchild.org.uk/what-we-do/protection/risks-for-child-soldiers-are-huge-and-the-effects-can-last-a-lifetime>
- Borderlands: child refugees from Afghanistan: <https://www.warchild.org.uk/whats-happening/blogs/borderlands-journey-no-child-should-have-make>

Videos can also be used to introduce the effects of war on children: e.e.

1. Syrian kids explain the War (BBC): <https://www.youtube.com/watch?v=2iz2tNiRpeY>

2. There are a number of short videos on War Child's YouTube channel:

<https://www.youtube.com/user/warchilduk> including...

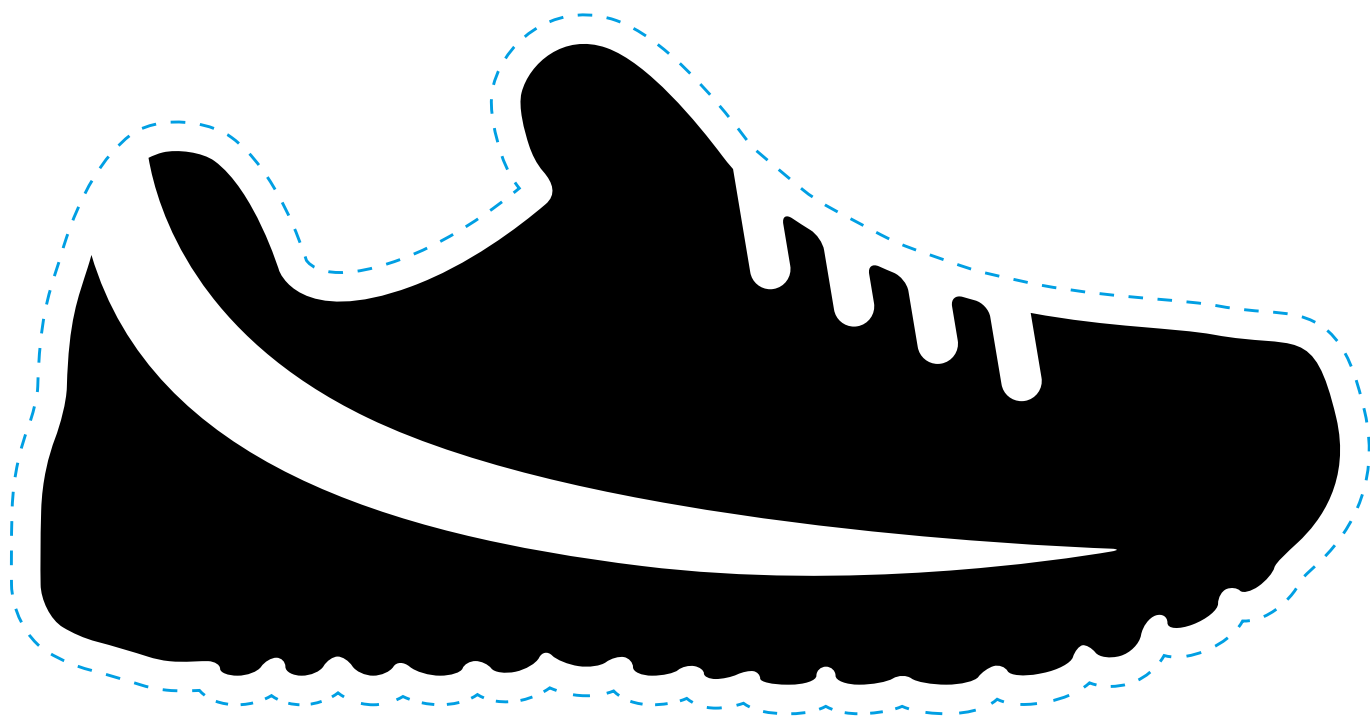
- Carey Mulligan meets inspiring refugees in Jordan: https://www.youtube.com/watch?v=_tphZ7p0P0g
- Salim's escape (Iraq): <https://www.youtube.com/watch?v=4d-1o2hUbU0>
- Meet the South Sudanese refugees in Uganda: <https://www.youtube.com/watch?v=3GGX7BgUku4>
- Helping children from Mosul follow their dreams (Iraq): https://www.youtube.com/watch?v=FsnZb_4zlj8
- Ali's message of peace (Central African Republic) : <https://www.youtube.com/watch?v=4d-1o2hUbU0>
- CAR's sex for grades scandal (secondary only): <https://www.youtube.com/watch?v=7zwv6WZYw0g&t=64s>

3. For KS2 students, animations may be more appropriate: e.g animations

- Animations website: <https://www.bbc.co.uk/programmes/b01k7c4q/clips>
- Ali Mohammed's journey to a brighter future: https://www.youtube.com/watch?v=Ih0P_MpJVFc
- Mina and forced marriage in Afghanistan: <https://www.youtube.com/watch?v=pTu8oKbWCFM&t=2s>



<p>Fatima – Gaza, Palestine</p> <p>Fatima is a young girl aged 11 years with leukaemia. Gaza, where she lives, is under military control by the state of Israel. At times there are attacks from jets, tanks, rockets and soldiers. Sometimes the electricity is cut off and the drinking water isn't safe. There was a big invasion in 2014 when more than 500 children were killed, 3,374 were injured and over 1,500 became orphans. 1 in 10 homes were destroyed.</p> <p>Fatima needs a permit to cross the border and enter Israel to get chemotherapy treatment not available in Gaza. When the conflict gets worse, no border crossings are allowed, so that Fatima's treatment gets interrupted. She is often very sick and tired. She is unlikely to get better.</p>	<p>Adisa Child Labour - DR Congo</p> <p>40,000 children work in cobalt mines in the Democratic Republic of Congo. Cobalt is used for many things from aircraft engines to mobile phones. Money from the mines has caused conflict in the region for many years.</p> <p>Adisa is forced to work for up to 24 hours underground, for less than \$2 (£1.54) a day. She works in miserable conditions.</p> <p>There are always more Adisas so not only is the work dangerous, but children are not given enough to eat or medical attention when they are injured. They often have to dig with their bare hands or using spades.</p>
<p>Missing Children – Europe</p> <p>Gulwali is one of as many as 10,000 children who have gone missing in Europe. He left Afghanistan aged only 12. He was separated from his brother by the smugglers early in his journey, so had to make the hard journey to Britain on his own.</p> <p>Many children like Gulwali are fleeing conflict. Some have been sent by their parents hoping that their child would have a better life, some have been separated from their parents by smugglers as a way of controlling them, and some have lost their parents in the chaos. There are concerns that smugglers are handing over the children they bring into Europe to traffickers to make more money, and that puts them in even more danger.</p>	<p>Seeking asylum in the UK</p> <p>Adam arrived in the UK having fled conflict in Dafur. When he arrived, he couldn't explain what had happened to him because he couldn't speak English, and nobody believed him when he said he was 17. When he got a translator who spoke his language, he was moved to a hostel.</p> <p>"They gave me £6 every morning and I had to go and buy food because in that place you have tea to drink in the morning and they tell you, "You have to go and eat outside." When I took that money to go out, I didn't know how I was going to use it because I didn't know the currency and I didn't know what to buy because I didn't speak any English. Sometimes I pay too much and sometimes I didn't have enough."</p>
<p>Children caught in the war in Yemen</p> <p>Nada is 7yrs old. She is caught up in a terrifying war in Yemen. <i>"Bombs were falling everywhere, and fighting was going on. The house was shaking, and we were so scared. We were so afraid that our father wouldn't get back home from work but luckily he did."</i></p> <p>Nada had to leave her home to find safety. Before she fled, Nada's 4- year old friend, Abdul Rahman was killed by a sniper. <i>"I do not want to die like him"</i>, she says.</p> <p>Children are suffering very badly from the war in Yemen, with 80% in need of aid and 2 million not getting enough food. The effects of war and hunger on the country's 12.5 million young people have been made worse by cholera, and now by COVID-19.</p>	<p>Young Victim of County Lines - Wales</p> <p>"There wasn't a lot to do where I grew up," said Kim. "You could spot the drug dealers with their gold chains and lots of money. In my area it was a guy called Jay. I was almost 15 when we started going out. I noticed he kept disappearing on weekends and begged him to take me with him.</p> <p>He finally let me come along. We arrived at this flat where I was shown to a small room, with just a bed and peeling wallpaper. Jay gave me a package with drugs inside. I was told to give drugs and take money from anyone who knocked on the bedroom door. I had no idea where I was, no idea what to do, or even if I was allowed to leave the room." Eventually Kim escaped from the flat, but not before she had stepped on a dirty needle. Terrified, she flagged down a car and was taken to the police station.</p>



STATEMENTS - Step forward...

- If you have access to clean water
- If you go to school every day
- If you are safe and protected from harm
- If you have access to proper health care if you are ill or injured
- If you have the opportunity to hang out with your friends
- If you are excited about growing up and having the chance to find work
- If you have the chance to get involved with your community or country
- If you don't have to worry about the safety of your family
- If you have a mobile phone
- If you get pocket money
- If you have access to youth clubs, sports clubs, arts clubs, etc etc.
- If you can wash yourself when you want (...or when your parents tell you!)
- If you are looking forward to the weekend
- If you have the opportunity to find a better life in another country where you will be welcome
- If you are in danger and afraid
- If your human rights are protected



1. Testing of unmanned armed Drones in West Wales

Extract from Tivy-side Advertiser: 20th July 2018

UNMANNED military drone flights have resumed at Aberporth following a crash last month.

A Watchkeeper drone launched from West Wales Airport came down near the village on June 13, sparking concerns among local residents – especially at Penparc School which lies below the flight path - and led to flights being suspended while an investigation was carried out.

A Ministry of Defence spokesman said: “Safety remains of paramount importance in all that we do and, following a Safety Review Board review of the initial analysis, it has been concluded that it is safe to resume flying.” Watchkeeper was brought into service by the military in 2014 and was deployed in Afghanistan – it has flown thousands of hours and provides intelligence-gathering and surveillance for the British Army.

BBC Wales News – 13th June, 2014



Christian peace activists have entered a former RAF base in Snowdonia and painted ‘no death drones’ on the runway.

Members of Cymdeithas y Cymod made the protest at Llanbedr Airfield, near Harlech, Gwynedd, on Friday at 06:00 BST.

The group is campaigning against the airfield’s deal with QinetiQ to develop further unmanned aerial vehicles - known as drones. Protesters say it is part of an ongoing campaign against developing warfare.



Some opinions for and against the use of armed drones.....

According to the Military	In the opinion of Opponents
<ul style="list-style-type: none"> Armed drones can be used to fight war with no risks – meaning that a missile can be fired from thousands of feet and from a control room thousands of miles away Drones can be used to ‘pinpoint’ dangerous enemies / terrorists without injuring civilians on the ground There is some ‘collateral damage’ (civilian deaths) when drone strikes take place, but this is less than is the case for conventional warfare. 	<ul style="list-style-type: none"> Civilian casualties have been high. In Pakistan for example, the Bureau of Investigative Journalism (TBIJ) reports between 420 – 960 civilians killed in just over 400 drone strikes. Whether the strikes are effective can be questioned. When leaders are targeted, they are often just replaced with another one. Strikes can anger local populations and lead to an increased risk of radicalisation.

