



DIOCESE of  
**WINCHESTER**



**Diocese**  
of **Portsmouth**

# Standing Together

**The Diocesan Education Project for 2019-2020**



# Introduction

## **Peace Poles, Sunflowers and why as values-driven schools we are 'Standing Together' in 2019-2020 and beyond.....**

A visit to my family in Boston and unexpectedly seeing Peace Poles in school grounds, family gardens and public places - including mini Peace Poles in workplaces and in office & school desks, laid the seeds. Subsequent formal and informal discussions in a country much polarised, fuelled my interest.



Further ponderings in the UK and Berlin followed, assisted by re-reading the powerful book 'The Sunflower' by Simon Wiesenthal, the now famous, World War 2

concentration camp survivor, acclaimed with international honours for his work in identifying Nazi war criminals. This, importantly, while I was in Poland and at Auschwitz. Gathering the seeds from sunflowers in our even more very pollinator-friendly family garden, planted as part of our 2019 'Bee Inspired' project, reinforced the challenge.

A diocesan team meeting followed - in London with colleagues at The Jewish Museum in Camden, and then The Holocaust Memorial Day Trust (HMDT). We then refined my long-term wish that we might make a mark and take a Biblical and school-values stand against the rise of populism, xenophobia and anti-semitism : all increasing with alarming outcomes.

My amazing colleagues then took this beyond expectation; it flourished into weekly ideas-generation and reflections on this serious but important subject. I acknowledge this will challenge some about the level and extent of engagement in these sensitive topics. Our project is always with the caveat and stress of being 'age appropriate'. The HMDT website is excellent on this. Hence the range of opportunities to engage!

At the basic level, my request and sincere hope is that in Winchester and Portsmouth (35,000 students) we can set a national challenge for all CofE Schools (1 million students!) annually and at a minimal level, to say a Diocesan Prayer on Holocaust Memorial Day in every school. Each child and adult might therefore be engaged, enlightened and blessed.

Thank you if you minimally agree to say our prayer on Holocaust Memorial Day Monday 27<sup>th</sup> January 2020.

Many of you will choose to follow the example of some of our schools, who integrate Holocaust Memorial Day and other 'Standing Together' themes into their curriculum and ethos & take the challenge even further. We are celebrating this and giving further information at our Area Briefings.

This booklet invites you to use our creative and enjoyable, challenging, educational and imaginative ideas for projects that encourage peace, forgiveness and reconciliation - in our homes, schools and parishes. Take a moment, please, to reflect on what this offers – as a school, church, community or individual, and select from what is offered here that you might embrace.

Each year our Diocesan Education Team develops a project to promote social action and community spirit, as well as encouraging young people to explore their value to society. We are delighted that many parishes engage, and increasingly, community schools are looking to us for ideas that support their own values, vision, and philosophical approaches – all endorsed and valued by government and.....Ofsted.



At a time of political, social and environmental turbulence, church schools are asked to become places and agents of social transformation. This year we want children in our church schools to learn from history, and develop new ethical practices that promote peace and unity for the future. Brexit, the rise in anti-Semitism and the growth of far-right movements across the globe means that children are growing up in a divided world and in increasingly polarised communities.

2020 marks the 75<sup>th</sup> anniversary of the liberation of Auschwitz : a poignant reminder of the need to learn from the past and to work towards a world of peace, reconciliation and unity. Hence our partnership with the HMDT '75 Flames' project.

Raising human consciousness of the need for change cannot be achieved individually or independently. This is why the title '**Standing Together**' has been chosen for the Diocesan Education Team's focus for the next academic year. We are figuratively and literally members of The Body of Christ. We work and serve as influential and impactful individuals, but as part of a community and body.

This booklet contains some of the creative projects we are developing, to start conversations in our schools, churches and parishes. Thank you to Sue Bowen, our Schools Advisor, and Jane Kelly our RE Consultant, who have put together this resource from our team musings and ideas-sharing.

Bringing communities together in creative ventures is one way in which church schools can 'live out' the Church of England's Vision for Education to 'Serve The Common Good'. We offer, free of charge, our time and service, professional delivery and human engagement, challenge and inspiration to your Senior Leadership Team, Staff Meeting, INSET day, PCC, weekday or Sunday worship / teaching & preaching programme to flourish and increase this year's project and Biblically-rooted theme. Contact me if you want one or all of us to support you!

With good wishes and thanks for all you are and do.

Jeff

**Director of Education**

**This year's minimal challenge to schools and parishes:**

Pray the HMD Prayer - 27<sup>th</sup> January 2020

Create a Peace Pole

Plant Sunflowers



# Peace Poles

## What is a Peace Pole?

A peace pole is an internationally-recognized symbol of mankind's hopes and dreams, standing almost as a silent prayer for peace on earth. Traditionally, every peace pole bears the message ***May Peace Prevail On Earth***. There are estimated to be over 250,000 peace poles in the world, dedicated as monuments to peace. They stand in every country across the globe, from the Gaza Strip to the North Pole.

Peace poles are now recognized as the most prominent international symbol and monument to peace. They remind us to think, speak and act in the spirit of peace and unity.

**This year schools diocesan schools, churches and parishes are invited to create a peace pole to highlight work that is bringing about peace and unity. The poles should be approximately 180cms tall, and 10-20cm wide. The poles will form a large display at our 2020 leavers services. The poles will symbolize a school or church's vision for peace and simultaneously link this work with that of people of all faiths and nationalities worldwide who are striving for a better, unified world.**

The idea of peace poles was first envisaged by Japanese philosopher and spiritual leader Masahisa Goi in 1955. The Peace Pole Project today is promoted by The World Peace Prayer Society as well as other groups and individuals. The first Peace Poles outside Japan were constructed in 1983. Since then, more than 250,000 have been placed around the world!

Peace poles are made of many materials. Most are made of wood, while others are made of limestone, copper, plastic or stainless steel. The text might be painted, carved, etched, welded, pasted, or riveted on.

Peace poles have been placed in such notable locations as the North Magnetic Pole, the Hiroshima Peace Memorial and the site of the Egyptian Pyramids in Giza. Peace poles are commonly installed at high-profile public gathering places, such as community parks or near the entrances to churches or schools.



The inspiration for planting a peace pole is often as a response to a local historic incident or issue. The world's second-largest peace pole, at 16 metres, is located in Janesville, Wisconsin at the site of a 1992 Ku Klux Klan rally. Another of the largest peace poles in the world is the granite peace pole in Beech Acres Park near Cincinnati, Ohio, inspired by hate literature left in the driveways of Jewish residents.

## Creating your peace pole

Garden centres or building suppliers will have a range of wooden posts to choose from. The supplier will be able to advise on the best way to prepare a post for decorating and outside use. Be prepared to scrub, sand and use a primer. There will be lots of drying time needed before children start decorating a pole.

### Design your pole

Research the history and design of peace poles, before writing and planning ideas for your own. For example, at one school children talked about peace in relation to bullying, name-calling and excluding people. Teachers used this opportunity to help pupils understand discrimination and the part that they could play in welcoming and appreciating others.

Decide what words, pictures and colours you would like on your pole. If you're stuck for ideas, there's plenty of images on the internet to get your creative juices flowing.



### Set out the design

Draft your design on a strip of paper. **One side should bear the message 'May peace prevail on Earth', the other three sides can be decorated in a myriad of creative ways.** For translations of 'May Peace Prevail on Earth' in different languages, click the 'translation' link on the home page of the website below:  
<https://www.peace-pole.com/make-your-own>

### **Sketch lightly on to the pole**

Once you are happy with your design, sketch lightly onto the pole, therefore if you make any mistakes, you can either rub them out or they are not as visible.

### **Paint or colour your pole**

Start using colours to bring the pole to life. Depending on the type of post you have chosen, will depend on the type of colouring you can use. When colouring is complete, using a varnish or similar product will protect your post from extreme weather conditions.

Of course, you don't need to stop at paint – poles can be decorated with fabric, knitted shapes, covered in cardboard doves with prayers on, whatever the children would like to make their pole special.



### **Display outside and show the world**

Once you have displayed your pole, take a photograph and consider uploading onto the peace pole project website – and don't forget to email a copy to the Education Team!

### **Peace poles pictured around the world**

Tanzania



Russia



America



# 75 Flames Project

*'Don't be content in your life just to do no wrong, be prepared every day to try and do some good.'*

*Sir Nicholas Winton, who rescued 669 children from Nazi-occupied Europe*

Holocaust Memorial Day (HMD) 2020 will mark the 75th anniversary of the liberation of Auschwitz-Birkenau. Portsmouth and Winchester diocesan schools are being encouraged to mark this special year with dedicated prayers, worship and lessons to combat holocaust denial and the purported rise in anti-semitism. A series of special lessons has been written by diocese RE consultant Jane Kelly to help schools. This is an opportunity for children to stand together with those in their local community, across boundaries of faith, age and ethnicity, as they learn about those affected by genocide around the world and take action for the future



HOLOCAUST  
MEMORIAL  
DAY 27/1

**The Diocesan Education Team would like all 167 church schools across the Winchester and Portsmouth Dioceses to say a Diocesan Prayer on Holocaust Memorial Day in January. The team is setting a national challenge for all CofE Schools (educating around 1 million children) to offer the prayer on the day.**

HMD is a national commemoration day in the United Kingdom, dedicated to the remembrance of those who suffered in The Holocaust, under Nazi Persecution, and in subsequent genocides in Cambodia, Rwanda, Bosnia, and Darfur. It was first held in January 2001 and has been on the same date every year since. The chosen date is the anniversary of the liberation of Auschwitz concentration camp by the Soviet Union in 1945.

