

Nukes on the Clyde



Nukes in Numbers

Discuss with your partner: what do these numbers have to do with nuclear weapons?

- A. 12,700
- B. 235
- C. 4
- D. ~140,000
- E. 89
- F. 9
- G. 1600

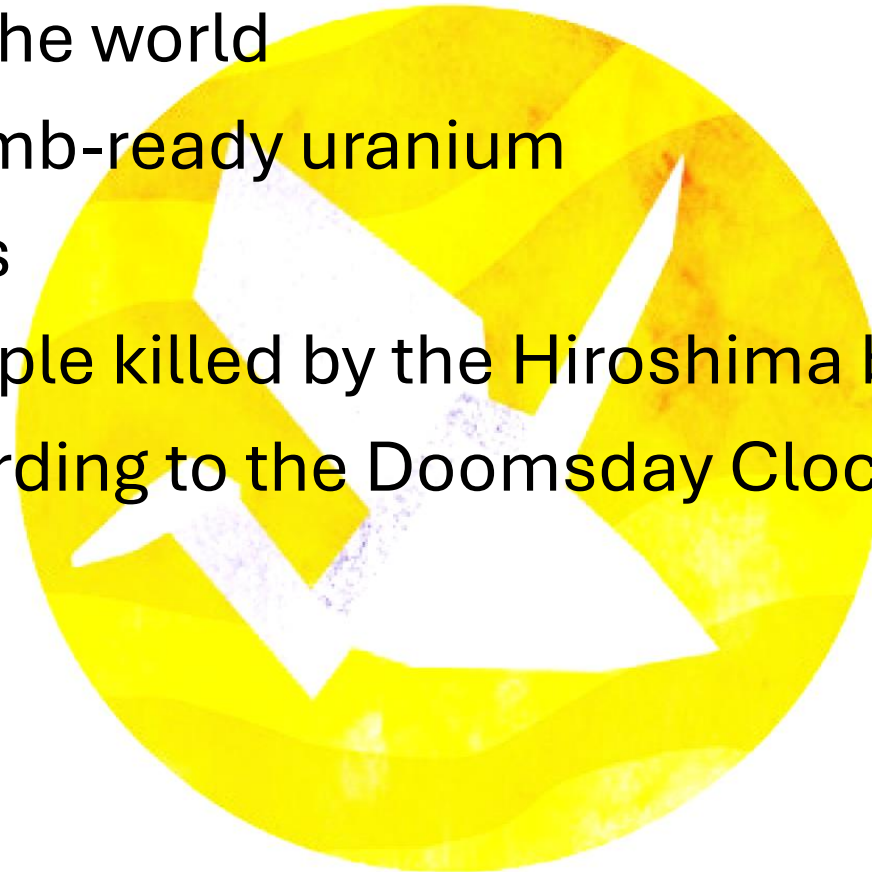


Nukes in Numbers

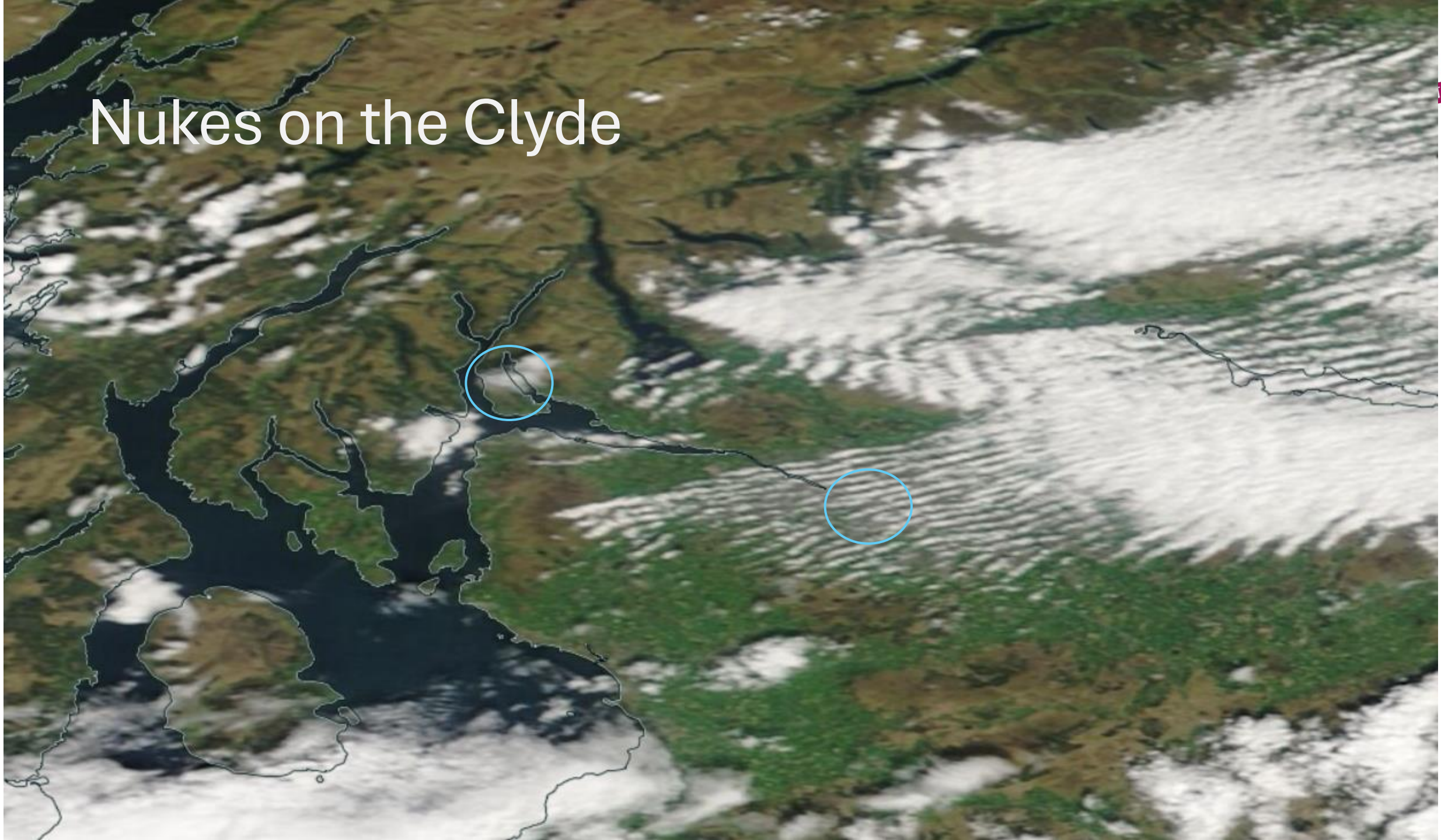
Discuss with your partner: what do these numbers have to do with nuclear weapons?