- ‘Fly Kites not Drones’ – resource pack for schools <http://www.flykitesnotdrones.org/>
- ‘Reviewing the current debate’ <https://dronewars.net/2016/05/31/reviewing-the-current-debate-on-drones/>
- ‘Drone Warfare’ – the Bureau of Investigative Journalism: <https://www.thebureauinvestigates.com/projects/drone-war>

2. Training Saudi Arabian pilots at RAF Valley, Anglesey:

See the following articles expressing concern on this matter:

North Wales live, 30th October, 2018:

<https://www.dailypost.co.uk/news/north-wales-news/saudi-air-force-raf-valley-15348431>

And Ekklesia, 18th August, 2020: <http://www.ekklesia.co.uk/node/29882>

What's the issue?

For a quick overview, see the video 'Yemen explained in 3 minutes' here: <https://www.youtube.com/watch?v=l4bqcYmimiE>

The current civil war in Yemen has its roots in the Arab Spring uprising that forced its authoritarian president, Ali Abdullah Saleh, to hand over power to his deputy, Abdrabbuh Mansour Hadi, in 2011. Mr Hadi struggled to deal with a variety of problems, including attacks by jihadists, a separatist movement in the south, the continuing loyalty of security personnel to Saleh, as well as corruption, unemployment and food insecurity.



The Houthi movement which champions Yemen's Shia Muslim minority and fought a series of rebellions against Saleh during the previous decade, took advantage of the new president's weakness by taking control of their northern heartland of Saada province and neighbouring areas. Disillusioned with the transition, many ordinary Yemenis - including Sunnis - supported the Houthis, and in late 2014 and early 2015 the rebels gradually took over the capital Sanaa.

The Houthis and security forces loyal to Saleh then attempted to take control of the entire country, forcing Mr Hadi to flee abroad in March 2015. Alarmed by the rise of a group they believed to be backed militarily by regional Shia power Iran, Saudi Arabia and eight other mostly Sunni Arab states began an air campaign aimed at defeating the Houthis, ending Iranian influence in Yemen and restoring Mr Hadi's government. The coalition has received support from the US, UK and France – including weapons, training and intelligence.

What has the war meant for Yemen's population?

- Already before the outbreak of war, Yemen was an extremely poor country.
- [The UN had verified the deaths of at least 7,700 civilians by March 2020](#), with most caused by Saudi-led coalition air strikes. Monitoring groups believe the death toll is far higher – as high as 12,000 civilians.
- Thousands more civilians have died from preventable causes, including malnutrition, disease and poor health.
- The charity Save the Children estimated that [85,000 children with severe acute malnutrition died between April 2015 and October 2018](#).
- About 80% of the population - 24 million people - need humanitarian assistance and protection.
- Some 20 million people need help securing food, according to the UN. Almost 10 million of them are considered "one step away from famine".
- [An estimated 2 million children are acutely malnourished](#), including almost 360,000 children under five years old who are struggling to survive.

What can we do?

With evidence such as the above that airstrikes and an economic blockade by the Saudi-led coalition have led to suffering, malnutrition and death amongst the Yemeni population, major charities in the UK – including [War Child](#), [Save the Children](#) and [Amnesty International](#) – have called on the UK government to stop selling arms to Saudi Arabia.

What do you think – and what do you feel about Saudi Arabian pilots being trained in RAF Valley in Wales?
What about writing to your Senedd Member or your MP?

3. Recruiting 16-yr olds into the armed forces (UK):

What's the issue?

The United Kingdom is the only country in Europe and the only permanent member of the United Nations (UN) Security Council to recruit 16 year olds into the armed forces.

In recent years, a wide variety of experts, groups, and organisations have strongly recommended that the Ministry of Defence raise the minimum recruitment age to 18. These include UN and UK parliamentary bodies such as the UN Committee on the Rights of the Child, the UK's Joint Committee on Human Rights, the Equality and Human Rights Commission, and the Child Rights International Network (CRIN). All 4 Children's Commissioners in the UK have spoken out against the practice as contrary to the United Nations Convention on the Rights of the Child.



Other calls for a rise in recruitment age have come from major British children's organisations, human rights groups, many faith groups, individual MPs from across the political spectrum, and veterans themselves. According to a nationwide poll conducted in 2014, 77% of the general public support a rise in the recruitment age to 18.

Some opinions for and against recruiting 16 yr olds:

For	Against
<ul style="list-style-type: none">• The armed forces offers a viable and accessible alternative to vulnerable young people who may otherwise have been drawn into gangs• A career in the armed services offers young people educational qualifications, enables them to develop their self-confidence and build friendships• The armed services support young people gaining the skills to become independent• If young people realise that a life in the armed forces is not for them, they have the opportunity to discharge themselves	<ul style="list-style-type: none">• Teenagers' brains are still developing and they are more likely to make decisions on impulse• The reality of army life is glossed over by recruiters: only half of recruits felt they had an accurate picture of service life before joining• Detrimental effect on mental health: armed forces personnel are twice as likely as civilians to suffer from anxiety and depression.• Once recruits turn 18, they are obliged to stay in the armed forces until they are at least 22 yrs old.

What do you think?

Read up on some of the background information, and hold a debate in your class!

References:

- 'British Army: should 16-yr olds be able to enlist?' Academic experts debate. <https://bit.ly/304Xqyy>
- 'The Recruitment of Children by the UK Armed Forces – A Critique from Health Professionals' (MedAct, 2016): <https://bit.ly/32YSRHS>
- 'The Benefits of Service Life on Young People: Why School Leavers should join the Armed Forces', Wavell Room: <https://bit.ly/3i32ytk>
- 'The British armed forces: Why raising the recruitment age would benefit everyone', Child Soldiers International: <https://bit.ly/3iX2rRf>
- 'The Guardian view on 16-yr old soldiers: armies are for adults': <https://bit.ly/3mMmJ2l>
- 'The recruitment of under 18s into the UK armed forces: Forces Watch Parliamentary briefing: <https://bit.ly/367ghg7>



This house would allow soldiers to refuse orders on the basis on conscience

Key Issue

During training, soldiers are taught to follow orders as a matter of urgency as they will be fighting for matters of National Security and their job is to uphold National Law regardless of their personal opinions. However, with human nature being flawed and the corrupting nature of power and authority, there are many examples where orders given were not lawful. Would we do better to create soldiers with critical thinking skills, able to stand up for what they believe in?



A famous comment coming from Nazi officers after the full atrocities of World War Two were revealed was that “they were only following orders”. Whilst this attitude was criticized in the 1960s, subsequent studies have shown that human nature does typically respond to authority with obedience, regardless of whether or not that authority is legitimate. (Milgram experiment <https://www.simplypsychology.org/milgram.html>)

Questions to consider

1. Who would be most affected by this motion? Would they be affected positively or negatively?
2. Whose responsibility would it be to ensure this motion was carried out accurately? What would be the risks/ complications of allowing soldiers to follow their consciences?
3. What would you need to do to carry out this motion? How would it create a fairer/less fair situation?
4. What is going on in current affairs that this motion might have an effect on?
5. What problems in the world would be addressed by this motion?

Facts and Figures

- A key aspect of the German army’s success during World War Two was due to their military precision and all members of the state following the orders they were given. The term Blitzkrieg (lightning warfare) was coined from this time because they were able to take over cities with the same speed and devastation as lightning
- The Stamford Prison Experiment was a rich example of the corrupting nature of power. Twelve Individuals were selected with six playing the prisoners and the other six playing the guards. The experiment was abandoned as the psychologists recognized both groups were becoming too entrenched in their positions—with one side becoming bullies and the other becoming victims
- During the Gulf War, much of the success of the army was due to tactical organisation from high-ranking officials. Working with intelligence gained, they were able to coordinate large scale groups to attack and defend crucial positions in order to gain success
- The army has a ranking system, with soldiers working their way up to high positions after gaining in education and experience.

**Remember to fully engage the audience, the basics of analysis and rebuttal.
Good luck and enjoy yourself!**



This House believes that Military recruitment campaigns targeted at low-income groups should be banned.

Key Issue

Source: <https://www.theguardian.com/uk-news/2017/jul/09/british-army-is-targeting-working-class-young-people-report-shows>

An army document leaked in 2017 suggested that the army had been deliberately targeting the poorest young people for recruitment. Their target recruit appeared to be 16-24 year olds from among some of the poorest populations in the UK. With campaigns such as “This is Belonging” to specifically target those who feel left out, by promising a sense of community.



“If underage enlistment were really the great opportunity the MoD claims it is, recruitment campaigns wouldn’t need to target their adverts at children with few options.” Isabelle Guitard, the director of programmes at Child Soldiers International

Questions to consider

1. Who would be most affected by this motion? Would they be affected positively or negatively?
2. Whose responsibility would it be to ensure this motion was carried out accurately? What would be the risks/ complications of looking at gender roles more closely?
3. What would you need to do to carry out this motion? How would it create a fairer/less fair situation?
4. What is going on in current affairs that this motion might have an effect on?
5. What problems in the world would be addressed by this motion?

Facts and Figures

These should complement your arguments, not replace them!

- Between 7,000 and 13,000 ex-forces personnel are estimated to be homeless in the UK. A range of research suggests that veterans are more likely to be unemployed than the population generally. They are also less likely to have access to social support networks, despite being more likely to experience mental health problems.
- Rachel Taylor of Child Soldiers International said: “It’s not about presenting the military as one of many options. It’s about exploiting people who don’t have a lot else going for them and taking advantage of that lack of opportunity to fill the ranks usually for the most dangerous and badly paid roles.”
- The MOD provides educational incentives such as NVQs along with a competitive pay check. It also provides free board for all employees along with Free Health and Dental Care.

**Remember to fully engage the audience, the basics of analysis and rebuttal.
Good luck and enjoy yourself!**



This House believes that students should learn about their peace heritage instead of learning about wars in modern history.

Key Issue

We all have experience of learning about why nations declared war upon each other and the impact that wars can have on the wider society. However, wouldn't it be more useful to learn the skills and values that avoid war or support peaceful cooperation between countries? In learning about wars, aren't we promoting the violence that they bring?



“Peace studies is not just about peace agreements and peacekeeping and big international interventions, it's about how people relate to one another, it's about acknowledging that conflict can be creative, and we can learn how to resolve conflict without violence, it's learning about on the basis of nonviolence, tolerance, equality, respect for differences, and social justice.”
Rachel Julian, a senior lecturer in Peace Studies at Leeds Metropolitan University.

Questions to consider

1. Who would be most affected by this motion? Would they be affected positively or negatively?
2. Whose responsibility would it be to ensure this motion was carried out accurately? What would be the risks/ complications of omitting the study of wars at school?
3. What would you need to do to carry out this motion? How would it create a fairer/less fair situation?
4. What is going on in current affairs that this motion might have an effect on?
5. What problems in the world would be addressed by this motion?