In commemoration of this landmark anniversary, the Holocaust Memorial Day Trust is running an exciting art project for organisations and community groups all over the UK to take part in. Some of the artwork will form a national exhibition that will be launched at a special ceremony for HMD 2020. Others can be displayed as part of local HMD commemorations, and photographs submitted to the HMDT website for an online gallery.

Many pupils will learn about World War Two in primary school and the teaching of the Holocaust will need to be age appropriate. It would be wise for schools to inform parents what will be taught beforehand. Despite the introduction of oppressive policies, examples can be found of inspiring individuals who showed solidarity with, assisted or rescued those who were being persecuted in their communities and countries. Films and accounts from survivors are available in the schools section of the Trust website: [hmd.org.uk](http://hmd.org.uk)



## 75 flames art activities

Flames and fire seem like such simple things, but they can be a challenge to draw when it comes time to do so.

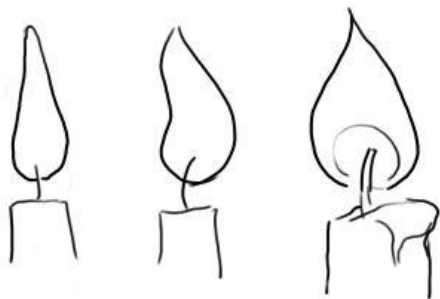
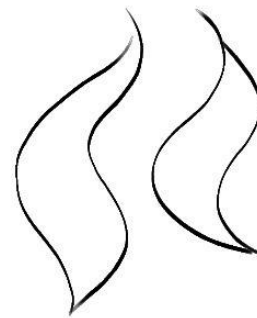
Drawing fire does pose some problems and, for the most part, it's all about maintaining flowing lines and portraying movement. When color is involved, you need to blend just enough to make it look good without losing the details.

Teachers may find the following activities useful.

### A Simple Flame Line Drawing

Despite its simplicity, this basic [line drawing](#) is recognizable as a flame.

Draw a very simple flame with two "S"-like shapes connecting the top and bottom. For best results, draw them smoothly and quickly.



Flames are not stagnant, but ever-changing forms. You can depict something as simple as a candle flame in various ways by drawing it with the most subtle of changes.

- The first drawing—on the left—is of a basic candle flame in still air.
- The second drawing—in the middle—shows a candle with a slight current of air that causes the flame to move.
- The third drawing—on the right—adds more naturalistic detail. It suggests the changing color in the center of the flame and adds dripping wax.

### Candle Flame Exercise in Colored Pencil

Now that pupils have studied a few flame drawings, they can put it into practice with a simple candle drawing in colored pencil. To begin, you will need a good reference to work from. You can do this as a drawing from life or by using a photograph.

## Step 1: the Flame

Using a drawing pencil, sketch the basic shapes: the candle, the wick, and the main parts of the flame.

Use the lightest touch you can, so you don't press a line into the paper.

Then, use a rubber to lift off as much graphite as possible, leaving only the faintest hint as a guide.

For a clean drawing, you might want to sketch the light areas of the flame with a light yellow colored pencil. This will leave no graphite in that section of the drawing.

Once you've worked out the basic drawing, add the bright yellows. Start drawing these quite lightly as well, and we will build up layers as we work.



## Step 2: Candle in Colored Pencil

Small bands of blue are added at this stage too.

Red is then used to darken some of the oranges in the center of the flame and on the candle base.

A halo of red is shaded around the candle. This looks too large at the moment, but it will be overlaid with black to create a gradually darkened effect.

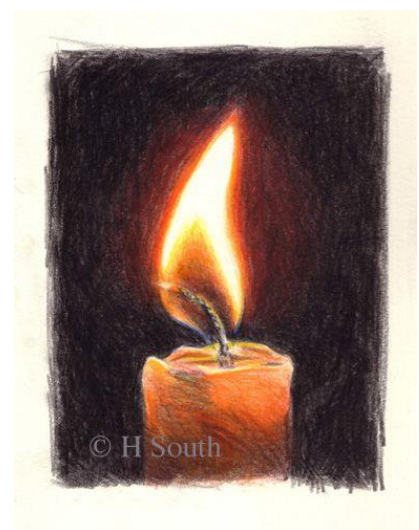
Shade in the background using black.

## Step Three: Candle in Coloured Pencil

It looks like a big jump to the final image, but it is just a matter of continuing to observe your source photo and layering the colors.

Continue shading the colored pencil onto the background to get it dark.

Shade the black in towards and over the 'halo,' pressing more lightly nearer the flame. At the same time, add more red in alternating layers near the flame, until you get a smooth, blended effect.



Draw the black wick with the burning red end and reserving the white tip against the orange flame.

The hot candle wax is shiny so that highlights will be crisp-edged and bright. Use a very sharp white or light yellow pencil for these.

Use layers of brown and black pencil to darken the lower part of the candle. Red and orange layers create the translucent glow in the top section of the candle.

### How to make an 'everlasting' flame



**Cut fabric flames.** This method uses the airflow from a fan to cause a fake fabric "flame" to billow and blow. The size of the flame will depend on space limitations. Taking these measures into account, cut flames accordingly. A silky material gives the best look.



**Attach flames to lengths of dowel.** The base of each fabric flame should be secured to a piece of wooden dowel to keep the flame in place while allowing it to blow freely.



**Arrange dowel onto a slatted base.** Lay the ends of the flame dowels across cross pieces on an old fireplace grate or across the top of a basket or large bin. Set dowels so that they're spanning the space directly above where you want your fan to be. The dowels should run parallel to each other so that they present the wide face of each flame to the audience.



**Place a small electric fan under the base.** Arrange a fan underneath the flames so that it blows "up" through them. If you're using a basket, put the fan face-up at the bottom of the basket. If you're using a bin or other similar container, carefully cut the bottom out and secure the fan so that it blows up through the hole. Set fan on the coldest setting.



**Place a light source(s) under the flame dowels.** Arrange red, orange or yellow colored battery operated lights under the flames so that their light shines directly up into them.



**Conceal the fan and lights.** It is time to give it the appearance of real flames instead of a fan-powered contraption. For instance, you might try placing logs over and around the flames.

The **Holocaust Memorial Day Trust** website has a wealth of suggested activities for Primary and Secondary schools, and includes activities for children with special needs.

The site contains age and stage appropriate historical



information, giving children opportunities to connect with the experiences of those affected, and take action as a result. Suggested adaptations are provided to help teachers deliver sessions in different settings. For the activity pictured, follow the link below.

### [Download activity](#)

From January 2020 schools can upload Memorial Flame artworks to the site's online gallery at [hmd.org.uk/75MemorialFlames](http://hmd.org.uk/75MemorialFlames)

Schools may also be interested in the following links:

- [Take action activity](#)
- [Inclusive craft activities](#)
- [Song sheets](#)
- [Recipe cards](#)

If you have any questions about resources to mark Holocaust Memorial Day (HMD), please email [enquiries@hmd.org.uk](mailto:enquiries@hmd.org.uk) or call 020 7785 7029.

Available in boxes of 50, these booklets can be used handouts at an HMD activity and help explain what HMD is to attendees. They contain information about the experiences of individuals who faced persecution.

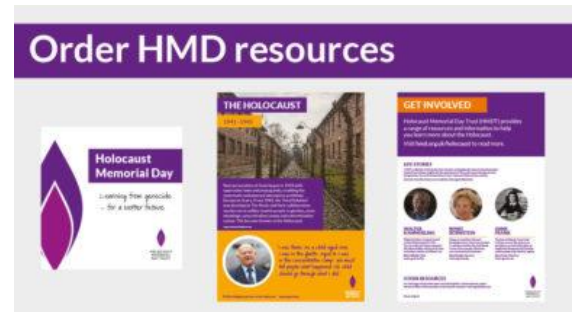
Copies are free using the link below

[download and print About HMD booklets here.](#)

### [HMD Poster Pack](#)

The site also offers a free poster pack for schools which helps HMD activity organisers facilitate their own activities.

[download and print your own poster pack here.](#)



# The Sunflower - a symbol of life



Following the successful 'Bee Inspired' project, in which many diocesan schools have taken part this year, teachers and parishes may like to consider the following ideas to expand children's interest.

## The Sunflower

In *The Sunflower: On the Possibilities and Limits of Forgiveness*, author Simon Wiesenthal writes

of an incident that occurred during the time he was a concentration camp inmate. One day, he was sent to clean medical waste at a converted army hospital for wounded German soldiers. On the way, "Our column suddenly came to a halt at a crossroads. I could see nothing that might be holding us up but I noticed on the left of the street there was a military cemetery . . . and on each grave there was planted a sunflower . . . I stared spellbound . . . Suddenly I envied the dead soldiers. Each had a sunflower to connect him with the living world, and butterflies to visit his grave. For me there would be no sunflower. I would be buried in a mass grave. No sunflower would ever bring light into my darkness, and no butterflies would dance above my dreadful tomb."

