



ARTICLE OF THE WEEK

LINKED UNCRC ARTICLES

Many articles of the CRC relate to this week's theme but the activities link, in particular, to the following articles:

Article 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflict.

Article 39 (recovery from trauma and reintegration)

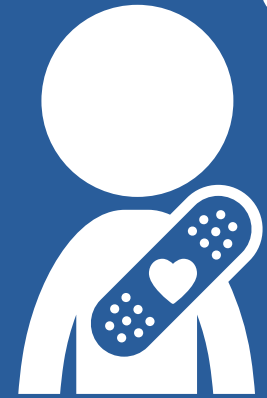
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

38



**PROTECTION
IN WAR**

39



**RECOVERY AND
REINTEGRATION**





EXPLORING INTERNATIONAL DAY OF PEACE

What does **peace** mean to you?



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EXPLORING INTERNATIONAL DAY OF PEACE

Did you think of these?

- Feeling calm, quiet, still
- Feeling safe wherever you are (in school, at home, in your community)
- Knowing you can trust the people around you
- Living in harmony with others
- Being the person you want to be without fear
- Supporting others who need help
- Living in a world without conflict or violence
- Living in a world where people respect and value each other
- No discrimination
- A just and fair government you can trust
- Living in an inclusive community without racism or hate
- Acting in a way that helps others to feel calm and happy

What else did you think of?



PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time, you can try to complete more than one.

Listen to the story [This is Our House](#) by Michael Rosen. At the beginning of the story George didn't know how to play and share with other children which made them upset. What did he learn? How do you make sure you include everyone in your class so that it is a [safe and peaceful place](#)? Could you add anything to your class/school charter to show this?



Use your existing strategies for [wellbeing and being calm](#) such as mindfulness or peer massage to lead into a discussion about how it feels to be peaceful. Create a piece of art or a simple dance to represent what peace feels like.

Explore the [International Day of Peace website](#) to find out what the International Day of Peace is all about.

Work in groups to agree how you can observe the day in your school or your community. Can you create your own message of peace to share?

[Create a Peace Path](#) using an activity from the [World's Largest Lesson](#) to make a path that is safe and peaceful for children or animals to use.

PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time, you can try to complete more than one.

Design or build a 'peace corner' in your classroom where you can go to reflect and sort out any problems. Get creative - you might like to create some peace puppets so that you can act out different solutions to problems.

Do you think you are a good **peacemaker**? Can you think of a time when you helped to solve a disagreement between two people? What did you do? What did you say? How does **Article 12** and respecting each other's opinion help when solving a problem? Write a top 10 list of things to say to help promote peace in the classroom or on the playground.

Research the theme of this year's International Day of Peace and use the information you find to **prepare an assembly** to share and promote Peace Day.



UN Sustainable Development Goal 16 is **Promoting Peace, Justice and Strong Institutions**. What do you think a government needs to do to help create a peaceful society? What does the government do in your country to help create peace in your community?



REFLECTION

Take five minutes to sit peacefully, be still and quiet... to consider all that you could do for yourself.

- **How does it feel to be at peace with yourself, and in your community?**
- Being at peace within yourself is important. What one thing could you do to bring greater peace into your own life?
- ...and to the people around you?





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THANK YOU