



## Visualising Peace

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

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

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## Inner Peace

This resource has been designed with two goals in mind:

1. To help young people reflect on the relationship between inner and outer peace
2. To explore the role of mindfulness practices in peace education

It is aimed at young people aged 7-11.

### How to use this resource

*First*, please ask your pupils to answer the four pre-session questions below.

*Next*, follow the three steps in the Circle of Trust exercises set out below, using the worksheets included.

*Then*, please ask your pupils to answer the four post-session questions below.

*Finally*, please answer the four post-session questions we have included for teachers.

Thank you!

### Pre-session questions for pupils

1. Please describe: when or where have you most felt at peace/peaceful? (can you explain why? what were you doing? who were you with? what made that experience 'peaceful'?)

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2. What does 'inner peace' mean to you? Have you been taught about 'inner peace' at school or at home? What kinds of things have you learnt about it?

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3. Do you have any techniques or tips for how to increase your own sense of 'inner peace'?

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4. Do you think that a person's sense of 'inner peace' affects the way they experience peace in the world?

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree

WHEN YOU EXPERIENCE

# INNER PEACE

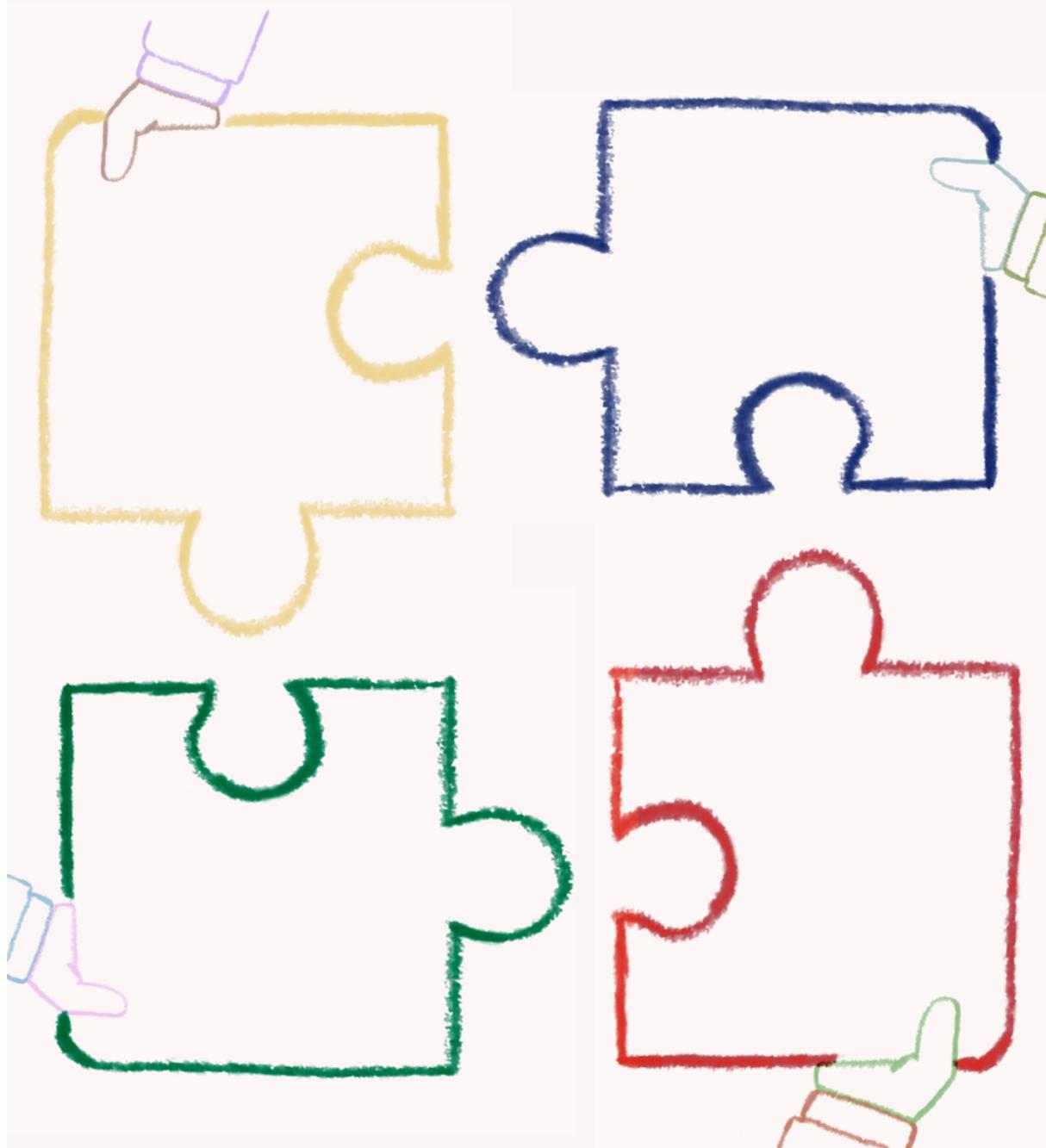
WHAT DO YOU

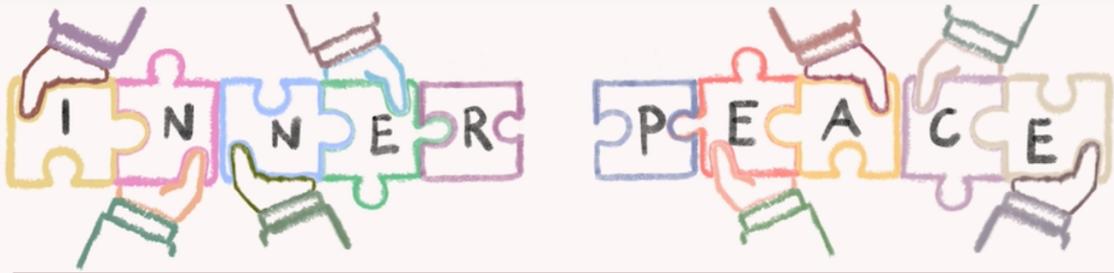
SEE?