Simon's work group arrived at the hospital. As they worked, a nurse came up to Simon and asked, "Are you a Jew?" When he answered "Yes," she took him into the hospital building, to the bedside of Karl, a 21-year old dying Nazi soldier.

Karl's head was completely covered in bandages, with openings only for his mouth, nose and ears.

Karl wanted to tell Simon his story of witnesses and taking part in the killing of Jews. 'In the long nights while I have been waiting for death, time and time again I have longed to talk



about it to a Jew and beg forgiveness from him. Only I didn't know whether there were any Jews left . . . I know that what I am asking is almost too much for you, but without your answer I cannot die in peace," he said.

Simon left the room without a word. When his group returned to the hospital the next day, the same nurse came to Simon and told him that Karl had died. Over the next years of the war, time and again, through all his suffering, Simon thought of Karl and wondered if he should have forgiven him.

Although *The Sunflower* is an adult book, the above could be used as a discussion point for children to explore the possibilities for forgiveness. Any schools wanting staff training on restorative justice can contact the education team at the diocese: 02393 899662.

### **Sunflower challenge**

Schools planting sunflowers as part of this project are invited to photograph the fully grown sunflowers, and measure the height and size of the flower (petal across to petal) so we can have a diocesan celebration at the end of the project.

### **Other Sunflower ideas**

Many schools planted sunflowers as part of the Bee Inspired project to attract bees and butterflies and the diocesan education team remain committed to conservation projects. The sunflower symbolizes long life and the yellow color signifies vitality and intelligence so it is a fitting flower for the work of schools.

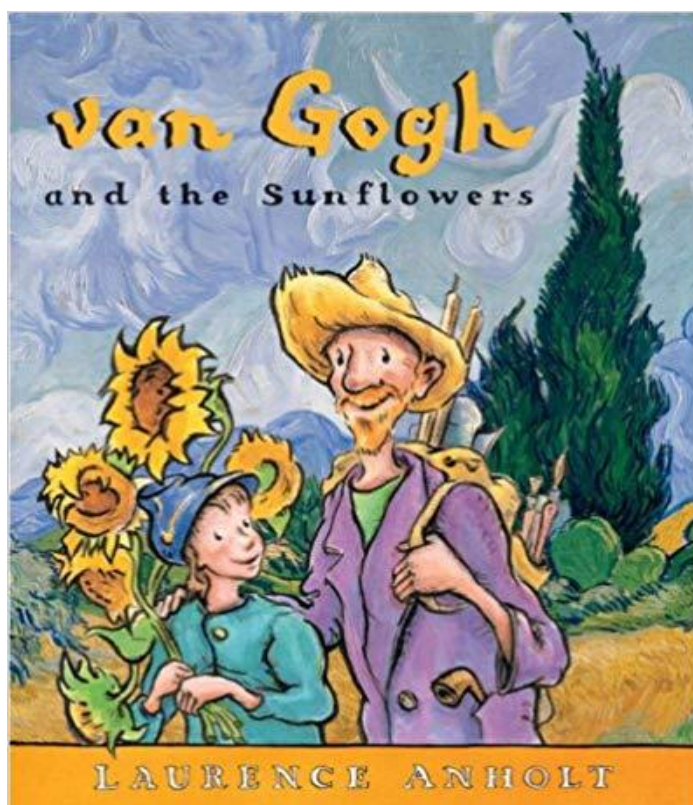
### **Sunflower facts**

- Sunflowers are part of the Asteraceae family which is the same family as daisies.
- The sunflower is the national flower of Russia and Ukraine.
- Their seeds are full of calcium, making them an excellent healthy food source.
- The tallest sunflower ever recorded was 9.17m (30ft 1inch). It was grown in Karst, Germany back in 2014 and still holds the title today.
- The sunflower's seeds follow the Fibonacci sequence. Created by the mathematician, Fibonacci, each number in the sequence is the sum of the two previous numbers. All things in nature tend to follow this pattern, you see it especially in spiral shapes!
- Sunflower seeds come as black or striped. The black ones are used to make oil, like the sunflower oil you buy in the supermarket and the striped ones are often sold as healthy snacks.

- There are over 80 species of sunflower, ranging in colour from bright and pale yellow to orange, pink and tawny red.



Portsmouth diocese includes a rare 'pick your own sunflowers' farm (pictured right). Stoke Fruit Farm on Hayling Island is a sea of yellow in the summer months when visitors are encouraged to view fields of huge blooms before picking some to take home or to donate to others.



**This book can be used as a discussion starter for children as well as an art stimulus.** Young Camille befriends a strange visitor to his small town, and one day he brings this man a gift of beautiful sunflowers. The man is the artist Vincent van Gogh, and the sunflowers quickly become the subject of a magnificent painting. The book deals sensitively with issues of bullying, friendship and reconciliation. Children are always surprised to learn that Van Gogh was not recognised as an artist during his lifetime and died poor, despite his paintings now selling for millions of pounds.

This is a title in Barron's *Anholt's Artists Books for Children* series, in which author

and illustrator Laurence Anholt recalls memorable moments when the lives of the artists were touched by children.



## Individuals standing together in unity



These sculptures were completed by schoolchildren taking part in the 'Take One Picture' at the National Gallery in London.

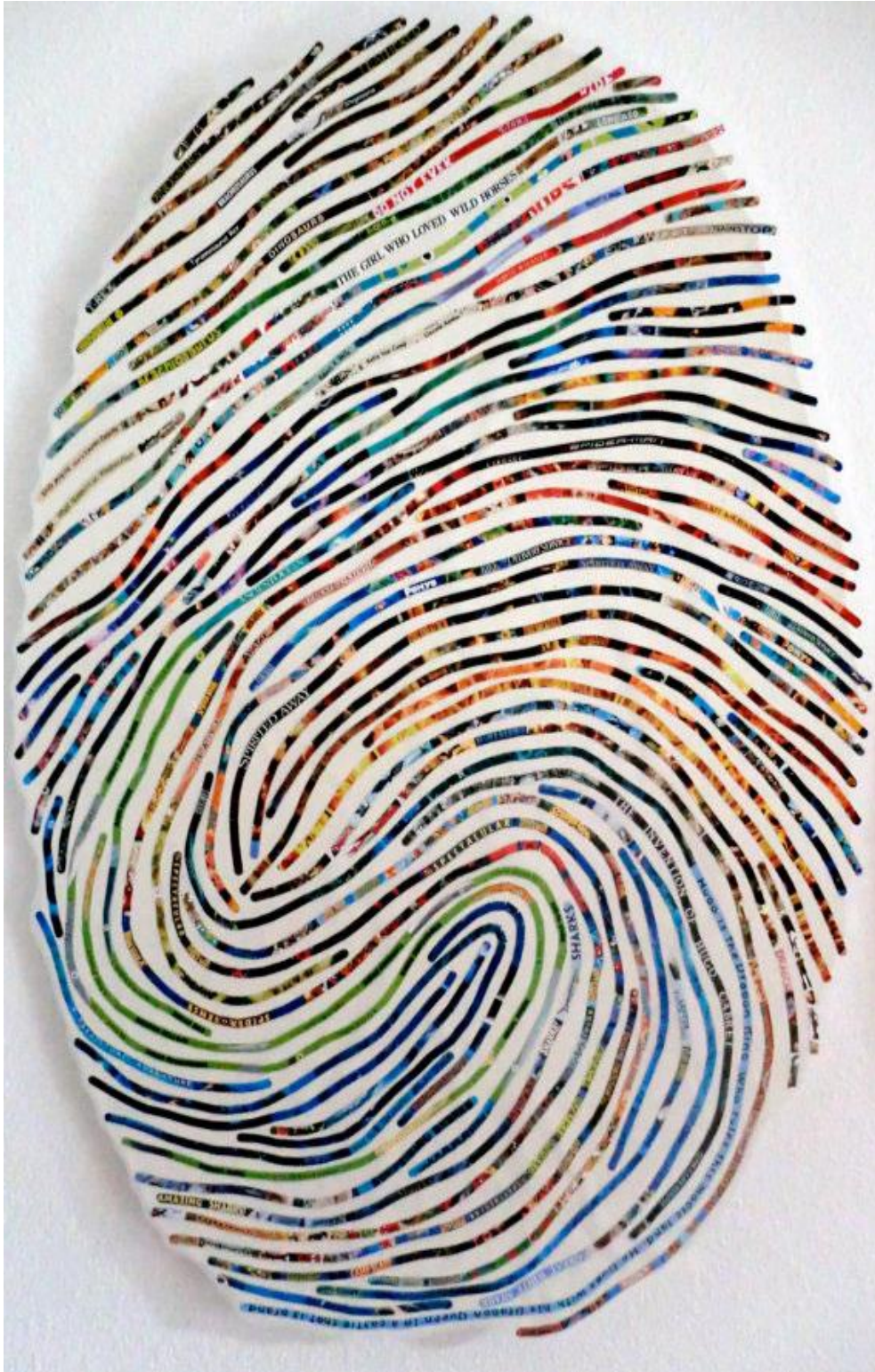
Children took photographs of one another in a variety of poses that they felt expressed who they were as an individual. Because all the pupils belonged to one class, the children wanted to create something that showed them as a unified group.

