



## Visualising Peace

A research and education project based at the University of St Andrews

<https://peacemuseum.wp.st-andrews.ac.uk>

---

## Peace Education through Comics

This resource has been designed with two goals in mind:

1. To deepen young people's understanding of the drivers and impacts of conflict, and the need for holistic approaches to sustainable peace-building
2. To explore the role of comics as a teaching tool in peace education

It is aimed at young people aged 7-15.

### How to use this resource

*Total Duration: 35-50 minutes*

#### *Set up: 5-10 mins*

1. Ask students to fill out the short pre-session survey that you will find in this pack.
2. Hand the three pages of the comic to students (including the final 'Your chance to finish the story!' page) and allow them to read the comic or read it together as a class.

#### *Clarification and discussion about the topic: 5-10 mins*

Give students time to discuss the story which the comic tells, and any issues arising (e.g. the link between climate change and flooding, the scale of human displacement). Share any questions or reflections that arise for them.

#### *Student engagement: 20-35 mins*

Point students to the final page of the comic ('Your chance to finish the story!'), discuss the speech bubbles containing some question prompts, and consider any other questions which

students might want to discuss, as they consider how Āśā's story could develop. Then give students time to work either individually or in small groups to decide how they want to finish the comic.

Once they have completed the five empty panels, encourage students to share their writing and drawing with each other, and discuss the different endings which they imagined for Āśā.

- What kind of future do they visualise for people like her?
- What challenges do they think she will face?
- What hopes do they have for her?
- Why did they end her story in the ways that they did?

### ***Ending the session: 5 mins***

Ask students to fill out the post-session survey which you can find at the end of this pack.

### ***Following up***

It would be helpful if copies of the comics completed by students could be sent to researchers, along with any notes or explanations of what has been drawn (if available) and any teachers' reflections on what they observed as students engaged with the materials. If students completed the comic in pairs or groups, please make a note of how many were in the group and the ages of students.

### ***Materials***

Please print enough copies of the comic so that students can draw directly onto it.  
Please provide: pencils, pens, colouring pens.

There are two ways for students and teachers to complete our surveys. They can either complete them online:

- Pre-session survey (students):  
[https://standrews.eu.qualtrics.com/jfe/form/SV\\_3gUKg0cc3ozde1U](https://standrews.eu.qualtrics.com/jfe/form/SV_3gUKg0cc3ozde1U)
- Post-session survey (students):  
[https://standrews.eu.qualtrics.com/jfe/form/SV\\_5unb3JG18rBL9We](https://standrews.eu.qualtrics.com/jfe/form/SV_5unb3JG18rBL9We)
- Post-session survey (teachers):  
[https://standrews.eu.qualtrics.com/jfe/form/SV\\_errCUg77wdSNxVY](https://standrews.eu.qualtrics.com/jfe/form/SV_errCUg77wdSNxVY)

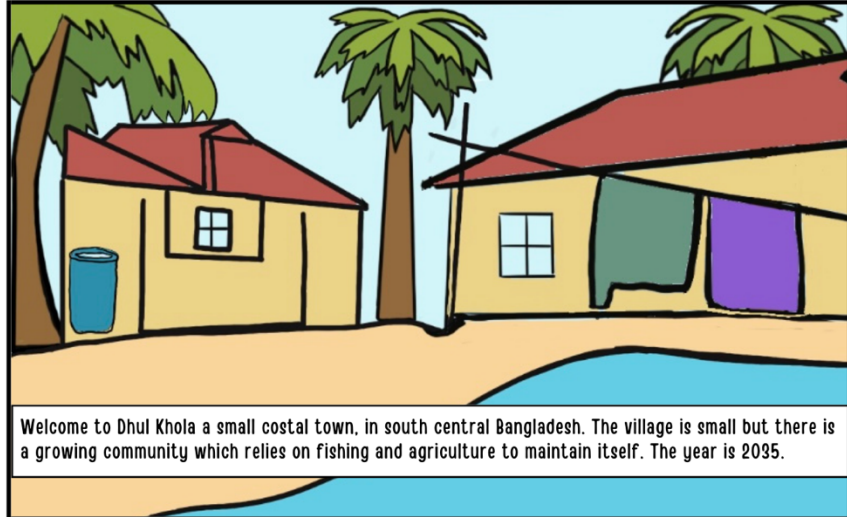
Or the surveys can be printed and completed on paper. Copies are included below.