Facts and Figures

- Wales has one of the richest peace heritages in the whole world. The teachers of Wales provided the model for the United Nations in the 1920s, Aberystwyth University was the first to offer a degree in international relations and Wales is the only country in the world to have a Temple devoted to peace and charity work.
- In one study, 60% of students agreed that they had a better understanding of the importance of peace through their study of the breakdowns in communication that leads to warfare (https://www.researchgate.net/publication/27465415_Can_History_Teach_Us_Peace)
- The British Military has specific programmes aimed at engaging young people including British Military Fitness and a school assembly programme. Their aim is to build positive ideas about the military early on in order to encourage recruitment at 18
- In a study by the Historical Association, Teachers looking at WW2 agreed that dictators were important for students to study because their skills in persuasion and dealing with the will of the people were an important part of understanding citizenship
- According to a study carried out by Radford University (<https://www.radford.edu/content/cehd/home/peace-studies/defined.html>) 80% were unable to describe what peace really was beyond the absence of war: the study concluded that the skills required to build peace needed greater focus

**Remember to fully engage the audience, the basics of analysis and rebuttal.
Good luck and enjoy yourself!**

Worksheet 6d – All you need to know about... Running a debate

Creative and critical thinking is an essential component of ethical citizenship in the classroom yet students often struggle to see an issue from different perspectives. Debating is a fantastic way to support students in considering an argument from different perspectives, whilst also giving an opportunity to develop their speaking and listening skills in a competitive context. This leaflet offers some techniques to facilitate debate in your classroom

Step 1 - Introduce your topic

The topic for your discussion is usually called a “motion”.

When picking the motion for your debate, it is a good idea to find something that your class will have views on already and in particular it must be something that is genuinely controversial!

Examples of effective motions might be:

- Should we ban school uniform ?
- Should we make everyone vegetarian?
- Should we lower the voting age?

More topics are available at <https://cutt.ly/Md1DeIK>



Step 2 - Prepare your class

Once you have your topic(s), your next job will be to prepare your class.

Depending on how many students you have, you may want to do this in different ways.

For example:

- Students work individually to write a speech and the rest of the class will ask questions at the end.
- Students work in teams of two or three to write a speech and they offer opposing viewpoints to each other. This can be fun as you can also allow them to ask direct questions of the other team
- Students work in groups of about 5 to prepare for or against. Each group offers a speech and the rest of the class can comment either in support of or in opposition

Step 3 - Speech writing

When preparing speeches, the task for your students will be to convince the audience with a few well thought out points. Three good points is always better than ten poorly made ones and a structure that works well is

- **Headline** (We should all be vegetarian)
- **Reasons why** (it is good for health, the environment, and the economy)
- **Evidence** (Climate change is driven by meat production, doctors know a plant based diet is good for us, fruit and vegetables are cheaper and supportive of local farming)

Step 4 - Speech preparing

It's hard to convince your audience if you are reading a speech. Therefore, it's a really good idea to offer time to prepare how the speech will be delivered and to prepare for questions that might come up or to consider how you will challenge the other side of the argument. You may also want to set a time for the speeches.

Step 5 - Debate in action

Remind students before they start that their goal is to engage us. Therefore, if they freeze or go blank, to take their time and focus on simply speaking to the people around them. When hearing speeches, offer lots of opportunities for questions across teams or the class and remind them that these can be clarifying, challenging and comparing. It can also be really helpful to offer feedback at the end of a debate as people can learn on the spot about how they can move forward with their practice.

Step 6 - Evaluation

A great way to see if your debate has been successful is to look at whether opinions in the class have changed as a result. You can use an agreement line at the beginning or end of the session or simply a show of hands to see what has changed.



Malala Yousafzai: Campaigner for Girls' Education

Malala's story is quite famous, but it clearly shows what one person can accomplish if they are determined to work for change.

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. She went to a school founded by her father, Ziauddin Yousafzai. After the Taliban began attacking girls' schools in Swat, Malala gave a talk in Peshawar, Pakistan, in September 2008.

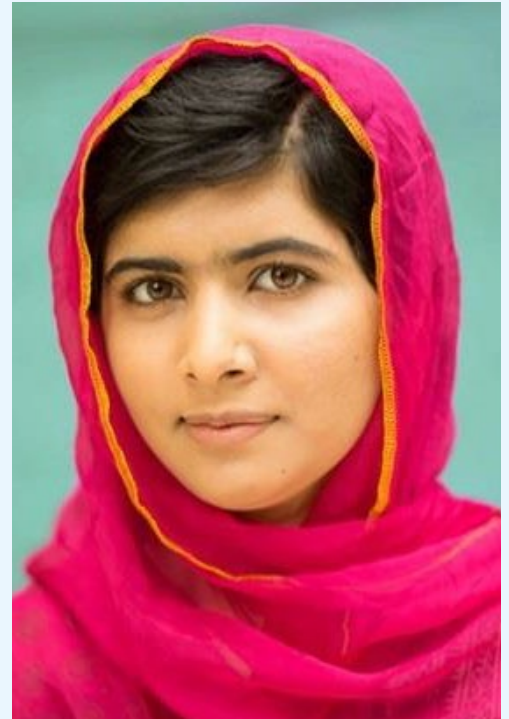
The title of the conversation was: "How dare the Taliban take away my right to an education?"

Early in 2009, Malala began creating blogs for the BBC about living with threats from the Taliban to ban her right to education. She used the mock name Gul Makai to hide who she really was. However, in December of that year, it was disclosed that she was the blogger.

When she was 14, Malala and her family discovered that the Taliban had threatened to kill her. Although Malala feared for the safety of her father who was a campaigner against the Taliban, her family did not believe that the fundamentalist group would harm a child.

However, on 9 October, on her way home from school, a man came onto the bus in which she was travelling, and asked which girl was Malala. When Malala's friends looked at her, the man shot at her, hitting her on the left side of her head. Two other girls were injured in the attack.

Since overcoming her injury, Malala has become an international campaigner for children's right to education. On her 16th birthday, she gave a talk to the UN on this theme. In 2014, she won the Nobel Peace Prize.



Discuss:

1. What in Malala's story created the greatest impression on you?
2. Is she a heroine? What qualities does she have?
3. What factors do you think helped her to succeed in her campaign?

Response:

- Imagine the conversation around the dinner table in Malala's parents' house upon hearing that the Taliban had threatened to kill her. Write a script!
- You are one of Malala's friends who was on the bus with her when she was shot. Write a report of what happened exactly, and how people felt.

Hadiqa Bashir – Campaigning against Early Marriage in Pakistan:

“Now 17 years old and living in Swat in Pakistan (the same area where Malala Yousafzai was born), Hadiqa Bashir has been campaigning against child marriage since she was 14 years old.

When she was 11 years old, a man – a taxi driver – asked her to marry him. Both her father and grandfather were in favour of the proposal. Fortunately, she has an uncle who’s a campaigner for human rights, and he persuaded the family that marrying children is illegal and contrary to human rights. Hadiqa was able to continue her education and life.

Hadiqa had a friend who was forced to marry when she was only 7 years old. After marrying, she stopped coming to school. One day, Hadiqa and her friends invited this girl to a party.



They were shocked to see that she was covered in bruises. Because of her experiences and through witnessing the experiences of other girls, Hadiqa decided that she had to do something.

This is why she set up the ‘Girls United for Human Rights ‘ Group – a group campaigning for women’s rights, and especially against girls marrying early. Hadiqa and her friends go from door to door, talking to mothers, fathers, families – all about the negative effects of early marriage on children’s health and well-being.

She has spoken to community groups and politicians, and has campaigned to raise the legal age to marry to 18. The group has also influenced religious leaders, asking them to talk about the rights of girls when they preach. “It’s not possible to keep women silent for a long time” says Hadiqa. “There’s a desire for change amongst our young people.” Despite threats from extremist groups, she continues with her campaign.

Discuss:

1. Why do some communities such as Swat in Pakistan continue the practice of marrying girls early?
2. What methods have Hadiqa and his friends used to persuade people that marrying young and forced marriage is wrong?

Response:

- Imagine that you are Hadiqa. Write a page from your diary describing your feelings when your dad told you that you had to marry the taxi driver when you were 11 years old. Describe what happened afterwards (advice and help from your uncle and reversing the original decision.)
- What about creating a drama or cartoon strip talking about the formation of the ‘ Girls United for Human Rights ‘ group, including the kind of conversations that they have with people on their doorstep to change their minds about marrying girls early.
- What about creating an exhibition or a short film about this problem and how to overcome it?

SDG 16: Justice

TITLE: 'IT'S NOT FAIR!' INJUSTICE AND HOW IT RELATES TO CONFLICT			
AGE GROUP:		ESTIMATED DURATION:	2 hours
MATERIALS:	<ul style="list-style-type: none"> • Copies of worksheet 8 page 1 to share between pairs or small groups • Copy of worksheet 8 page 2 and 3 for yourself • Worksheets 9, 10 and 12 • KS2: Worksheets 11a-c • SDG16 PowerPoint Presentation • Worksheet 13 is an additional activity. 		
ROOM REQUIREMENTS:	Flexible, with the ability to move chairs and tables and form working groups		
OBJECTIVES:	<ul style="list-style-type: none"> • To explore the meaning of 'justice' and how it's related to peace • To explore the consequences of injustice for individuals and society, the environment and the economy • To consider issues relating to justice, equality and diversity in our own area • To explore what we can do as young people and school communities to create a fairer and more just society 		
<p>The Four Purposes in focus</p> <p>This body of work will allow our pupils to explore being:</p>	<p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> ✓ find, evaluate and use evidence in forming views ✓ engage with contemporary issues based upon their knowledge and value ✓ show their commitment to the sustainability of the planet ✓ and are ready to be citizens of Wales and the world. <p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> ✓ set themselves high standards and seek and enjoy challenge ✓ are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts ✓ are questioning and enjoy solving ✓ can explain the ideas and concepts they are learning about ✓ can use number effectively in different contexts ✓ understand how to interpret data and apply mathematical concepts ✓ use digital technologies creatively to communicate, find and analyse information ✓ undertake research and evaluate critically what they find and are ready to learn throughout their lives. ✓ and are ready to learn throughout their lives 		
Cross-cutting themes	<ul style="list-style-type: none"> • Consider local, national & international contexts • Develop an understanding of human rights education and diversity 		
Cross-curricular skills	Creating digital content, Literacy, language & Communication, Listening as part of a collaborative talk, Collaborative talk, Questioning.		
SDGs involved:	<ul style="list-style-type: none"> • 10 (Reduced Inequality) • 16 (Peace, Justice & Strong Institutions) 	<ul style="list-style-type: none"> • 17 (Partnerships to achieve the Goal) 	

DESCRIPTION OF THE ACTIVITIES:

00.00 – 00.20	<p>Introduce the topic of Justice by doing an activity such as the Equality Game.</p> <p>Adapted from: https://www.theguardian.com/teacher-network/2015/jan/28/teach-students-equality-smarties</p> <p>Distribute stickers or pieces of fruit amongst the students, but unequally so that some get 5 or 6 and others get one or none. Keep the majority for yourself.</p> <p>Ask the students whether this was fair, and ask them to jot down their feelings and reactions.</p> <p>Now divide the group into two - 'adults' and 'children'. Who do they think should receive the most stickers or fruit and why? What if the stickers represented other things such as access to sports facilities or wifi? Now give the adults some money so that they can purchase what they want or need. Is this fair?</p> <p>Now consider other scenarios. What if both groups were adults and one group could access whatever the stickers / fruit represent and the others couldn't? Would this be fair - and how might we try to redress inequality? What about if the groups represented whole societies in different parts of the world? This activity should involve a discussion about how inequality and injustice makes us feel, and how this relates to the way society is organised locally, nationally and globally.</p> <p>You could illustrate this with some examples - e.g. facts about coffee farmers: https://www.fairtrade.org.uk/farmers-and-workers/coffee/about-coffee/</p>
00.20 – 00.40	<p>What is the relationship between Justice and Peace?</p> <p>Play this short video clip: https://www.youtube.com/watch?v=RaPncRqhdhU and give some background to the slogan.</p> <p>"No justice, no peace" is a political slogan that originated in protest of ethnic violence against African Americans by White Americans. The slogan was used as early as 1986, following the murder of Michael Griffith at the hands of a mob of white youths. Justice and Peace have been linked by other historical figures, with the meaning that neither justice nor peace can exist without the other. Referring to the jailing of anti-Vietnam war protestors in 1967, Dr Martin Luther King said: <i>"I might say that I see these two struggles as one struggle. There can be no justice without peace. And there can be no peace without justice"</i>.</p> <p>During the January 1972 World Day of Peace celebrations, Pope Paul VI said, <i>"If you want peace, work for justice"</i>.</p> <p>Ask your students: 'What do you think? Are there links between justice and peace?'</p> <p>Make a note of students' responses. You can also show PowerPoint Slide 11 here.</p> <p>Follow this up by doing the True / False: How Fair is that? activity (Worksheet 8, page 1 - largely adapted from Oxfam's website). Ask students to work individually or in small groups to decide whether each statement is true or false. Now present students with the actual answers (Worksheet 8, pages 2 - 3). Follow this with a discussion about the statements.</p> <ul style="list-style-type: none"> • Were there any statements that surprised you? • What do all of the statements have in common? • What do you think? Is justice an important element in achieving a peaceful society? Why? • What would a 'just' society look like? Who decides? <p>Students could also look at the photo activity provided on Worksheet 9: 'Inequality on the West Bank'. Ask students to look at the photos and comment on the two communities living side by side. How do they think this would affect the way members of each community viewed one another, and how might this affect relationships between them?</p> <p>With KS2, explore this further with another activity using the online resource 'Dollar Street' (https://www.gapminder.org/dollar-street/?topic=things-i-dream-of-having) which enables students to look at photos from different countries across the world in order to understand differences between people's standards of living and everyday lives and similarities between people's hopes, dreams and aspirations.</p> <p>Ask different groups to explore different aspects and report back what they found.</p>
00.40 – 01.00	<p>What are the consequences of injustice?</p> <p>You could introduce this topic by showing Slide 12, showing the consequences of just 2 aspects of injustice - racism and fast fashion.</p> <p>KS3:</p> <p>Split the group into 3 groups and look at case studies / materials relating to the following:</p> <p>a) The human consequences: e.g. Black Lives Matter</p> <p>Students can look at the Red Cross' materials on Black Lives Matter (https://www.redcross.org.uk/get-involved/teaching-resources/black-lives-matter-resources-for-young-people), in particular the case studies of (famous) black people talking about how they feel about being the victims of racism.</p> <p>See also this interview with the founders of the Black Lives Matter movement (KS3)</p>

	<p>b) Environmental consequences: unequal responses to climate change</p> <p>Students can look at the case study of the Ogiek community in Kenya, and how their being evicted from their lands is threatening the forests. (https://sizeofwales.org.uk/projects/defending-ogiek-communities/).</p> <p>The following tools can also help students explore the uneven consequences of climate change: https://www.google.com/url?q=https://germanwatch.org/en/crisis&sa=D&ust=1600588067585000&usg=AFQjCNHkI6IPtDTI-2IKLm5VOz7_O1o0fw https://bit.ly/2EIAp2Q AND https://climateactiontracker.org/</p> <p>c) Economic consequences: injustice of world trade or the fashion industry.</p> <p>This can be introduced by looking at the video ‘The Problem with Fast Fashion’ and doing the downloadable quiz here. (https://eslbrains.com/the-problem-with-fast-fashion/)</p> <p>Ask the students to look at ‘What’s the real price of your denims?’, a case study from Lesotho and background references (Worksheet 10) and read Bithi’s story from Bangladesh. https://medium.com/@worldvisioncan/bithis-story-child-labour-in-the-textile-and-apparel-industries-40b6da0c1521</p> <p>KS2 students can design their own outfit and then consider how it was produced and what impact it would have on people and the environment using the ‘Fast Fashion’ Powerpoint and worksheets produced as a Changemakers’ project (Worksheets 11a - 11c)</p> <p>Each group needs to put together a 10-minute presentation for the rest of the group highlighting:</p> <ul style="list-style-type: none"> • The consequences of inequality for people, the environment and the global economy – facts and figures; perhaps a personal story • How does this make people feel and the wider impact on society • How people’s human rights and SDGs are affected • How is this related to peace and strong institutions? • What can we do on this issue in terms of action and campaigning? <p>Instead of doing a presentation, some students might like to pick a specific situation and create a drama / role play, with people coming from different perspectives. Looking at the example of the Ogiek community in Kenya, for instance, roles could include someone being kicked off their land, an environmental NGO who thinks national parks are needed to protect biodiversity, a national park ranger employed by the park etc. How do the different people in the role play feel? What do they need? How could the different groups work together to achieve a solution?</p> <p>KS2 students can engage with the materials ‘Lesotho Dams and Tryweryn’ (https://bit.ly/3hLz9Uf) which look at the human and environmental impact of building dams, linking the drowning of Tryweryn with the building of dams in Lesotho. These materials include an opportunity to explore the issues involved through role play.</p>
1.00	The consequences of injustice (contd):
–	The three groups do their presentations / role plays.
1.30	Students discuss what they have heard, what they have learnt and how it makes them feel.
1.30	How does this affect me?
–	(Students will have been asked to look out for local issues on the news and in local newspapers)
1.45	<p>Introduce this by looking at Slide 13, which highlights 3 issues which are relevant to students.</p> <p>Ask: “What issues are you concerned about locally which you think are unjust / unfair, and which you would like to raise awareness of?” e.g:</p> <ul style="list-style-type: none"> • Food poverty • Who do we commemorate on monuments and why? This could include monuments to slave owners (see: https://www.walesonline.co.uk/news/wales-news/picton-carmarthen-cardiff-black-lives-18382570); also thinking about war memorials and what monuments for peace might look like. (See: ‘How we Remember: Memorials: https://hwb.gov.wales/api/storage/6616bb4a-bdfe-4fb5-9aa9-179e96da0e0d?preview=true). Students could also look at Worksheet 12: ‘How should we remember the Holocaust?’ for inspiration. • Racist attitudes towards asylum seekers: (See: https://www.tivysideadvertiser.co.uk/news/pembrokeshire-news/18728142.far-right-activist-tommy-robinson-dubs-penally-asylum-seeker-plans-sickening-amid-social-media-storms/) • Inequality in the way COVID-19 has affected young people and how they have been portrayed as irresponsible spreaders of the virus • Other..... <p>Students could choose an issue they would like to explore further and take action on by taking part in Dot Voting.</p> <p>In this activity students brainstorm issues around inequality that are of concern to them, - including the above - and then put a coloured dot against their top issue. Students are then divided into groups accordingly.</p>

1.45 – 2.00	<p>It's not fair! What can we do about it?</p> <p>Students divide into groups according to an issue around injustice they feel passionate about. Start planning out how they could take action on this – e.g.</p> <ul style="list-style-type: none"> • What information do they need to gather? • Who do they need to talk to? / involve? • What are they aiming to achieve and why? • How would they raise awareness? • What would 'success' look like? <p>Students could be given a project-planning template to help them. Some planning tools are available here: Planning sheet: https://hwb.gov.wales/api/storage/54570cd1-022d-4d12-a06d-c43bd89c929a/8.Planningsheet-Engl.pdf Impact grid: https://www.actionaid.org.uk/sites/default/files/schools_get_global.pdf</p>
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ADDITIONAL ACTIVITIES:

This unit on Justice is a good opportunity to explore issues of prejudice and stereotyping.

1. Introduce the theme of prejudice and stereotyping through this game.

Ask the students to close their eyes. Go around the group placing coloured stickers on students' foreheads. Vary the number of stickers for each colour e.g. 8 students with blue stickers, 5 with red, 4 with green.... Have a couple of students who are the only people with particular coloured dots.

Now ask the student to open their eyes and tell them to arrange themselves 'as they think best'. They are allowed to help others, but may not speak. Once everyone is in a group, sit back down. Explore what happened and how it made people feel. How did you find 'your' group? How did it feel to belong / not belong to a group? Did you think of inviting someone with a different coloured sticker into your group? How does this relate to 'normal' life and the way people interact?

2. What is a stereotype?

How would your students define a stereotype? Can they think of any examples? For instance, what would come to mind if I asked you to define a 'typical' Welshman / Welshwoman?

Introduce a definition of stereotype - e.g. 'A preconceived and oversimplified idea of the characteristics which typify a person, race, or community which may lead to treating them in a particular way.' (Oxford English Dictionary) Can stereotypes be harmless? Why are they problematic?

3. Myths and stereotypes and their possible effects on individuals and communities:

Look at prejudice and stereotypes in more depth by using videos and related resources -

a. Tackling Islamophobia:

You may like to look at these videos and accompanying resources from the Children's Commissioner for Wales which looks at some of the myths and stereotypes about Islam and the real life experience of young Muslims in Wales.

(<https://www.childcomwales.org.uk/publications/tackling-islamophobia-resource/>)

b. KS3: 'The Incident':

This Crimewatch style video by the Equality and Human Rights Commission looks at the possible consequences of racism. Students could discuss why Harry and his friends treat Mohammed as they do? What stereotypes / myths are they projecting onto him? What don't they understand? How do you think Mohammed is feeling and why does he act as he does?

4. Social Justice Perspective Tools:

(This activity is adapted from 'Peace and Justice: it's up to YOUTH'- Youth Council of Ireland resource pack)

Introduce the Social Justice Perspective Tools (**Worksheet 13**) - i.e. techniques you can use when looking at stereotypical statements, including in the media or on social media.

Allocate some stereotypes to each group and ask them to use the Social Justice Perspective Tools as a way of questioning / challenging the stereotypes. Which tools were useful?

REFERENCES:

No justice no peace – explanation of origins and a consideration of different aspects:

https://en.wikipedia.org/wiki/No_justice,_no_peace

Stories of Welsh men and women who have worked for peace can be found on the Wales for Peace website and also here: <https://www.wcia.org.uk/welsh-peacemakers-feature-articles/>

To find out more about Conscientious Objectors in Wales and round the world and how they have been treated, you can start with the 'Remembering for Peace' resource here:

<https://hwb.gov.wales/api/storage/fe0f9f13-c528-4569-914f-762ec84ff0aa?preview=true>

Worksheet 8 – True / False: How fair is that?