The figures were enlarged, cut out and glued around a cardboard crown. A light was placed in the middle which meant that the children's shadows were cast on surrounding walls. The pupils' silhouettes were then used by the children to create the same lamps in clay.

This idea of creating a thumbprint portrait came from a previous diocesan project on labyrinths. The picture (right) is created using snippets of text laid out in spirals and swirls to create a giant fingerprint. Each sentence or comment is written about an individual child which then come together in unity to form one unique fingerprint.



The picture can be created in a number of ways, either collaboratively as a class, school, church or parish – or individually by children themselves. Taking a fingerprint using ink, enlarging it several times and then using the lines to write on.



The print can be entirely text-based, using poetry, quotes, passages from the Bible, literature or favourite book titles. If creating a church or parish print, consider asking as many individuals or groups from the community as possible. The picture will then become a comprehensive and all encompassing parish collaboration. Ask contributors to compile a list of special, unique and important things they'd like incorporated into the thumbprint. Children can include favourite books and films, music, their travels, food and drinks, their family and hobbies. Gathering the information and pictures together and deciding on placement, colour and composition bring together all contributors in unity to create one final artwork.

# International Day of Peace

The United Nations' (UN) International Day of Peace is celebrated on September 21st each year to recognize the efforts of those who have worked hard to end conflict and promote peace. The International Day of Peace is also a day of ceasefire – personal or political.

## Background

A UN resolution established the International Day of Peace in 1981 to coincide with the opening of the UN General Assembly. The first Peace Day was celebrated in 1982 and was held on the third Tuesday of September each year until 2002, when September 21 became the permanent date and the assembly declared that the day should be observed as a day of global ceasefire and non-violence.

By creating the International Day of Peace, the UN devoted itself to worldwide peace and encouraged people to work in cooperation for this goal. Since its inception, Peace Day has marked personal and planetary progress toward peace. It has grown to include millions of people worldwide and many events are organized each year to commemorate and celebrate this day.

## Symbols

The peace dove flying with an olive branch in its beak is one of the most commonly featured symbols for Peace Day. In Judaism, Christianity and Islam a white dove is a sign for peace. The dove can also represent “hope for peace” or a peace offering from one person to another, hence the phrase “to extend an olive branch”.

Often, the dove is represented as still in flight to remind people of its role as messenger. The

Christian dove is often used as a symbol of the Holy Spirit, the Christian soul or as a symbol of God's peace. This symbolism is derived from the flood story of the Hebrew Bible, as well as from the baptism of Jesus in the book of Matthew. Creating crafts featuring the symbol of the Christian dove is a wonderful way to express faith and touch the hearts and souls of others.



## Consider marking Peace Day in your school or church

On the International Day of Peace people around the world take part in various activities and organize events centered on the theme “peace”. Activities include:

Interfaith peace ceremonies.

A peace choir.

Peace prayers.

A peace convoy of vehicles.

Tree planting for peace.

Art exhibitions promoting peace.

Picnics for peace.

Peace walks.

### **Handprint - Dove (Unity) Wreath**

This wreath symbolizes cultural unity

You can have one child make this on their own or have a group of children or family members all contribute a few handprints to make one big wreath.

#### **Materials:**

Paint in various skin-tone colors.

paper

scissors

glue

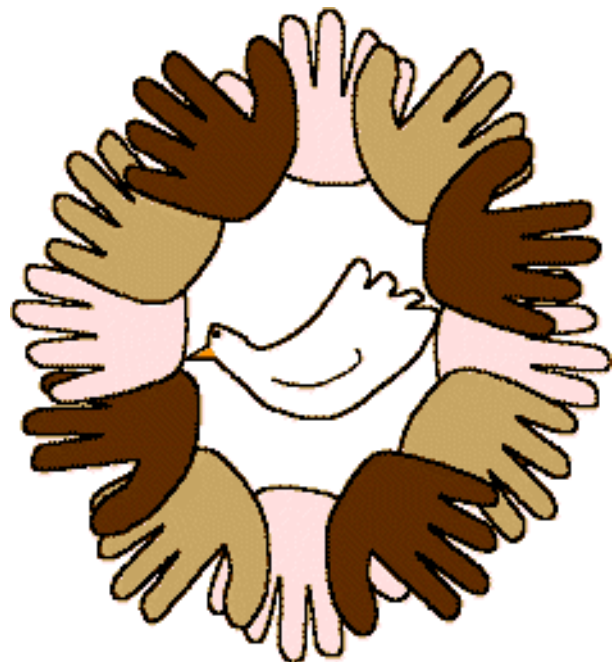
Print between 9 and 12 handprints in various skin tone colors by dipping hand in paint and stamping it on the paper. Let dry.

Trace your hand with the thumb extended and 4 fingers close together onto the center of a piece of white paper.

Glue on a beak from orange construction paper or draw one on with orange marker.

Draw on a wing and an eye with black pencil crayon or marker

Cut out the skin tone handprints and glue them together in a circle to form a wreath.



Glue the dove onto the back of the wreath (so the wreath acts like a picture frame). Trim the edges of the paper the dove is on as necessary.



### Making a dove from wire

#### **Step 1**

Bend the wire into the shape of a bird. I placed it onto a picture of a bird to get this right.

#### **Step 2**

Gauge 24-28 wire is suitable for this. Starting at the tail, wrap thinner wire round the bird. It is tidier to wrap in a figure of 8,

wrapping the wire round the frame once each time to stop it moving about.

#### **Step 3**

When the head is reached, add a smallish bead for an eye and continue wrapping.

#### **Step 5**

Wrap the end of the wire round the frame to secure it.



Wire doves can be wired together in strips or circles to create more elaborate, collaborative sculptures.

### 2019 Peace Day theme: 'Climate Action for Peace'

The theme for this year draws attention to the importance of combatting climate change as a way to protect and promote peace throughout the world.

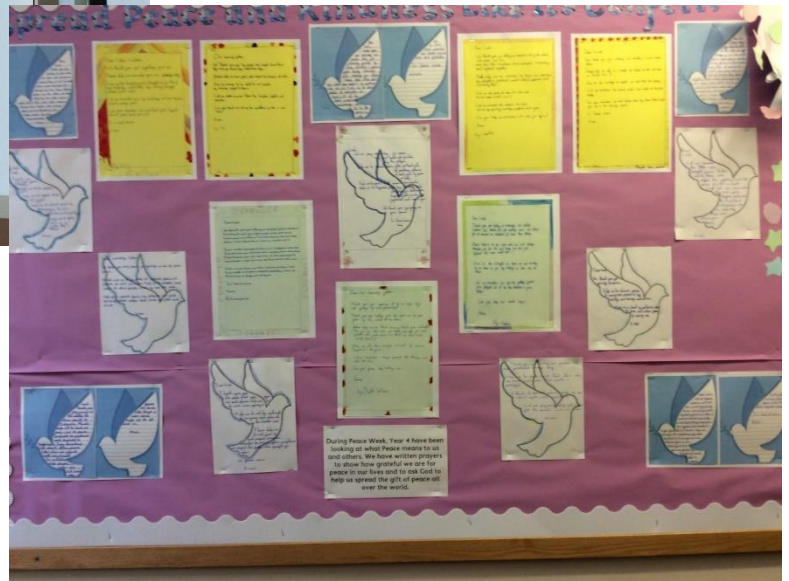
Natural disasters displace three times as many people as conflicts, forcing millions to leave their

homes and seek safety elsewhere. The salinization of water and crops is endangering food security, and the impact on public health is escalating. The growing tensions over resources and mass movements of people are affecting every country on every continent.

There are numerous instruction templates for making paper doves on the internet. They can look dramatic hanging together in a school or church.



Paper doves made by children at St Mary's Church of England School, Old Basing, as part of Peace Week.



### **3D paper doves**



To make these little paper doves, you will need:

- Paper to form the bird (thicker craft paper works best)
- Masking tape
- Blue paper to cover the birds (blue rice paper works really well)
- Glue

Start by forming a shape of a bird with the thicker paper. Start with the head, form the body and let the tail fanned out. Secure with masking tape to keep the shape together and trim the tail.



Cut strips of the blue paper and glue to your bird shape leaving the beak area uncovered.

Form a tiny beak out of the craft paper and glue onto your bird. Let dry thoroughly.



Display the birds to form one collaborative piece.



## Peace Kites

***“Children are both our reason to eliminate the worst aspects of armed conflict and our best hope of succeeding in that charge.”***

(1996 UNICEF Report on the Impact of Armed Conflict on Children)

In 2011, thirteen thousand children from Gaza taking part in the United Nations’ Relief and Works Agency’s Gaza Summer Games, beat the world record for the largest number of people flying kites simultaneously. It was a beautiful day at the beach with almost every colour of the rainbow painting the sky.

Thousands of children have died in the battles between Israel and Hamas in Gaza. Some of these children may have been those who flew their kites on that beach.

Kites for Peace is a continuation of this earlier kite-led initiative. It is a creative response to the ongoing crisis in the Middle East that has displaced and killed so many children. It not only speaks for the children of Gaza that lost their lives to a war they inherited without having a choice but it speaks for all children living in armed conflict areas around the world.