SMELL?

HEAR?

FEEL?





TRY TO IMAGINE THAT THERE IS A BRIDGE BETWEEN HOW YOU FEEL AND HOW THE WORLD APPEARS TO YOU



WHAT DO YOU THINK THE BRIDGE MIGHT LOOK LIKE?

HOW DO YOU THINK THE BRIDGE CAN BE WELL-BUILT?

write or draw or share your thoughts

REMEMBER TO TREAT YOURSELF WITH CARE, COMPASSION, AND ENERGY:

- |  |  |
|--|--|
| <input type="checkbox"/> Get enough sleep.           | <input type="checkbox"/> Get enough to eat.          |
| <input type="checkbox"/> Have a moment of silence.   | <input type="checkbox"/> Focus on your breath.       |
| <input type="checkbox"/> Focus on what you did well. | <input type="checkbox"/> Learn from your mistakes.   |
| <input type="checkbox"/> Hug a friend.               | <input type="checkbox"/> Laugh with someone.         |
| <input type="checkbox"/> Do something fun.           | <input type="checkbox"/> Give yourself time to rest. |

## THE CIRCLE OF TRUST

**Duration:** 30 minutes

**The set-up:** The whole class including the teacher sits in a circle on the floor with the handouts and pencils at hand.

### **The first step - 10 minutes**

In the circle, the students engage with the two pages below about inner peace for 10 minutes, either individually or in small groups (pairs or trios). While reading and drawing on the pages, pupils are encouraged to think about what 'inner peace' means to them. They are also encouraged to think about things that make the world around them feel peaceful or not. These worksheets also invite pupils to consider how their sense of inner peace may or may not be affected by the world around them, and how their inner peace might in turn affect that wider world and other people in it. It is important to note that there is no strict framework or specific order for the pupils to engage with the pages. Rather, they should naturally read the prompts, draw, reflect, or write in whatever way they are moved to.



### **The second step – 10 minutes**

After initial engagement with the pages, pupils can be encouraged to share 10 silent minutes in the circle. The teacher begins by guiding the students into a comfortable and still position (sitting or lying). The teacher further guides the students to soften their gaze or close their eyes. Then, the teacher encourages the students to turn their attention toward their breath with guiding sentences. For example:

Every time your mind wanders, bring your attention back to your breath.

Just observe how your thoughts come and go like clouds in the sky.

Notice how your belly expands every time you breathe in, and how it shrinks as you exhale.

In this part of the session, the teacher creates a purposeful space in which the noise within and around can quiet down. The purpose is to affirm the integrity of each student and bring an awareness that each student can listen to their own voice in the community with others. When the 10 minutes have passed, the teacher softly guides the students to bring their awareness back to their breath and to awaken their bodies from the still positions.

### ***The third step – 10 minutes***

In the final part of the session, the teacher creates the space for students to share their reflections on either of the journal pages or the following minutes of silence. Conversation could be encouraged around what ‘inner peace’ means to them, whether they want to learn more about it, what impact ‘inner peace’ can have on individuals and the wider world, and how important (or not) inner peace might be to peace in the wider community. It is important to note that this step should be seen as an opportunity for the students to ‘share into the circle’, thus there is no need to rigidly stay on the topic. When the students, who have been moved to share, have done so, the teacher ends the session.

### ***The final step***

In the circle, the teacher guides the students to turn their attention back to their breath again. Everyone brings their hands to the heart centre and says thank you to each other for creating a safe space to share their thoughts and feelings.

### Post-session questions for pupils

1. Did you enjoy the mindfulness exercises you just did? Can you explain why/why not?

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2. Did you learn anything new about 'inner peace' during the circle time? If so, what?

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3. Do you think that learning about 'inner peace' is an important for understanding how peace and peace-building can spread in the wider world?

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4. Bearing in mind the conversations you have had in your circle time, do you think that a person's sense of 'inner peace' affects the way they experience peace in the world?

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree

## Post-session questions for teachers

1. My pupils enjoyed learning about inner peace through this workshop:

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree

What did they particularly enjoy?

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2. I think that my pupils know more about inner peace after this workshop:

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree

What new things do you think they learnt?

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3. I think that my pupils have a better understanding of how inner peace and peace in the world can affect each other:

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree

What new things do you think they learnt?

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4. I think that conversations about inner peace are an important part of peace education:

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree

Please explain your answer?

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5. Is there anything you think we could improve about the workshop, so that it is even more effective at helping young people learn more about inner peace and its relationship to peace in the world?

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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.

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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/>.