### ***Extension exercise: Case Study to Discuss***

If you would like to explore a case study of the humanitarian and security impacts of climate-related migration, you could watch this documentary on migration in Bangladesh ([Picareta, 2019](#)). It was one of the main influences for the story in the above comic.

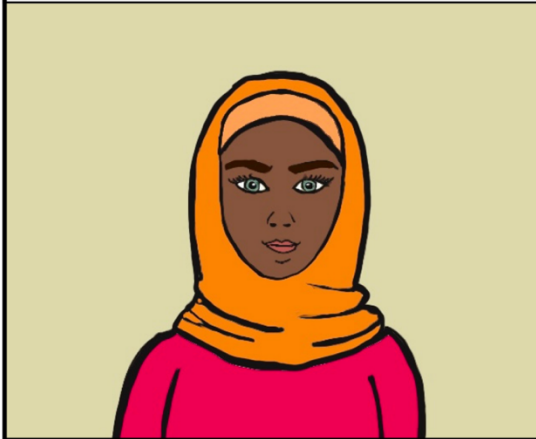
**Thank you!**

আশা  
Āśā  
(Hope)

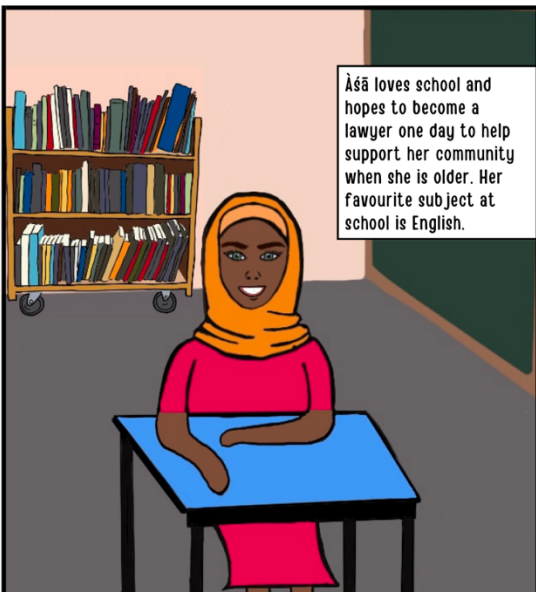
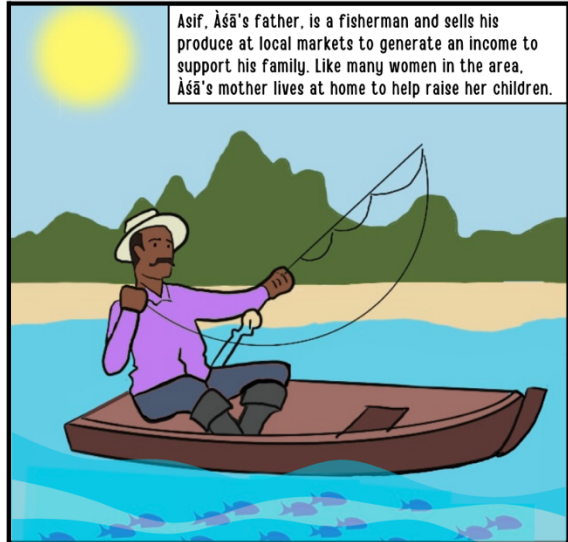


Welcome to Dhul Khola a small coastal town, in south central Bangladesh. The village is small but there is a growing community which relies on fishing and agriculture to maintain itself. The year is 2035.