Schools and churches may like to consider holding a day of prayer and kite-flying in the hope that other children in the world that are displaced, traumatised, or wounded from conflict or violence may be able to fly kites again.

A day of kite-making, reflection and careful conversation can help children begin thinking more clearly about the past in order to see their part in the future more clearly. There is a short film showing peaceful kite flying in the link below:

<https://www.chonday.com/15489/harmony-peace-kites>



## Make a butterfly kite

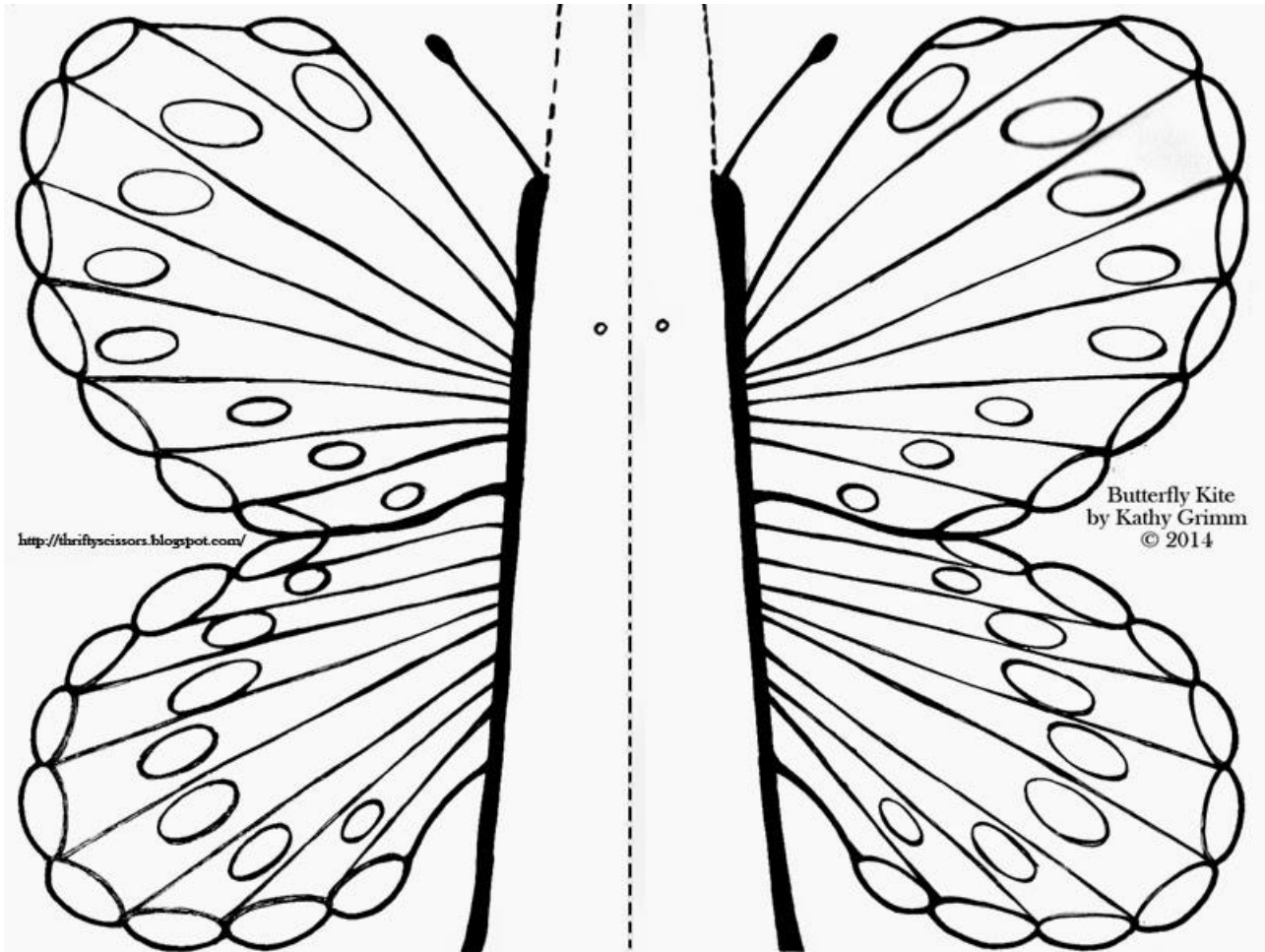
You will need:

- Printed copies of a butterfly pattern (one is provided below)
- wooden skewers (clip off the tips)
- long straws
- scissors
- PVA glue
- masking tape
- felt tips
- crepe paper streamers or ribbon
- stapler
- string



### **Step-by-step Instructions:**

1. Download, and print the butterfly pattern. You will need to enlarge this.
2. Colour or paint the butterfly
3. Fold the butterfly's body in half at the dotted line.
4. Fold out apart from the first fold each butterfly wing.
5. Inserted inside the first fold a long straw. Apply a generous amount of white glue to this crease.
6. Insert string through the drawn circle (hole) behind the straw by pricking through the paper with the tip of your scissors. This straw will give your kite strength. Tie a knot with the string and include the amount of length you want to fly the kite.
7. The backside of your kite should include a wooden skewer pasted horizontally to the top edge of the kite. This is the detail that will actually insure your kite's ability to fly. Be sure to clip off the pointed tips of the skewer before gluing it down to the backside of the kite.
8. Staple on some colourful crepe paper "tails" or ribbon.

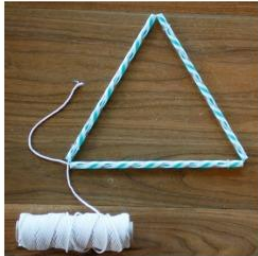


### How to Make a Pyramid (tetrahedral) Kite

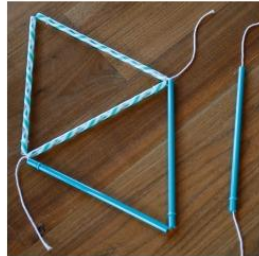
You will need:

- 24 straws
- string
- tape
- tissue or wrapping paper (clear wrapping paper works well)
- scissors
- heavy paper for a template
- permanent marker

1. Start with three straws and thread them onto the string



STEPS 1 & 2



STEPS 3 & 4



STEP 5



MAKE 3 MORE!

2. Tie the end together creating a triangle and leaving about 10cm of string hanging off the knot. *You will use this string again to tie the pyramids together.*

3. Add two more straws and tie it to the opposite side of the base of the triangle you just made leaving 10cm of string creating a diamond shape with the base of the first triangle cutting it in half.

4. Thread one straw with string leaving

10cm at each end.

5. Set straw on top of the the first triangle base and tie the ends to each diamond point creating a 3D pyramid.

6. Make 3 more straw and string pyramids.

7. Using a heavy piece of paper, trace one triangle-side and then gently tip the triangle to another side and trace that as well. Cut out the diamond shape to use as a template for your tissue or wrapping paper kite covering.



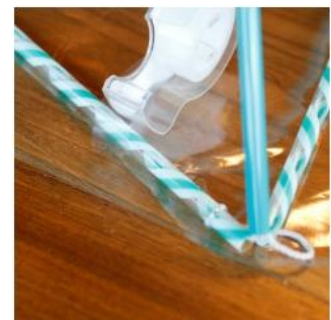
STEP 7



STEP 8



1/2" EDGE



STEP 9

8. Cut out your kite covering using the template and allowing for about 3cm extra on the sides, but not on the corners – this doesn't have to be exact! There is a large margin for error.

9. Cover two sides of each pyramid with the paper and tape securely in place.



OPEN DWN & FWD

10. Configure three pyramids in front of you with the two open sides facing down and toward you. Tie the ends together to secure this triangular arrangement



STEP 10

11. Set the fourth pyramid with the open sides facing down and toward you on the top of the triangular arrangement and tie into place.



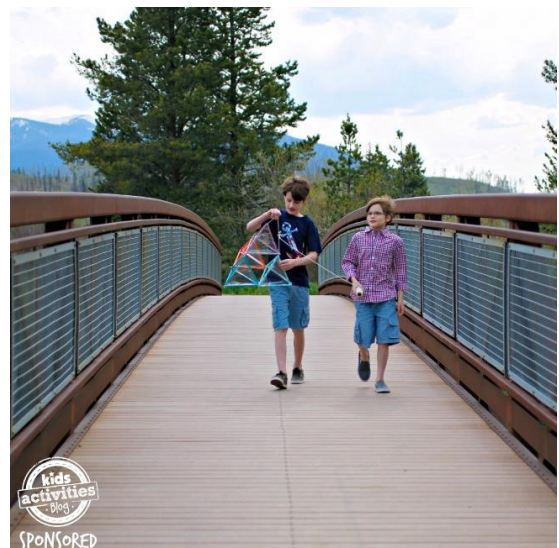
STEP 11



STEP 12

12. On the side away from you (what seems to be the **back** of the kite at this point), take the top and middle left-over ends and tie them together. This is where to attach the kite string for flying.