<p>1</p> <p>THE WORLD'S RICHEST 1% HAVE MORE THAN TWICE AS MUCH WEALTH AS 6.9 BILLION PEOPLE.</p>	
<p>2</p> <p>ALMOST HALF OF HUMANITY IS LIVING ON LESS THAN \$5.50 A DAY.</p>	
<p>3</p> <p>TODAY 129 MILLION CHILDREN – 1 OUT OF EVERY 10 – WILL NOT BE ALLOWED TO GO TO SCHOOL.</p>	
<p>4</p> <p>FOR EVERY 100 BOYS OF PRIMARY SCHOOL AGE WHO ARE OUT OF SCHOOL, 121 GIRLS ARE DENIED THE RIGHT TO EDUCATION.</p>	
<p>5</p> <p>EVERY DAY 8,000 PEOPLE DIE BECAUSE THEY LACK ACCESS TO AFFORDABLE HEALTHCARE.</p>	
<p>6</p> <p>EACH YEAR, 50 MILLION PEOPLE ARE FORCED INTO EXTREME POVERTY DUE TO HEALTHCARE COSTS.</p>	
<p>7</p> <p>MEN OWN 50% MORE OF THE WORLD'S WEALTH THAN WOMEN, AND THE 22 RICHEST MEN HAVE MORE WEALTH THAN ALL THE WOMEN IN AFRICA.</p>	
<p>8</p> <p>THE UNPAID CARE WORK DONE BY WOMEN IS ESTIMATED \$10.8 TRILLION A YEAR - THREE TIMES THE SIZE OF THE TECH INDUSTRY.</p>	
<p>9</p> <p>IN THE UK THE UNEMPLOYMENT RATE FOR PEOPLE AGED 16-24 IS 13.4%. (MAY - JULY 2020) THE OVERALL UNEMPLOYMENT RATE IS 3.9%. (APRIL - JUNE 2020)</p>	
<p>10</p> <p>IN MARCH 2019 WOMEN MADE UP 34% OF MEMBERS OF NATIONAL LEGISLATIVE BODIES AROUND THE WORLD.</p>	

Worksheet 8 – True / False: How fair is that? (Answers)



<p>1</p> <p>THE WORLD'S RICHEST 1% HAVE MORE THAN TWICE AS MUCH WEALTH AS 6.9 BILLION PEOPLE.</p>	<p>True: Billionaires have more wealth than the 4.6 billion people who make up 60 percent of the planet's population.</p>
<p>2</p> <p>ALMOST HALF OF HUMANITY IS LIVING ON LESS THAN \$5.50 A DAY.</p>	<p>True: Around 735 million people are still living in extreme poverty. Many others are just one hospital bill or failed harvest away from slipping into it.</p>
<p>3</p> <p>TODAY 129 MILLION CHILDREN – 1 OUT OF EVERY 10 – WILL NOT BE ALLOWED TO GO TO SCHOOL.</p>	<p>False: The true figure is 258 million children - 1 out of every 5. In many countries a decent education or quality healthcare has become a luxury only the rich can afford.</p>
<p>4</p> <p>FOR EVERY 100 BOYS OF PRIMARY SCHOOL AGE WHO ARE OUT OF SCHOOL, 121 GIRLS ARE DENIED THE RIGHT TO EDUCATION.</p>	<p>True: Boys are often given priority whilst girls have to stay at home and help with essential tasks</p>
<p>5</p> <p>EVERY DAY 8,000 PEOPLE DIE BECAUSE THEY LACK ACCESS TO AFFORDABLE HEALTHCARE.</p>	<p>False: The true figure is 10,000 people a day. In most countries having money is a passport to better health and a longer life, while being poor all too often means more sickness and the likelihood of dying earlier.</p>
<p>6</p> <p>EACH YEAR, 50 MILLION PEOPLE ARE FORCED INTO EXTREME POVERTY DUE TO HEALTHCARE COSTS.</p>	<p>False: The true figure is 100 million people each year. In the UK we are lucky in that we can access healthcare for free. This is not the same everywhere. In developing countries, a child from a poor family is twice as likely to die before the age of five than a child from a rich family</p>
<p>7</p> <p>MEN OWN 50% MORE OF THE WORLD'S WEALTH THAN WOMEN, AND THE 22 RICHEST MEN HAVE MORE WEALTH THAN ALL THE WOMEN IN AFRICA.</p>	<p>True: With less income and fewer assets than men, women make up the greatest proportion of the world's poorest households, and that proportion is growing</p>
<p>8</p> <p>THE UNPAID CARE WORK DONE BY WOMEN IS ESTIMATED \$10.8 TRILLION A YEAR - THREE TIMES THE SIZE OF THE TECH INDUSTRY.</p>	<p>True: Women are more likely to be found in poorly paid and precarious employment, supporting the market economy with cheap or free labor. They are also supporting the state through billions of hours of unpaid or underpaid care work, a huge but unrecognized contribution to our societies and economic prosperity.</p>
<p>9</p> <p>IN THE UK THE UNEMPLOYMENT RATE FOR PEOPLE AGED 16-24 IS 13.4%. (MAY - JULY 2020) THE OVERALL UNEMPLOYMENT RATE IS 3.9%. (APRIL - JUNE 2020)</p>	<p>True: This was up from 12.2% in the previous quarter and from 11.4% a year before</p>
<p>10</p> <p>IN MARCH 2019 WOMEN MADE UP 34% OF MEMBERS OF NATIONAL LEGISLATIVE BODIES AROUND THE WORLD.</p>	<p>False: The figure was actually 24%. Although the number is increasing, it doesn't reflect women's share of the overall world population. The % in the UK parliament is currently 34%, and in the Welsh Senedd 47%.</p>

Worksheet 9 – Inequality on the West Bank



- Look at the photos below of 2 communities living side by side.
- What strikes you about the photos?
- How do you think the people living in both communities feel towards the other?



What the photos portray – and their significance.

These photos were taken on the Occupied Palestinian Territories or what is often called the ‘West Bank’. They show Israeli settlements existing side by side with Palestinian communities.

The Israeli-Palestinian conflict is complex, with its roots in history, politics and religion. One aspect of the situation that is internationally recognised as illegal, however, is the building and expansion of Israeli settlements on the West Bank.

This is because it is contrary to International Law for an occupying power to establish its population in the area under occupation. Many see these settlements as a way of establishing ‘facts on the ground’, making it impossible for the Palestinians to create a viable state of their own alongside Israel. Most governments support this ‘two state solution’ to the conflict, including that of the UK.

At best this is an uneasy coexistence. In reality, Palestinian communities suffer because of settlement expansion. Land traditionally used for farming is forcibly taken away, meaning that farmers don’t have access to land to graze their animals or to care for their olive trees. The settlements require a road network and security fences, which eat up further land and block easy access to schools, businesses and hospitals and mean that people have to negotiate military checkpoints when going about their everyday business.

The settlements use a disproportionate amount of water, including for swimming pools and sprinklers, whilst neighbouring communities have to buy in water in tanks to feed their animals and families. The community of Al-Hadidya in the Jordan Valley, situated next to the illegal settlement of Ro’i, subsists on only 20 litres of water per day per capita, the amount the World Health Organisation considers adequate for ‘short term survival’ after disasters.

Find out more:

If you would like to find out more about the Israeli-Palestinian conflict and how it affects young people, you can find some details here:

An animated introduction to the conflict can be found here:

<https://www.youtube.com/watch?v=Y58njT2oXfE> (Jewish Voice for Peace)

Another good introduction can be found here:

<https://www.youtube.com/watch?v=iRYZjOuUnIU>

The following reports convey information about how the occupation and settlements affect the everyday life of Palestinian children and young people going to school:

‘Danger is our Reality’ Save the Children (April 2020)

<https://resourcecentre.savethechildren.net/node/17467/pdf/ch1435605.pdf>

‘Rise in incidents disruption schooling across the West Bank’ (UNOCHA – United Nations Office for the Coordination of Humanitarian Affairs), December 2018:

<https://www.ochaopt.org/content/rise-incidents-disrupting-schooling-across-west-bank>

Llanidloes in Mid Wales is twinned with Assawiya, a rural village near Nablus in the North of the West Bank where the children have suffered harassment by the military and tear gas attacks.

Perhaps you could invite someone to come and speak to you?

See: <http://psccymru.weebly.com/about-us.html>

Worksheet 10 – What’s the real cost of your denims



The fashion industry has always been known for its questionable practices and shady secrets. Fast fashion is an industry founded upon low wages, poor worker standards, chemicals and waste. The fast fashion industry has been reliant on the exploitation of garment workers since its conception. The UK spends billions on clothes every year and yet some garment workers only take home £20 a week. Of the 74 million textile workers worldwide, [80% are women of colour](#).

In an article written in August 2020 for The Guardian, Annie Kelly writes about some appalling practices uncovered in clothing factories in the Mountain Kingdom of Lesotho. Lesotho is a land-locked country in Southern Africa where over half of the population live in poverty. Unemployment is high and good jobs are hard to come by. In Maseru, the capital city jobs in the fast fashion industry are on the increase. There are a number of large clothing factories employing hundreds of workers – mainly women. This sounds promising, but injustice and inequality is impacting on the physical and mental wellbeing of the workers.

Annie Kelly says:

‘The managers didn’t hire enough regular workers to complete the clothing orders that flooded in from Europe and the US. Instead, every morning, a few hours after the sewing machines had started whirring, a male supervisor would stroll out to the factory gates where dozens of women waited. As he approached, they would surge forward, pressing themselves close to the railings and calling out their names. These women were known as the “dailies” – unemployed cutters and machinists who went from factory to factory looking for a few hours of casual work. To get picked from the crowd, the women knew that they would have to probably endure repeated harassment and assault to secure a daily wage of just over £6 a day.

These factories in Lesotho supply some of the most famous denim brands in the world. The brands had all carried out social audits and factory inspections, which are supposed to detect human rights and labour violations, but none had picked up the degrading and abusive conditions the female workers endured. The Worker Rights Consortium report was the first to link major brands directly to sexual violence in Lesotho, but garment workers in India, Brazil, Mexico, Sri Lanka, Turkey, China, Bangladesh and Vietnam have also reported being stalked, harassed and assaulted in factories making clothing for international brands.”

With such practices in the fashion industry seemingly all too common – whose responsibility is it? So many of us in the Western world want cheaper clothes. We buy an item, wear it a few times, discard it and replace it with yet another next cheap t-shirt or pair of jeans. How many people really care why their clothes are so cheap – as long as they are? While the burden of responsibility lies ultimately with the businesses making huge profits, we must acknowledge that we also have a responsibility.

So, if you are planning on ‘making the most’ of those post-lockdown clothes sales, think about the message you are sending to those big brand owners. Ask yourself – what is the real cost of that pair of jeans you have your eye on?