This is Āśā (Hope). She is 7 years old and four generations of her family have lived in Dhul Khola. She loves to read and enjoys learning at the local primary school.



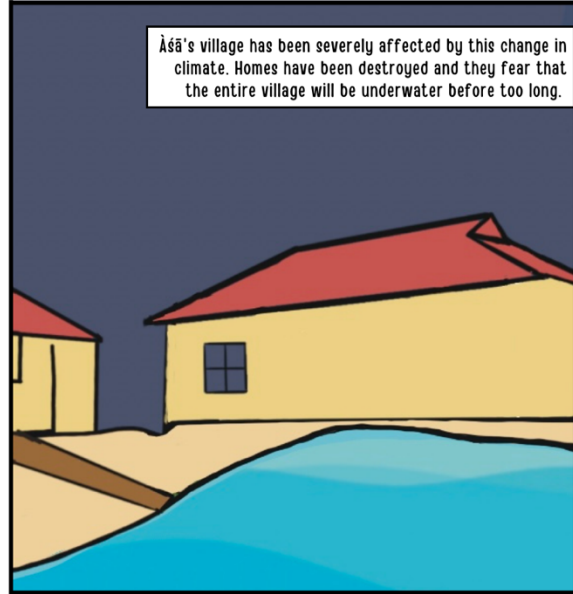
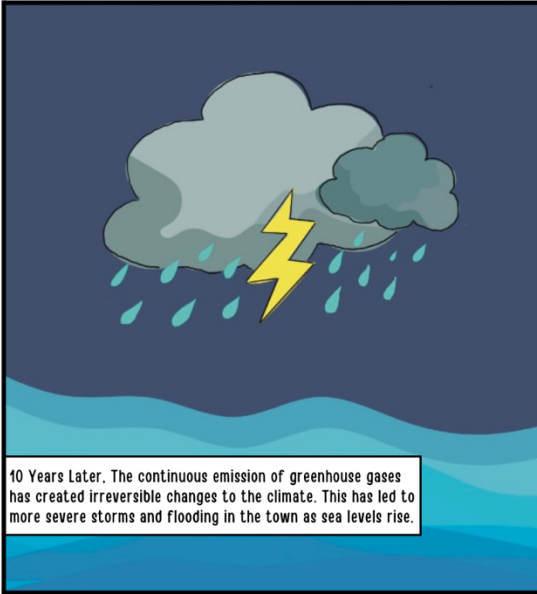
Asif, Āśā's father, is a fisherman and sells his produce at local markets to generate an income to support his family. Like many women in the area, Āśā's mother lives at home to help raise her children.



Āśā loves school and hopes to become a lawyer one day to help support her community when she is older. Her favourite subject at school is English.



Āśā is part of a loving family, who enjoy living in rural Bangladesh. When she returns from school Āśā helps her mother look after her baby brother Rangan. Life is good and happy.



## Your chance to finish the story!

Now you must decide what happens to Āśā and her family! Where will they go? What challenges might they face? How will they be treated by others? How will they adapt to life in a new place? What will happen to Āśā's education? How might their sense of identity change? How much peace or conflict might they experience? How will they feel about life? Please note: there are already resource and housing concerns in major cities in Bangladesh due to rising numbers of climate migrants.

Where do you think Āśā and her family will go will they stay in Bangladesh?

--	--

Will it be easy for them to adapt to their new lives?

--	--

Could they come to live in your town?

--

Will they be welcomed to their new home?