13. Trim or hide the loose string ends in the straws.



## Bookmakers and Dreamers Club

This is an idea from an American school that diocesan schools may like to consider. Following yet another mass shooting at a nearby college, pupils from a school in Massachusetts formed a Bookmakers and Dreamers Club. The children, many from families in military service, decided they wanted to learn how to promote peace and launched a

project to create the world's largest book, with peace as its topic.

Working over several years to accomplish their goal and supported by a committed teacher, the pupils enlisted help from people living in their community. Parents, businesses, and area universities contributed expertise and resources. The children gathered advice from hundreds of peace leaders, including Nobel Peace Laureates, to include in their book.

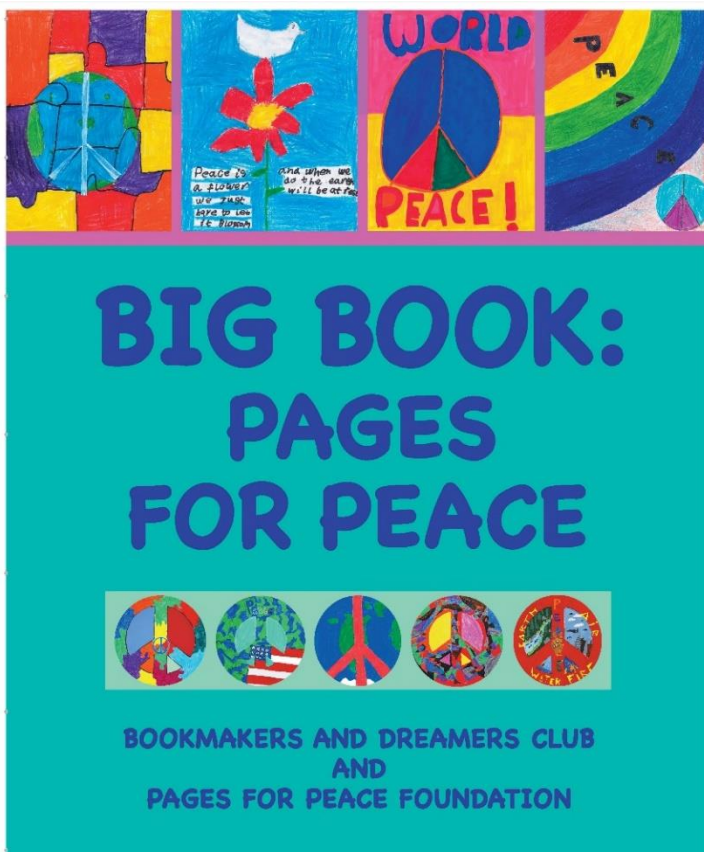
Using new technology to turn the pages of the huge volume, the completed book has been showcased at the United Nations and other venues. The Club has also launched community peace events, including inviting 9/11 first responders from New York, who

came to the school to speak about the importance of educating young leaders who can contribute to a more peaceful future. Diocesan schools may like to invite local war veterans or members of the emergency services to do something similar.

The children also accepted the invitation of young persons in the Afghan Peace Volunteers to engage in peace discussions held via Skype conference calls. That initiative changed the lives of some students, several of whom are pursuing careers advancing peace. It also sparked important dialogue across the community on the importance of peace-building as a response to conflict.

For more information:

<http://www.pagesforpeace.org/home>



## Painted peace rocks



This is an easy craft which is not resource heavy. The project was started by an online blogger who set herself a challenge to spread a million peace rocks for people to find all over the world.

She decorated and numbered pebbles before hiding them in tip jars in cafes, giving them to friends and leaving them at bus stops, train stations and a myriad of other places for people to find. Asked why, she said that it bonded her in a tiny way with the person that finds the rock and spread peace across the world, one rock at a time.



Schools may like to consider starting this project in their communities by painting large stones. Symbols on the rocks can vary – white doves, crosses or Christian values.

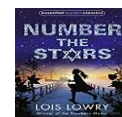
## Good book list



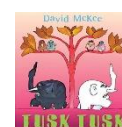
**Grandad's Secret Giant** by David Litchfield



**Number The Stars (see below)** by Lois Lowry



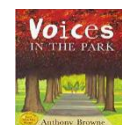
**Tusk, Tusk** by David McKee



**When The Dragons Came** by Lynn Moore & Naomi Kefford



**Voices In The Park** by Anthony Browne



**The Island** by Armin Greder



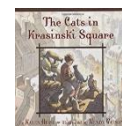
**Van Gogh and The Sunflowers** by Laurence Anholt



**The Harmonica** by Tony Johnston



**The Cats in Krasinski Square** by Karen Hesse



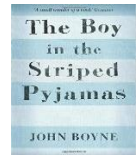
**The Yellow Star** by Carmen Agra Deedy





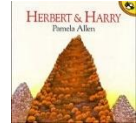
**The Boy in the Striped Pyjamas**

**by John Boyne**



**Herbert and Harry**

**by Pamela Allen**



**Wonder**

**by RJ Palacio**



**The Boy At The Back Of The Class**

**by Onjali Q Rauf**



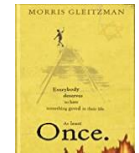
**The Colour of Home**

**by Mary Hoffman**



**Once**

**by Morris Gleitzman**

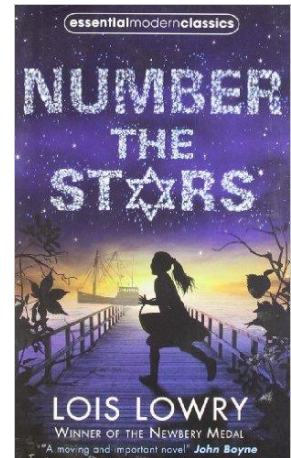




## Number The Stars by Lois Lowry

This short book (158 pages) is a fictional account about the escape of a Jewish family (the Roden's) from Copenhagen during World War II.

The story is told through the eyes of Anne Marie Johansen, a friend of Ellen Rosen. Both girls are 10 years old and living through the occupation at first unaware of the dangers that they are potentially in. They have heard rumours of Jewish families being located and Anne-Marie discovers that the shops in the neighbourhood that are owned by Jews are suddenly being closed down. With the help of the 'Danish Resistance' Jews are crossing the sea from Denmark to the relative safety of 'neutral' Sweden.



Will the Rosens make it? Will the Johansens and their friends get caught aiding them? Young readers will get caught up in the secrecy and suspense of these actions but are somewhat protected from the implications of capture. In that sense, they are very much like the three girls in the story.

If you are looking for a text to use in class which tells of the events in occupied Europe but without exposing the children to some of the more graphic retellings in novels such as 'Boy in the Striped Pyjamas'

## Germans in the Woods



Short film available on The Literacy Shed, suitable for KS2.

An animated recount from Joseph, aged 90. Joseph, a veteran of World War Two recounts the events of one day during the war. Joseph describes shooting and killing a young German soldier in self-defence. In the second half of the animation he describes what effect the death had on him and how he has never been able to get the 'boy' out of his mind.

The animation touches on sensitive issues but is suitable for Key Stage 2.

For discussion purposes pause the animation just after Joseph shoots the German. Discuss what feelings he might have. How does this fit with Christian values and what Jesus said in the Bible? Ask the children to discuss whether or not it is 'right' to kill someone in times of war. Can it ever be right?

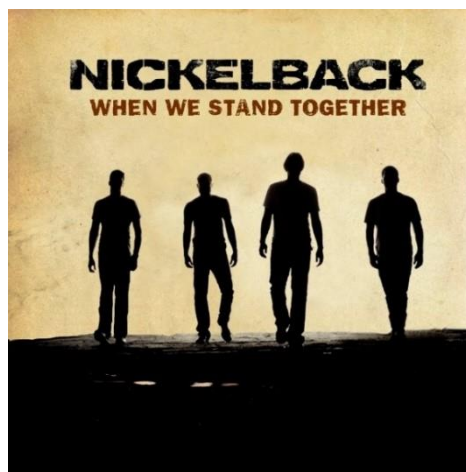


# Standing Together RE Unit of Work

*This is an optional scheme of work, linked to the Year 6 leavers' service 2020. There is a wide range of suggested activities here; maybe choose one idea from each section to help your class engage with this year's theme.*

**Communicate and Apply** What do we mean by standing together? Play the Paul McCartney "Frog Chorus" (We all stand together) and look at the lyrics together. Ask the children to highlight the key words and phrases, then draw up a list of concepts (E.g. Friendship, Togetherness, Support, Perseverance, Courage etc.) Remind them of the difference between open and closed questions and ask them to generate some open questions based on these concepts. E.g. Are we stronger when we stand together? Is it always best to work together with other people?

As a class, vote on the question they would like to debate.



OR, use the Nickelback song "When we stand together." E.g. What do they mean by "We must stand together ... that's when we all win"? Maybe try one of the discussion techniques at the end of these resources to open up the debate.