To find out more about ethical buying and who’s taking actions to try to stop the injustice and inequality:

- The Fashion Revolution - <https://www.fashionrevolution.org/about/get-involved/>
- Fair Wear Foundation - <https://www.fairwear.org>
- PayUp movement - <https://www.supportgarmentworkers.org/payup-fashion>
- Worker Rights Consortium - www.workerights.org

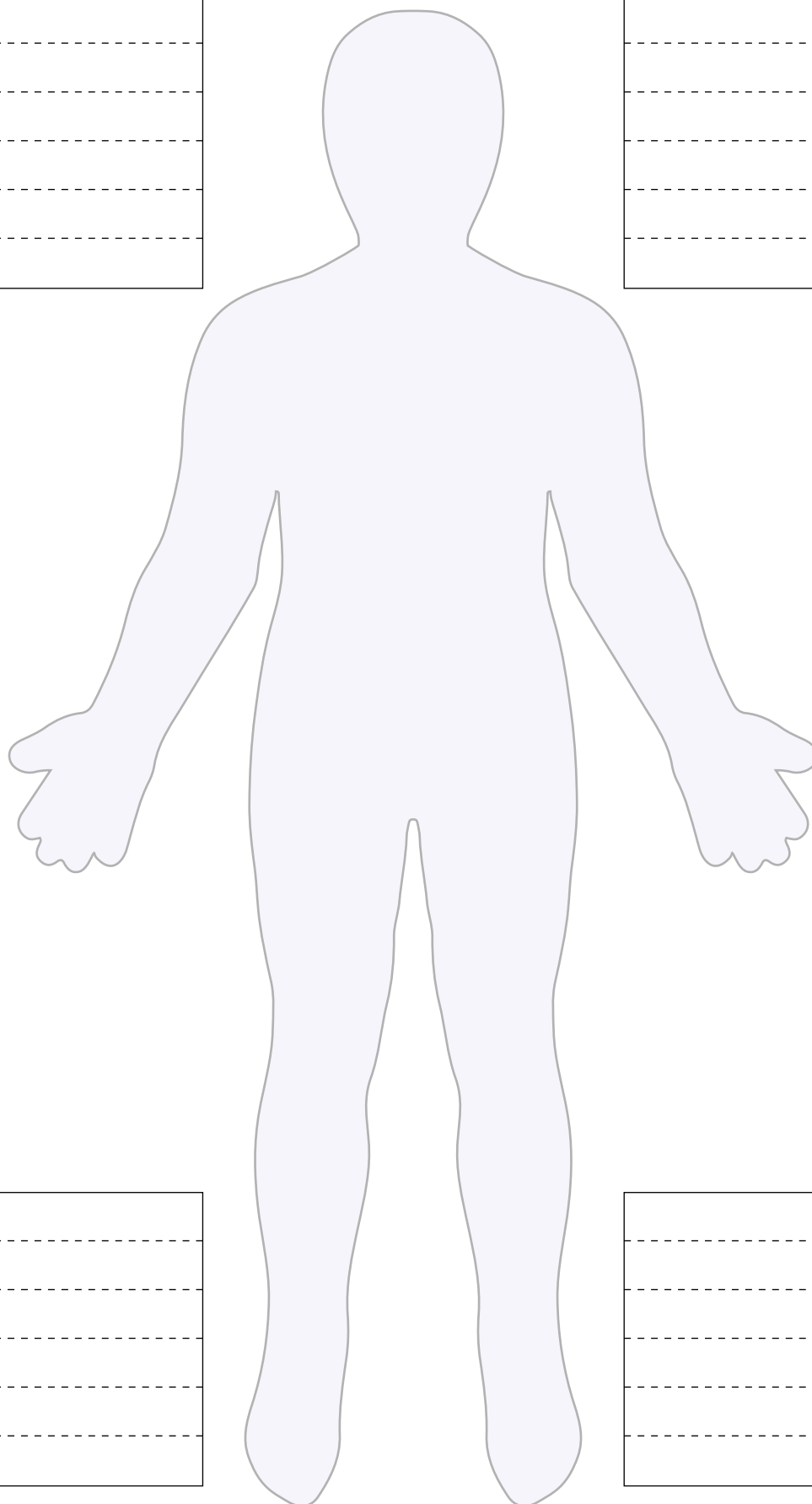
References:

- <https://www.theguardian.com/news/2020/aug/20/fashion-industry-jeans-lesotho-garment-factory-workers-sexual-violence>
- The environmental cost of fast fashion: <https://www.nature.com/articles/s43017-020-0039-9>
 - Fast fashion speeding towards environmental disaster: <https://www.theguardian.com/fashion/2020/apr/07/fast-fashion-speeding-toward-environmental-disaster-report-warns>
 - The Ethics of Fast Fashion: <https://www.rgs.org/schools/teaching-resources/the-ethics-of-fast-fashion/>



Personal shopper task

Use the outline below to design an outfit. Remember to think about what materials you want to use, as well as adding some labels to explain your idea.





Here are some ideas for your outfit.

Would you like to be a SuperHero, dress like one of your favourite film characters, or make up your own look? Think about what materials, colours and designs you want to use...

Designs

Just some ideas – you'll have lots more



Materials



Denim: jeans could be a good choice because they are comfortable and help you to move around.



Leggings are also comfortable and could have a design of your choice



A satin cape and mask can turn you into a super person in seconds!



A hat can give you identity and set your outfit off!

Worksheet 12 – How should we remember the Holocaust cards



Stolpersteine, Germany



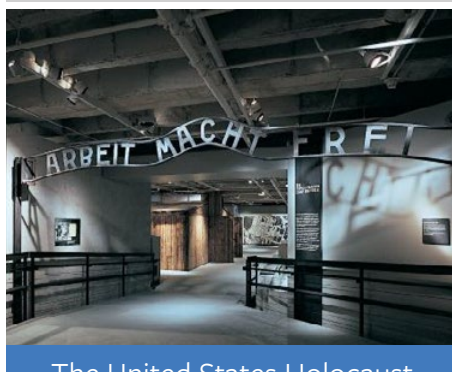
Treblinka, Poland



Babi Yar, Kiev



Oshpitzin app



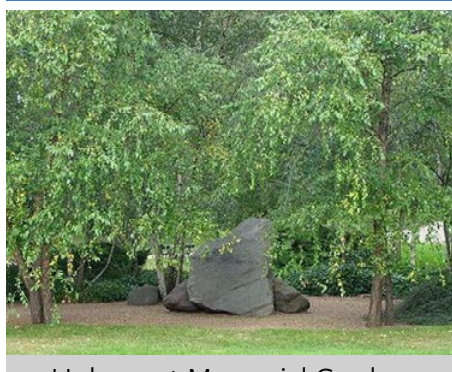
The United States Holocaust Memorial Museum, Washington



Sculpture of Love and Anguish, Miami



Holograms of Holocaust survivors



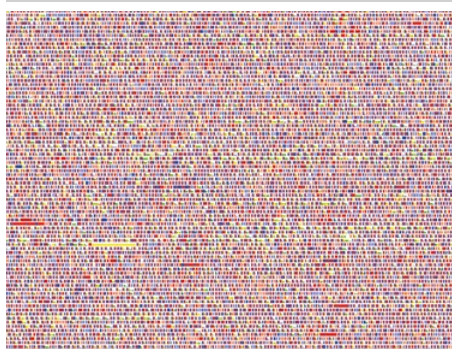
Holocaust Memorial Garden, Hyde Park, London



IWitness



Memorial to the Murdered Jews of Europe, Berlin



Digital Monument to the Jewish Community in the Netherlands










Yad Vashem, Jerusalem

Download the full set of cards here:

https://www.het.org.uk/images/downloads/Resources/How_Should_We_Remember_cards.pdf



 <p>A Frame</p>	<p>Think about the context Consider what is outside the frame. <i>What do you see, what do others want you to see, what is not there?</i></p>
 <p>Satellite</p>	<p>Take an overview. Seeing the world connections looking at worldwide trends, using a Global perspective</p>
 <p>Microscope</p>	<p>Consider the details of an issue...</p> <ul style="list-style-type: none"> • Look at it closely • Zoom in to see more
 <p>Filter</p>	<p>When considering narratives on an issue...</p> <ul style="list-style-type: none"> • Removing the agendas and propaganda • Filtering the misinformation and manipulation
 <p>Glasses</p>	<p>Using multiple perspectives. Using a different point of view. Seeing through others eyes.</p>
 <p>Weighing Scales</p>	<p>When considering the consequence of an action that may be taken on an issue...</p> <ul style="list-style-type: none"> • How much help? • How much harm?
 <p>Mirror</p>	<p>If you could see yourself reacting to an issue...</p> <ul style="list-style-type: none"> • How do you see it affecting YOU, your thoughts and feelings? • What would your action look like to YOU?

Stereotypical Statements

What do you think of these statements? How can we challenge them? Are the Social Justice Perspective Tools helpful in doing this? Try them out and feed back to the whole group!

- All Muslims are terrorists
- Bombing countries is the only way to stop them from attacking us; it's their own fault.
- Climate change is not real; it's just a scare tactic by eco hippies.
- All homeless people are drug addicts.
- People involved in gangs are just scum bags who need to be locked up.
- Unemployed people are just too lazy to get a job.
- We need to look after our own before we give money or support to other parts of the world.
- Anyone who is involved in terrorism should get the death penalty.
- There is no inequality between men and women anymore.
- 'Black lives matter' is racist. We should be saying that 'all lives matter.'
- If you come to my country, then you must do things the way we do.

SDG 16: STRONG INSTITUTIONS

TITLE: STRONG INSTITUTIONS - GETTING YOUR VOICE HEARD	
AGE GROUP:	9 – 14 yrs old
	ESTIMATED DURATION: 2 hours
MATERIALS:	<ul style="list-style-type: none"> • Copies of Worksheets 14 & 15 • SDG 16 PowerPoint Presentation • KS2: Sets of Needs and Wants cards from Worksheet 16, and copies of Worksheet 17 to share
ROOM REQUIREMENTS:	Flexible, with the ability to include group work and interactive exercises
OBJECTIVES:	<ul style="list-style-type: none"> • To introduce the idea of strong institutions and why they are important to achieve equal, just and peaceful societies; • To understand what happens in societies where representative and decision-making structures are weak; • To introduce what's in place in Wales to help us achieve a society which listens to its citizens and promotes their health and wellbeing; • To consider what's in place on the ground for children and young people to ensure they have a voice and their needs are met; • To create and run a democratic exercise to consider how their school can be fairer and more inclusive.
<p>The Four Purposes in focus</p> <p>This body of work will allow our pupils to explore being:</p>	<p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> ✓ find, evaluate and use evidence in forming views ✓ engage with contemporary issues based upon their knowledge and value ✓ show their commitment to the sustainability of the planet ✓ and are ready to be citizens of Wales and the world. <p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> ✓ set themselves high standards and seek and enjoy challenge ✓ are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts ✓ are questioning and enjoy solving ✓ can explain the ideas and concepts they are learning about ✓ can use number effectively in different contexts ✓ understand how to interpret data and apply mathematical concepts ✓ use digital technologies creatively to communicate, find and analyse information ✓ undertake research and evaluate critically what they find and are ready to learn throughout their lives. ✓ and are ready to learn throughout their lives
Cross-cutting themes	<ul style="list-style-type: none"> • Consider local, national & international contexts • Develop an understanding of human rights education and diversity
Cross-curricular skills	Creating digital content, Literacy, language & Communication, Listening as part of a collaborative talk, Collaborative talk, Questioning.
SDGs involved:	<ul style="list-style-type: none"> • 10 (Reduced Inequality) • 16 (Peace, Justice & Strong Institutions) • 17 (Partnerships to achieve the Goal)