**Pre-session questions for students**

*I know a lot about the impacts of climate change. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I know a lot about climate migration. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I care about climate refugees. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I think climate migration is an important topic which most people should learn about. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I learn about important topics like climate change, war and peace from different forms of media like (tick all that apply):*

Fiction books

Fact books

Comics/graphic Novels

TV programmes

Films

News reports

Newspapers

School

Family/friends



**Post-session questions for students**

*I now know more about the impact climate change Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I now know more about climate migration. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*After learning more about climate migration, I care more about what happens to climate refugees. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I think climate migration is an important topic which most people should learn about. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I think comics are a good way to learn about important topics like climate change, war and peace. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*I enjoyed learning about climate migration through this comic. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*In the future I would like to learn about more peace topics through comics like the one I just read. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Post-session questions for teachers

The students in my class enjoyed using the comic to learn about climate migration. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)

	1 strongly disagree	2	3 neither agree or disagree	4	5 Strongly agree
Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

The students in my class had a strong understanding of climate migration prior to the session. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)

	1 strongly disagree	2	3 neither agree or disagree	4	5 Strongly agree
Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

The students in my class learnt new things about climate migration as a result of the comic workshop. Rate 1 (Strongly Disagree) to 5 (Strongly Agree)

	1 strongly disagree	2	3 neither agree or disagree	4	5 Strongly agree
Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Can you write down some key takeaways which your students took from the session?

---

---

What did your students enjoy about working with the comic?

---

---

Is there anything about the comic workshop which you think could be improved?

---

---

Would you describe this comic workshop as an example of 'peace education'? Rate 1 (Strongly Disagree) to 5 (Strongly Agree)

	1 strongly disagree	2	3 neither agree or disagree	4	5 Strongly agree
Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What subject area(s) do you see it best fitting into in a school setting?

---

What different media do you use to teach students about important topics like climate change, war and peace?

---

Would you welcome more workshops and teaching materials like this to teach challenging topics like climate change, war and peace? ( Rate 1 (Strongly Disagree) to 5 (Strongly Agree)

	1 strongly disagree	2	3 neither agree or disagree	4	5 Strongly agree
Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you very much for engaging with our resources and contributing to our project!

If you would like to be kept informed about our work, please include your contact details below:

---

### What is the Visualising War and Peace Project?

The Visualising War and Peace project at the University of St Andrews is investigating how war and peace are taught in schools. How do history lessons about ancient warfare compare with what pupils learn by reading poetry from the First World War, for example? Which historic wars and what aspects of war dominate the curriculum? What kinds of things are children taught about how wars end? And how much time do they spend learning about peace-building and peace-keeping? Is peace always taught in relation to conflict? What connections do curricula make between inner peace and geopolitical peace? And what media are most effective at generating curiosity and deepening understanding? We are interested in current practice and also in what ideas pupils, teachers and curriculum designers have for how war and peace might be taught differently in the future.

### Why have I been invited to take part?

We are keen to find out what pupils and teachers think about how peace is taught in schools across both across the UK and further afield. Your insights will inform the questions which our research project asks and the future research that we do.

### Do I have to take part?

Your participation is entirely voluntary, and all data we gather will be fully anonymised so no one will be able to trace responses back to individuals. If you do decide to take part you will be free to withdraw at any time without providing a reason, and with no negative consequences.

### Use of your personal data for research and data protection rights

The University of St Andrews (the 'Data Controller') is bound by the UK 2018 Data Protection Act and the General Data Protection Regulation (GDPR), which require a lawful basis for all processing of personal data (in this case it is the 'performance of a task carried out in the public interest' – namely, for research purposes) and an additional lawful basis for processing personal data containing special characteristics (in this case it is 'public interest research'). You have a range of rights under data protection legislation. For more information on data protection legislation and your rights visit <https://www.st-andrews.ac.uk/terms/data-protection/rights/>. For any queries, [emaildataprot@st-andrews.ac.uk](mailto:emaildataprot@st-andrews.ac.uk).

### What should I do if I have concerns about this study?

In the first instance, you are encouraged to raise your concerns directly with the Visualising War and Peace Research project, by emailing [vispeace@st-andrews.ac.uk](mailto:vispeace@st-andrews.ac.uk). However, if you do not feel comfortable doing so, then you should contact the University's Ethics Committee. A full outline of the procedures governed by the University Teaching and Research Ethics Committee is available at <https://www.st-andrews.ac.uk/research/integrity-ethics/humans/ethical-guidance/complaints/>.