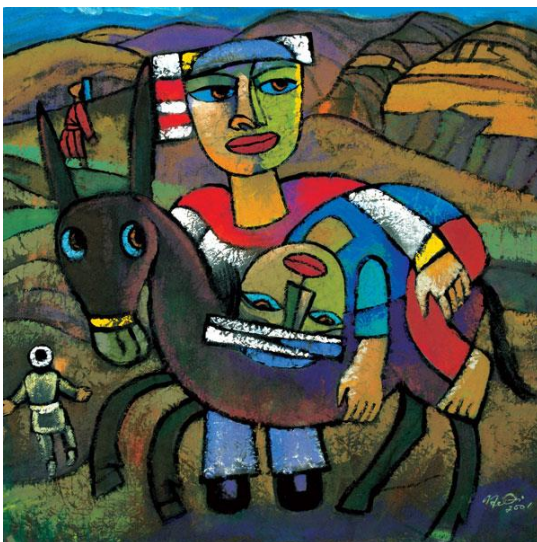
OR, use a film clip from the Literacy Shed such as "For the Birds" or "Wing" to explore how we relate to people who are different from us. You could discuss the quote at the end of "Wing," 'We are each of us angels with only one wing, and we only fly by embracing one another.' 'The Bridge' is also useful for exploring what we can achieve when we work together, rather than confronting others.

Further questions to draw out the discussion: Do we all understand ‘Standing together’ in the same way? Can we think of further examples from our own lives / books / films of people standing together? What would the world be like if people didn’t stand together? Can you think of situations where it would be difficult?

**Enquire** Can we define what we mean by standing together? Do we have any further questions about this concept? How might a religious person understand the concept of standing together?

Many religions have a version of the Golden Rule (Love your neighbour as yourself / treat others as you would like to be treated.) The [Humanist UK website](#) has a series of lesson plans on where our ideas of right and wrong come from, including the Golden Rule, called “Do humanists have rules to follow?” This includes a Golden Rule activity sheet, with examples of the rule from around the world.

An obvious starting point for Christians is the story of the Good Samaritan in Luke 10. Jesus told this story in answer to the question “Who is my neighbour?” The Samaritans were treated as outsiders in first century Palestine and he wanted to make the point that your neighbours include those you might think of as enemies.



You could explore the story through art (Try to use something with a global feel such as He Qi, Jesus Mafa, or Dinah Roe Kendall) or drama, e.g. use freeze frames or hot seating to explore different characters’ thought and feelings, or conscience alley to help the Samaritan decide whether or not to stop and help the injured man.

What would modern parallels be? Ask the class to suggest political or sporting equivalents; what about the good storm trooper or other film examples? There are further ideas for using this story in the **Understanding Christianity LKS2 Gospel** resources (Digging Deeper).

Your class may already be very familiar with the Good Samaritan story, in which case you might prefer to unpack Jesus' teaching in the Sermon on the Mount, Matthew 5: 43 – 48, on loving your enemies. "You have heard it said, Love your neighbour and hate your enemy, but I say to you, love your enemy and pray for those who hate you." For example, you could form a continuum line – give the pupils a series of statements and ask them to place themselves along a line to show the extent to which they agree or disagree with each one.

E.g.: If someone is mean to you, it's OK to be mean back

You should always forgive people, no matter what they've done

God loves good people and bad people equally

It might be interesting to do this first, then look at the Bible passage. They could use different colours to highlight what they agree with, disagree with and any puzzles or surprises. You could try the Plus, Minus, Interesting strategy at the end of these resources.

What would this look like in real life? Ask the children to come up with scenarios where people apply or don't apply this teaching. What would the world be like if everyone behaved like this? What would it be like if no-one did? How does it link to our concept of standing together?

There is further work on this in the **Understanding Christianity UKS2 Gospel** resources. (15 sentences that changed the world)

Another passage that explores the theme of Standing Together, is Paul's description of love in 1 Corinthians 13, especially verses 4 – 7. Try reading it in different versions such as The Message. (Look at the [Bible Gateway](#) website to find a range of translations.)



What would the world look like if everyone behaved like this? How could the passage inspire Christians to want to make the world a better place? Groups could role play different scenarios where they either live out these characteristics or show the opposite attitudes. Perhaps they could do a survey to find out what people think 'love' is and produce a Wordle to show their results.

**Contextualise** You could take the 'standing together' concept in many different directions. For example:

**Stand Together** is the theme for [Holocaust Memorial Day 2020](#).

This looks at how repressive governments have tried to isolate and marginalise groups of people, such as the Jews in Nazi Germany, using propaganda to create an 'us and them' mentality. In our world today people are increasingly treated this way because of their identity; the children will probably be able to come up with their own examples from the news, or from films and books. The HMD website has lots of positive stories of people who had the courage to stand up to the authorities, for example families in Albania who hid Jewish families from the Nazis and saved their lives.

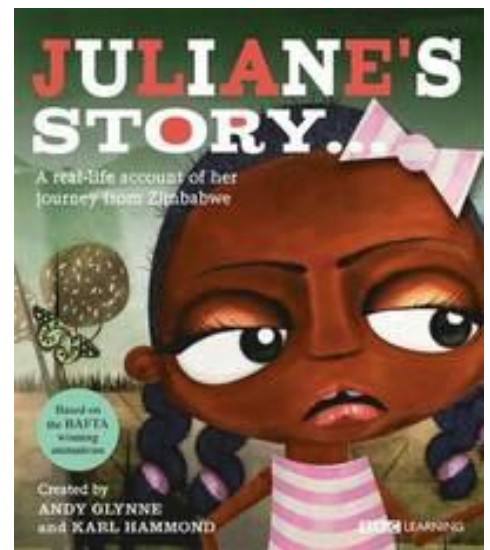




“The Boat” by Andrew Melrose is a thought provoking picture book about a group who set sail from their own land in search of a better life, only to be met by “Keep out” signs. There is an animated version [here](#): Challenge the children to write or draw their own ending to the story. There are teaching resources based on this resource, from the [University of Winchester](#)

As part of Refugee Week 2018, the BBC screened a series of animated short films, [Seeking Refuge](#), about young refugees who have started a new life in the UK. E.g. “Juliane’s Story,” about a girl forced to leave Zimbabwe. (Also in the Literacy Shed).

These have also been turned into a series of picture books published by Hachette.



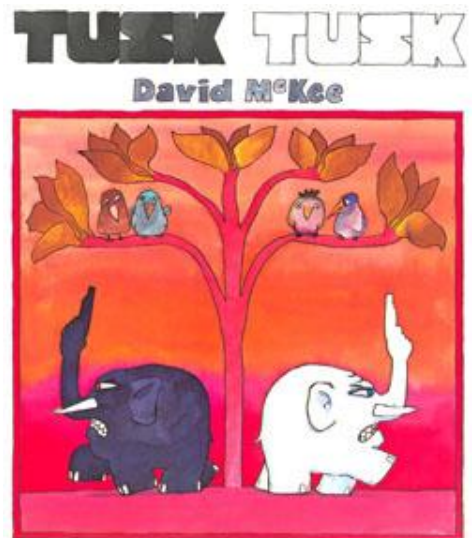
The Christian Aid game “[Safe Place Ludo](#)” is a good resource for exploring issues raised by the refugee crisis and there are related resources on their website, such as a video, “Theodor, the refugee who never forgot,” which links a WW2 refugee to the work of Christian Aid today.

Christian Aid also have a number of [Prayer Space resources](#), exploring themes such as peace making and children alone.

You might like to consider linking your learning to [Refugee Week](#), 15 – 21 June 2020.

There are some excellent books to challenge us about how we treat those who are different, such as “The boy at the back of the class” by Onjali Q Rauf, “The Colour of Home” by Mary Hoffman, “The Island” by Armin Greder or “Wonder” by RJ Palacio.

Or use children’s picture books such as “When the Dragons came” by Naomi Kefford and Lynne Moore, “Frog and the Stranger” by Max Velthuijs or “Tusk Tusk” by David McKee to explore prejudice and stereotyping.



You could find out about Christian (or other!) organisations who stand together with others around the world. For example, Amnesty International campaign around the world to protect human rights; Open Doors work to protect persecuted Christians; Christian Aid is leading a campaign for displaced people “Uprooted and Overlooked.” Find out about local inter-faith initiatives, or invite in a speaker from your local food bank, homeless shelter or other charity to find out how Christians are working practically to love their neighbours. The Quakers have a long tradition of working for peace and social justice and have a good range of schools resources [here](#) on topics such as the Christmas Truce and [‘Fly kites, not drones.’](#)

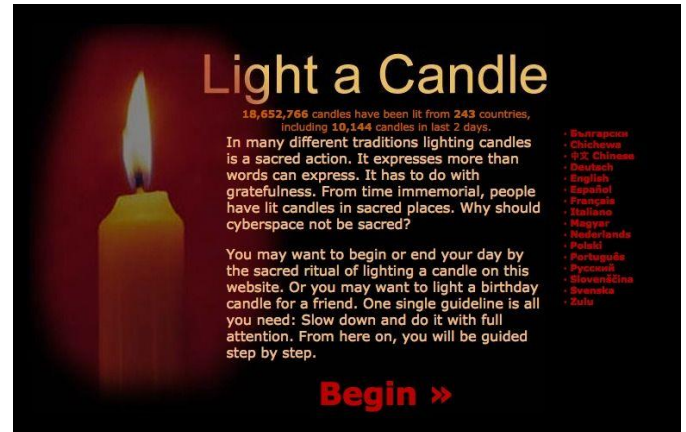




## Evaluate

What would Christians take away from this? What have I learned about Standing Together? Have my ideas changed at all? What (if anything) might I do differently now?