DESCRIPTION OF THE ACTIVITIES:	
00.00 -	Strong Institutions - what does that mean? Give some background:
00.10	In 2015, 193 World leaders promised to work for a fair, inclusive and sustainable future for people and the planet. They committed their governments and citizens to adopt the United Nations 2030 Agenda for Sustainable Development . Over 15 years, the Sustainable Development Goals aim to involve countries across the world in ending all forms of poverty, fighting inequalities and tackling climate change, whilst ensuring that no one is left behind. Now introduce the idea of strong institutions by showing the following video: https://www.youtube.com/watch?v=NCf4xAfPzTc . Each student has a sheet with some key words (Worksheet 14). Ask them to tick off the words as they hear them. What do they mean and why are they important? Then show this short video again and ask “What do we mean by ‘strong institutions’?”
00.10 -	What do strong institutions mean in practice? Pupils look at problems or issues individuals, families or communities can have (Worksheet 15).
00.30	Match them with the institutions they would get in touch with to help them solve these problems. What would they expect these institutions to do? What can we do if we don’t get the response we need?
00.30 -	Create a fair and democratic game! Divide the group into two teams (or more depending on the size of the group). Tell each group that they have 5 minutes to make up a ball game for the other groups to play, but they need to include 4 rules that make the game fair and inclusive. You can give the teams some examples (see: https://ggimpactgames.com/play/goal-16/). Some groups may like to think of a board game instead, or you could explore ways of doing parachute games that are fair and cooperative. For more ideas, look at the Woodcraft manuals listed in the resources.
00.45	Suggestion: to break up the lesson, play one of these games at intervals across the lessons on strong institutions.
00.45 -	What happens when there aren’t strong institutions in place? KS3:
01.00	For this activity, use Amnesty International’s pack ‘Learning about Human Rights in the Secondary School’ (https://www.amnesty.org.uk/resources/teaching-pack-everyone-everywhere-human-rights-secondary-school) and the Schools of Sanctuary and / or Stories of Sanctuary packs, available on Hwb. Introduce your students to the Universal Declaration of Human Rights (Amnesty International’s Lesson 1, Resource sheets 2 & 3). Explain to them that these are rights that everyone across the world should be able to access. The UNDHR was agreed upon after WWII to try to avoid a mass genocide such as the Holocaust ever happening again. Allocate case studies to students from the Amnesty pack (Lesson 4 case studies) and from the sanctuary packs named above especially this sheet , where refugees and asylum seekers explain why they fled to the UK. Ask students to consider: <ol style="list-style-type: none">1. What human rights were not being respected in these cases?2. What were the consequences for the people concerned?3. Can you find out more about the countries named?4. What do you think would happen in Wales / the UK? KS2: Use Unicef UK’s Wants and Needs cards to explore with your students which things in their lives are essential and which are ‘nice to have’ (See: https://www.tes.com/teaching-resource/wants-and-needs-cards-6041097 - also Worksheet 16) Ask them to consider who they could talk to if they felt one of their rights wasn’t being met. (*Teachers will need to be sensitive here and be aware of the possibility of disclosure)
01.00 -	The importance of strong institutions (contd) KS3:
01.15	Ask students to feed back what they found out from their case studies. Say that on the whole people’s rights are respected and protected in the UK, but it may not be the same for everyone. You can show one of the animations about the experiences of Refugees and Asylum seekers on the BBC2 resource ‘Seeking Refuge’ here: https://www.bbc.co.uk/programmes/b01k7c4q/clips KS2: Consider the ‘Agony Aunt’ situations on Worksheet 17 (bullying, not being listened to, invasion of privacy, being picked on, quality of food, not able to play...). What advice would you give this young person? Who can they talk to? What should they ask that person to do? As an extension activity, pupils could make up their own ‘Agony Aunt’ problems and write their own solutions. (*Teachers will need to be aware here in case students come up with situations that include safeguarding concerns)

<p>01.15 – 01.25</p>	<p>Wales – a fair and equal country?</p> <p>Spend a bit of time outlining some of the things that are in place in Wales to try to promote fairness and equality and ensure that children and young people in particular are listened to and can access their rights. (See PowerPoint Slide 9)</p> <p>Introduce the Wellbeing of Future Generations Act (PowerPoint) and say that the WG has a good reputation internationally as a government institution that is responsive, inclusive, participatory and representative in their decision-making processes with the aim of establishing a fair and inclusive society in Wales where no-one is left behind.</p> <p>How does this work in practice?</p> <p>Use Powerpoint slides 14 & 15 and Worksheet 15 to remind your students of the people and structures that are in place in Wales to ensure that people are listened to, represented, included and protected, including children and young people.</p> <p>These include:</p> <ul style="list-style-type: none"> • Welsh Youth Parliament • Children’s commissioner • School Council • Senior Management Team • Teacher / social worker / dinner lady • Local council • Parents / member of family • Senedd Member • Member of Parliament
<p>01.25 – 01.45</p>	<p>What’s in place to ensure children and young people’s rights are respected – the UNCRC:</p> <p>Say that you’re now going to talk about what is in place in Wales and the world to keep children and young people safe, happy, healthy and heard.</p> <p>KS2:</p> <p>Use the lesson plan from the Children’s Commissioner for Wales (https://www.childcomwales.org.uk/resources/) to introduce (or recap on) the UNCRC and what this means for children and young people.</p> <p>Play the video: ‘Children’s Wrongs’, then do the yes, no, maybe activity to help them to understand how their rights are being met.</p> <p>A nice creative activity is also included in Activity 8 of Amnesty International’s Primary Pack on Human Rights - i.e. creating a quilt to illustrate the rights in the UNCRC.</p> <p>KS3:</p> <p>You could use the lesson plan for KS3 from the Children’s commissioner (https://www.childcomwales.org.uk/wp-content/uploads/2017/01/KS3_lessonplan_designed.pdf) to recap on children’s rights and consider whether or not they are being met in school.</p> <p>Alternatively, students could look at the children’s rights poster (https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_eng.pdf) and engage in a Diamond 9 activity, discussing which rights are most important for them, and why.</p>
<p>01.45 – 2.00</p>	<p>How can we ensure our school and community are fair, equal and representative?</p> <p>The aim of this activity is to support learners in exploring whether the structures they have in place in their school to protect and promote students’ rights are working as well as they should. Hold a discussion and consider the following questions:</p> <ul style="list-style-type: none"> • How do students’ needs, worries and concerns get discussed in schools? • What channels do people have for expressing ideas and concern, and are these accessible to everyone? Does anyone get left behind or left out, and if so, what can we do about it? • If students express an idea or concern, are they taken seriously and do they hear back about what’s being done about it and why / why not? • Are students able to engage respectfully with teachers and others to create change? • Are students themselves involved in really important decisions, or just quite trivial ones? • Do students have opportunities to engage with improving their society locally, nationally and globally? <p>You could follow this up by one of the following activities:</p> <ol style="list-style-type: none"> 1. Ask students to develop a short questionnaire to explore whether students believe decision-making in school is ‘fair, inclusive and responsive’. This could be developed as a whole group or in small groups, and could be applied at class, year or whole-school level. 2. Adapt the Children’s Commissioner’s ‘Dream School’ idea (https://www.childcomwales.org.uk/wp-content/uploads/2019/11/Dream-School-Eich-Ysgol-Breuddwydion.pdf) to look at how your school could be more inclusive, fairer and more representative. Draw an illustrated plan to present to your teacher / the school council / the Senior Management team.
<p>REFERENCES:</p>	<p>Activities for Woodcraft Folk Elfin Groups (Primary): https://woodcraft.org.uk/sites/default/files/elfin%20pack%20for%20website_0.pdf</p> <p>Activities for Woodcraft Folk Venturer Groups (Secondary): https://woodcraft.org.uk/sites/default/files/venturer%20pack%20for%20website.pdf</p> <p>Amnesty International’s ‘Learning about Human Rights’ packs (primary and secondary) are available in Welsh here: https://www.amnesty.org.uk/welsh-language-resources-human-rights-education</p>

Worksheet 14 – What do we mean by Strong Institutions?



Watch the following video: <https://www.youtube.com/watch?v=NCf4xAfPzTc> and tick off the words below as you hear them. **What do they mean and why are they important?**

Try to illustrate them with examples – e.g. when we say ‘strong institutions’, **what do we mean?**

Words and phrases	Meaning & Importance
Rule of law	
Representation and voice	
Rights	
Strong institutions	
Inclusive and transparent	
Everyone counts and is counted	
Violence and crime are prevented	
Legal rights are respected	
Governance of natural resources	
Equal access to justice	
Women are equally represented	
Honest and responsive	
Management of crime	
Included in decisions	
Services	

We can classify Institutions under some **broad headings** – e.g.

- **GOVERNMENT**
- **EDUCATION**
- **RELIGION**
- **LAW & ORDER**
- **HEALTH**
- **DEFENCE**
- **TRADE**

Look at the words below.

Under which heading would you put them?

- Churches • Schools • Army • Local Councils
- Hospitals • Police • Doctors • Welsh Government
 - Law Courts • Banks
- Children’s Commissioner • Universities
 - Laws / Legislation • Youth Parliament
 - TV & Radio • Nurses
- Air Force • Westminster Government
 - Supermarkets • Social Media

Worksheet 15 – Who can help me with that?



- On the left-hand side below you will find a number of problems / issues that children and young people may have which they need help with or which they want action on.
- On the right-hand side are a number of institutions people could go to get help with their problem / issue.
- **Can you match them up?**

<p><i>'I'm very annoyed about how many things are packed in single-use plastic in my local supermarket.'</i></p> <p><i>'I watched the news about Black Lives Matter. I think we should learn more about colonialism and racism in school.'</i></p> <p><i>'Our school uniform is way too expensive. My parents struggle, and I'm sure a lot of families have the same problem'</i></p> <p><i>'There aren't enough bins in my local park, which means there's always loads of rubbish there that isn't collected. My friends and I don't want to play there anymore'</i></p> <p><i>'I saw a report on the news about children in the war in Yemen. Can't someone do something to stop the fighting and make sure they get food and are cared for?'</i></p> <p><i>'I use a wheelchair and I find getting around in school really difficult. We need more ramps and a lift'</i></p> <p><i>'I don't think it's right that 16 yr olds can join the army. I think the recruitment age should be raised to 18'.</i></p> <p><i>'I think young people have been unfairly hit by COVID-19. I want to know what is being done about it in Wales and the UK in general'</i></p> <p><i>'I speak Welsh, but I have to do a lot of my out of school activities in English. I'd like there to be more opportunities for young Welsh-speakers or more training for staff'</i></p> <p><i>'Someone stole my bike from outside our local shop. It was brand new and I thought it was locked up fine.'</i></p> <p><i>'I'm very annoyed about how many things are packed in single-use plastic in my local supermarket.'</i></p> <p><i>'I watched the news about Black Lives Matter. I think we should learn more about colonialism and racism in school.'</i></p> <p><i>'Our school uniform is way too expensive. My parents struggle, and I'm sure a lot of families have the same problem'</i></p> <p><i>'There aren't enough bins in my local park, which means there's always loads of rubbish there that isn't collected. My friends and I don't want to play there anymore'</i></p> <p><i>'I saw a report on the news about children in the war in Yemen. Can't someone do something to stop the fighting and make sure they get food and are cared for?'</i></p> <p><i>'I use a wheelchair and I find getting around in school really difficult. We need more ramps and a lift'</i></p> <p><i>'I don't think it's right that 16 yr olds can join the army. I think the recruitment age should be raised to 18'.</i></p> <p><i>'I think young people have been unfairly hit by COVID-19. I want to know what is being done about it in Wales and the UK in general'</i></p> <p><i>'I speak Welsh, but I have to do a lot of my out of school activities in English. I'd like there to be more opportunities for young Welsh-speakers or more training for staff'</i></p> <p><i>'Someone stole my bike from outside our local shop. It was brand new and I thought it was locked up fine.'</i></p>	<p>Welsh Government</p>
	<p>Local Authority</p>
	<p>Westminster Government</p>
	<p>Other?</p>

We are lucky in Wales that – if we have a problem or issue – there is normally someone we can turn to and ask for a solution.