[Gratefulness.org](https://www.gratefulness.org) allows you to light a virtual candle with a message; this could be used as part of a reflective activity – or the class could design their own reflection to stand together with others around the world.



**Light a Candle**

10,692,766 candles have been lit from 243 countries, including 10,144 candles in last 2 days.

In many different traditions lighting candles is a sacred action. It expresses more than words can express. It has to do with gratefulness. From time immemorial, people have lit candles in sacred places. Why should cyberspace not be sacred?

You may want to begin or end your day by the sacred ritual of lighting a candle on this website. Or you may want to light a birthday candle for a friend. One single guideline is all you need: Slow down and do it with full attention. From here on, you will be guided step by step.

- Svenska
- Chinese
- 中文 Chinese
- Deutsch
- English
- Español
- Français
- Italiano
- Magyar
- Nederlandse
- Polski
- Português
- Pycckий
- Slovenščina
- Svenska
- Zulu

**Begin »**



### Peace poles

This initiative was founded in Japan and is now is a global phenomenon, often a response to hate crime in a particular area. The poles bear the words “May peace prevail on Earth.” We are encouraging our church schools to make their own peace poles for the 2020 leavers’ services.

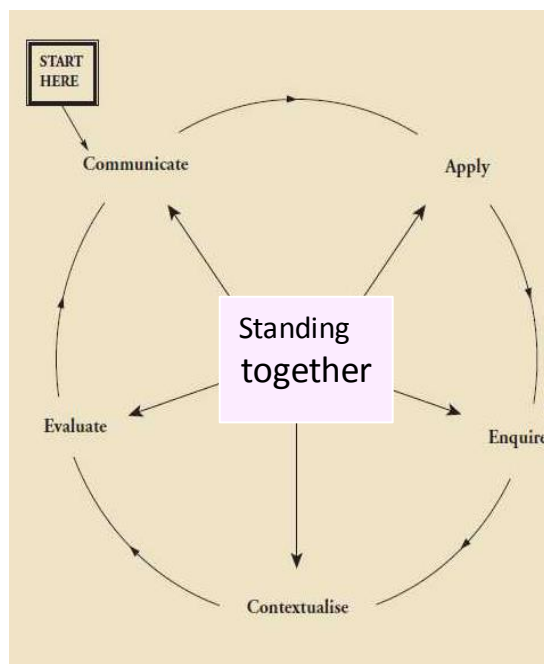
## Communicate and Apply

What do we mean by standing together? Use a song or film clip stimulus to discuss the concept. Do we all understand standing together in the same way? What would the world look like if we didn't stand together? When might it be difficult?

## Evaluate

Why are these issues important for Christians? Are they important to me? Has my thinking changed at all?

Hold a reflection time to respond, or create a peace pole or produce some peace-related artwork.



## Enquire

What does 'standing together' mean to us? What might it mean in a religious context? Unpack the Golden Rule, found in most religions, or explore Jesus' teaching on loving your neighbour, for example in the Good Samaritan or the Sermon on the Mount.

## Contextualise

Focus on a particular issue to explore how Christians (and others) have tried to show solidarity with others around the world.

For example, look at the Holocaust Memorial Trust's "Stand Together" resources about those who had the courage to stand up to the authorities in Nazi Europe and other conflicts.

Or use one of the many resources that have been written as a response to the refugee crisis, to explore how we can make others feel welcome, even when they are different from us.

## Some strategies to encourage discussions in class.

Many of these techniques will be familiar to you already, but it can be all too easy to fall back on the same strategies, rather than trying something new! These are some tried and tested ideas, for active learning in RE.

### **Goldfish bowl activity**

(aka speed dating)

Place the children in two concentric circles facing each other. Give them a question to discuss and after a minute ask them to move one place to the right and share their ideas with a new person.



Agree



Disagree



**Continuum**

### **Continuum Line**

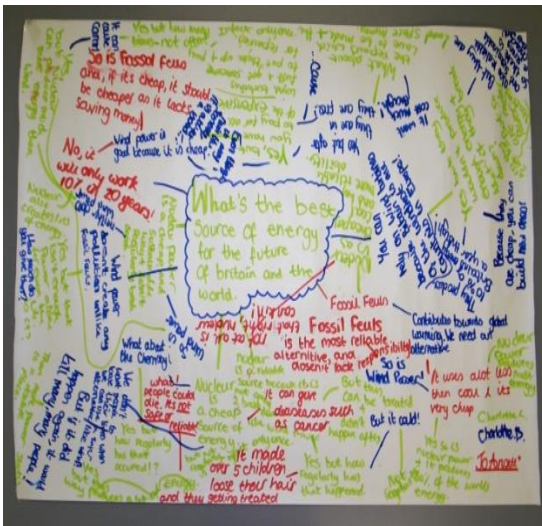
Mark a line on the classroom floor with masking tape, rope or similar. Label one end 'agree' and the other 'disagree'. Ask the children to stand on the line to show how far they agree or disagree with a series of statements. Some children can explain their thinking, or can discuss with the person standing next to them.

**OR Four Corners:** Label the corners of your room Agree, Agree strongly, Disagree, Disagree strongly. Ask pupils to justify where they are standing.

## Human bar chart

Ask the children to vote on a controversial statement by standing in 'bars.'

To make it more interesting, ask them to vote on slips of paper (numbers 1 – 5), collect these in, then redistribute them randomly, so the children have to form a bar chart and explain someone else's point of view.



## Silent debate

Ask the children to move around the classroom and respond to a stimulus, which could be a photo, cartoon, statement, poem etc. They write their ideas and questions on large sheets of paper, responding to other people's thoughts and opinions. This encourages them to read and consider what other children have written and gives thinking space for quieter pupils.

## Snowball discussion

Pupils start discussing a question in pairs, then when they've both shared their ideas they join up with another pair to talk in 4s, then 8s and so on until the whole class is involved in one big debate.

To make it more challenging, they have to reach a consensus before they can join up with another group.



## Pose, Pause, Pounce, Bounce

A useful formula that gives everyone a chance to join in a debate and stops it being dominated by one or two more vocal pupils.

Pose a question, give the class a minute's thinking time (don't be tempted to skip this stage!), pounce on a suitable pupil to give their opinion, then they bounce the question on to another child. It's useful to use a set phrase, such as "I wonder what Scarlett thinks." Encourage the children to link their views to what's been said already, e.g. "I agree / disagree with Harry because...."

### 1. Pose



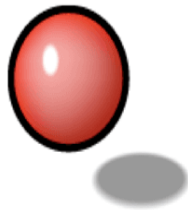
### 2. Pause



### 3. Pounce



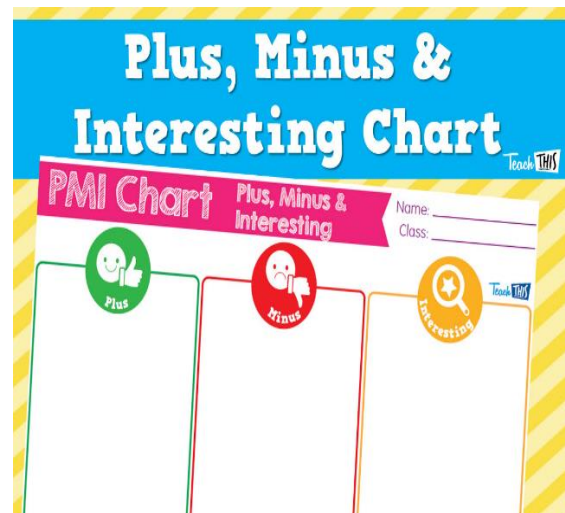
### 4. Bounce



## PMI (Plus, minus, interesting)

You could use this for any stimulus, such as a photo, an artefact, or a short piece of text. Ask the children to think of some positive comments, some negative ideas and then something interesting to say. This is useful for helping them consider different points of view.

They could also generate some interesting, open ended questions to discuss. You might talk through which of their questions would open up the best discussions and then ask them to vote for the question they would like to explore further.





## Traffic Light Cards

Ask the children to hold up a red, yellow or green card to show whether they agree, disagree or are undecided about a statement. This gives instant, visual feedback on their thoughts and feelings and enables you to choose children with a range of opinions to get the discussion started. It also gives the quieter pupils a chance to take part in the conversation.

## ABC, Agree with, Build on, Challenge

This helps the children develop their discussion skills, by inviting them to agree with what others have said, build on a previous statement, or challenge another student. Again you can bounce the question round the class, inviting the children to respond in different ways. It also encourages them to listen to each other!

This can be developed by putting the children into 'talking trios' using ABC to structure their discussion.



## Useful Websites

- UN News Centre interviews students at 2016 International Day of Peace Student Observance, UN Headquarters
- <https://www.hmd.org.uk>
- Ringo Starr produces Peace Day song
- <https://www.hmd.org.uk/take-part-in-holocaust-memorial-day/holocaust>
- Peace One Day Broadcast with Maher Nasser, Director of the Outreach Division in the United Nations
- Peace Channel
- <https://friendsoftheearth.uk/bees/growing-sunflowers-bees-birds-and-other-wildlife>
- Sustainable Development Goals
- United Nations and the Nobel Peace Prize