One of the things we can do if we are concerned about an issue is Write to our Local Council, Welsh Senedd Member or MP, but it's quite important to know who's responsible for what.

(See 'Write to Them' for information: <https://www.writetothem.com/>)

You can also start or sign a petition if you are over 13 and have an email address. To view some current petitions to the Welsh Senedd see <https://petitions.senedd.wales/petitions?state=open>

Other places we can go to for help are our local Citizen's Advice Bureau and Commissioners: in Wales we have a Commissioner for Children, for Older People and for the Welsh Language.



Download the full set of cards here:

<https://www.tes.com/teaching-resource/wants-and-needs-cards-6041097>

Worksheet 17 – What can I do?



When you have a problem, the most important thing is to be able to talk to someone who will listen. Look at the problems below.

Who do you think this young person can talk to, and what should they ask them to do?

Friendship problems....	Nothing to eat
My best friend has gone off with someone else, and now I have no-one to play with at break-time. I feel really lonely.	I'm vegan. There's hardly anything I can eat in the school canteen. I'm fed up of eating just potatoes all the time. Sometimes I get very hungry.
I need my space...	Stressed
My bedroom is my special space. I do my homework there, write my diary and just mess about.... My little brother keeps going in there and moving my things about. Yesterday, he messed up a special project I was doing for art. I need him to keep out.	I don't understand the latest work we've been doing in maths. I've got behind now, and I don't understand what the teacher is saying. I don't want to ask because everyone else seems fine.
Being left out...	Problems at home...
My best friend is in a wheelchair. It's really difficult for her at break time because she gets left out of games. I can see she'd really like to join in.	Mum and dad keep shouting at one another. Sometimes they wake me up at night. I'm really worried that they are going to split up and what will happen. I'm sometimes tired in school because I haven't had enough sleep.
Bullying ...	Safety...
Some people in my class pick on me because I look different and I don't speak English very well. I was looking forward to school, but now I feel very sad.	I walk to school because I live quite close. I get really worried about all the cars near the school gates at the beginning and end of the day. Some people just don't pay attention and sometimes I don't feel safe.

What and who do you have in place in school / at home to help you with any problems you have and who listen to your ideas about how you would like things to be – e.g. your parents / siblings; your teacher / teaching assistant; the school council; your friends.....?

Now it's your turn! Write a problem you would like answered (real or fictional). Pretend you are an 'Agony Aunt' and offer some advice / ideas as to how the problem could be solved.



TITLE:		REVIEWING WHAT WE'VE LEARNT AND GETTING READY FOR ACTION!	
AGE GROUP:	9 – 14 yrs old	ESTIMATED DURATION:	1 hours
MATERIALS:	<ul style="list-style-type: none"> • SDG 16 PowerPoint • Issues cards (Worksheet 18) • Planning sheet (See 'Making a Change for Peace' on Hwb: https://bit.ly/3cqO3Oy) • Impact grid (Worksheet 19) 		
ROOM REQUIREMENTS:	Flexible space for students to be able to discuss, take part in an interactive activity and plan in groups		
OBJECTIVES:	<ul style="list-style-type: none"> • To discuss what issues are of most concern to us after learning about SDG16 - what would we most like to take action on? • To discuss what different individuals and groups feel comfortable in doing in terms of taking action for change • To work with a group to start drawing up an action plan for an action or campaign 		
The Four Purposes in focus This body of work will allow our pupils to explore being:	<p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> ✓ find, evaluate and use evidence in forming views ✓ engage with contemporary issues based upon their knowledge and value ✓ show their commitment to the sustainability of the planet ✓ and are ready to be citizens of Wales and the world. <p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> ✓ set themselves high standards and seek and enjoy challenge ✓ are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts ✓ are questioning and enjoy solving ✓ can explain the ideas and concepts they are learning about ✓ can use number effectively in different contexts ✓ understand how to interpret data and apply mathematical concepts ✓ use digital technologies creatively to communicate, find and analyse information ✓ undertake research and evaluate critically what they find and are ready to learn throughout their lives. ✓ and are ready to learn throughout their lives 		
Cross-cutting themes	<ul style="list-style-type: none"> • Consider local, national & international contexts • Develop an understanding of human rights education and diversity 		
Cross-curricular skills	Creating digital content, Literacy, language & Communication, Listening as part of a collaborative talk, Collaborative talk, Questioning.		
SDGs involved:	<ul style="list-style-type: none"> • 10 (Reduced Inequality) • 16 (Peace, Justice & Strong Institutions) 	<ul style="list-style-type: none"> • 17 (Partnerships to achieve the Goal) 	

DESCRIPTION OF THE ACTIVITIES:	
00.00 – 00.10	Review some of the main issues we have covered in looking at SDG16. How do these relate to a more sustainable, equitable and peaceful world by 2030? How do they relate to our local community and school?
00.10 – 00.30	<p>Split students into groups of 5 - 6. Give each group a set of 'issues cards' (Worksheet 18)- i.e. issues that came out of our consideration of SDG16 and that we might wish to take action on or plan a campaign.</p> <p>Ask the groups to look at the cards and prioritise them using the Diamond 9 activity - i.e. agree what is their 'top' issue and put that at the top; then the 2 next important issues; then 3 more in the middle, then 2 then 1. Cards shouldn't be placed until the whole group has discussed them and agreed upon the ranking. Make sure that everyone's voice is heard. Groups report back on their top 3 issues, saying why they placed the 3 top ones as their main priorities.</p>
00.30 – 00.45	<p>What can I do? Values continuum:</p> <p>Start by saying that we are all different in the way we react to issues. Some of us may get very upset about things and want to take action straight away; others may like to spend time researching and be more comfortable with raising awareness and taking part in an online campaign; yet others may be interested in trying to get young people's voice heard and doing this through the channels that exist, in our school, community and nationally. Then there are people who like to get involved in creative responses - art, or music, or film Every team needs a mix of different skills - which may include research and IT skills, critical thinking, planning, creativity, publicity and public speaking. We will need to think who else we need to consult and liaise with and ask for support.</p> <p>The purpose of this exercise is to explore some of the actions that are open to young people wanting to make a change on an issue, and help us to understand what each one of us feels comfortable with doing.</p> <p>Cards are placed at each end of the room, one of which says 'I'm totally fine with that' and the other which says 'I'd run a mile before doing that'. The teacher calls out actions one by one (see below), then pauses. Students reflect then go and stand on a line between the two statements which reflect how they feel about it. It might be best to do this activity in silence, and state how important it is for students to think for themselves, and not be influenced by where their friends are standing.</p> <p>Here are some suggested statements:</p> <ul style="list-style-type: none"> • Organise a peace assembly or assemblies • Organise events on important peace days throughout the • Invite in a speaker • Organise an anti-racism or anti-bullying campaign • Organise a campaign on one of the issues we've learnt about - e.g. child soldiers, fast fashion, refugee children • Create a display or art installation on one of the above issues • Write a short drama about one of the above issues • Perform in a drama about one of the issues • Talk to my local council or Senedd Member • Take part in an online campaign • Take part in a demonstration • Fundraise for a good cause - e.g. War Child, Amnesty International • Write to my Senedd Member or MP • Start a peace group in school • Become a peace school <p>Students may like to reflect: 'What have I learnt about myself?', 'What kinds of actions am I happy to be involved with, and where do my skills lie?'</p>
0.45 – 01.00	<p>Action Planning:</p> <p>You could introduce this by looking at PowerPoint slide 16.</p> <p>Ask students to now decide what issue they would like to take action on, and to get into a group with others. You could do this by brainstorming the issues students are concerned about and then running Dot Voting, where they place a sticker with their name on it against the issue they'd most like to take action on. Students get into groups accordingly.</p> <p>Give each group a planning sheet and an impact grid (Worksheet 19) to help them in their planning.</p> <p>Ask each group to consider:</p> <ul style="list-style-type: none"> • What they wish to achieve, and by when - what change would they like to see? • What materials they need • Who they will involve (e.g. other students, staff, community members, an outside speaker...) • Is your campaign local, national or global? • Who will you try to get on-side (e.g. AMs, MPs, celebrities, community members....)
REFERENCES:	'Making a Change for Peace' - toolkit for Young Peacemakers on Hwb - https://bit.ly/3cqQ3Oy



Nuclear weapons

Child soldiers

Child Refugees

Using armed drones

Racism

Inequality

**Selling Arms to
Saudi Arabia**

Fast Fashion

**Recruiting to the
army at 16**

**Young people used
for crime (e.g. drugs)**

**Become a School of
Sanctuary**

**Become a
Peace School**

**Raise awareness of young
people who have worked
for peace**

**Raise awareness of people
who have worked for
peace in Wales**

Worksheet 19 – Impact Grid



This is a useful tool when planning an action, event or campaign.

It will help you to think about how easy or difficult any particular action is, and what its impact might be.

	HIGH IMPACT	MEDIUM IMPACT	LOW IMPACT
EASY TO DO			
MODERATELY EASY TO DO			
MODERATELY HARD TO DO			
HARD TO DO			



This project, led by the Region of Tuscany and Oxfam Italia Intercultura and co-funded by the European Union, connects Italy, France, Croatia, Cyprus, Wales, Scotland, Portugal, Greece, Romania, Bulgaria, Bosnia and Herzegovina, and Albania. Walk the Global Walk is a Global Citizenship Education project for schools in partnership with Local Authorities and NGOs and focuses on the Sustainable Development Goals (SDGs) and specifically on:

- Sustainable Cities and Communities (SDG 11)
- Climate Action (SDG 13)
- Peace, Justice and Strong Institutions (SDG 16)

In Wales, the project partners are Carmarthenshire County Council and Dolen Cymru Lesotho. Both are committed to developing global learning and facilitating sustainable links between teachers and schools. Walk the Global Walk is paving the way for Successful Futures in Wales by providing authentic learning experiences to help pupils see their connections to the wider world and develop as active, ethical and informed citizens.

The project offers:

- Teacher training on the Walk the Global Walk project and the Teachers' Briefing Pack, which focuses on Global Citizenship Education topics;
- Support for teachers in implementing the programme in schools;
- Possibility of a link with a school in Lesotho
- Training for students – Global Goalkeepers – in leadership and active citizenship;
- Support for Global Goalkeeper groups who will help raise awareness with their peers and local community
- Support for school and community based actions
- Participation for students in the annual Global Walk in support of sustainable development.
- Possibility of participation in a Summer School in Cyprus, Portugal or Italy

Contact us to find out how you can get involved:

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