- A. 12,700 nuclear warheads in the world
- B. 235, the atomic weight of bomb-ready uranium
- C. 4 Vanguard class submarines
- D. ~140,000, the number of people killed by the Hiroshima bomb
- E. 89 seconds to Midnight according to the Doomsday Clock
- F. 9 nuclear-armed nations
- G. 1600 paper cranes







Nukes on the Clyde



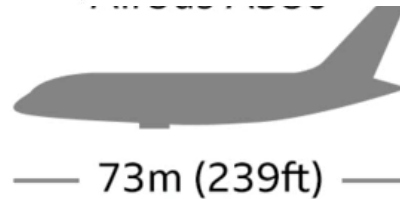
Nukes on the Clyde

The UK has 4 Trident submarines

At any one time there is...

 1 armed and at sea  1 und
  2 in port or on training m

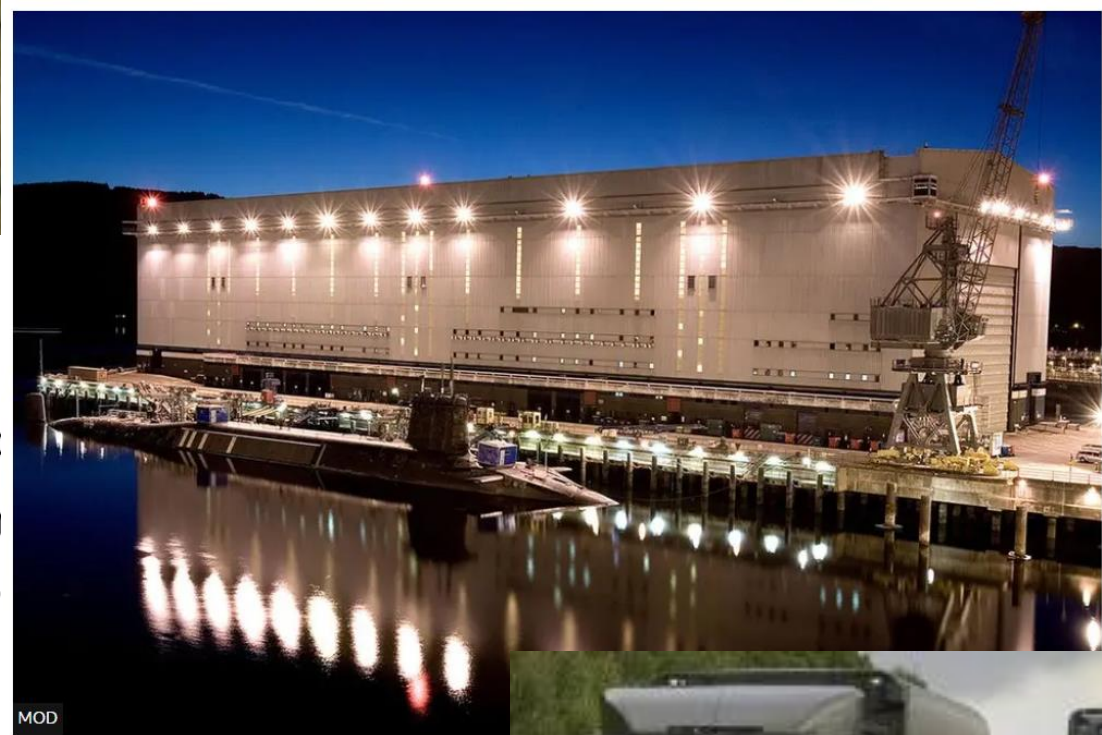
Size of the submarine



132 crew **16** missiles **48** warheads

Source: Strategic Defence Review, Credit: Royal Navy

BBC



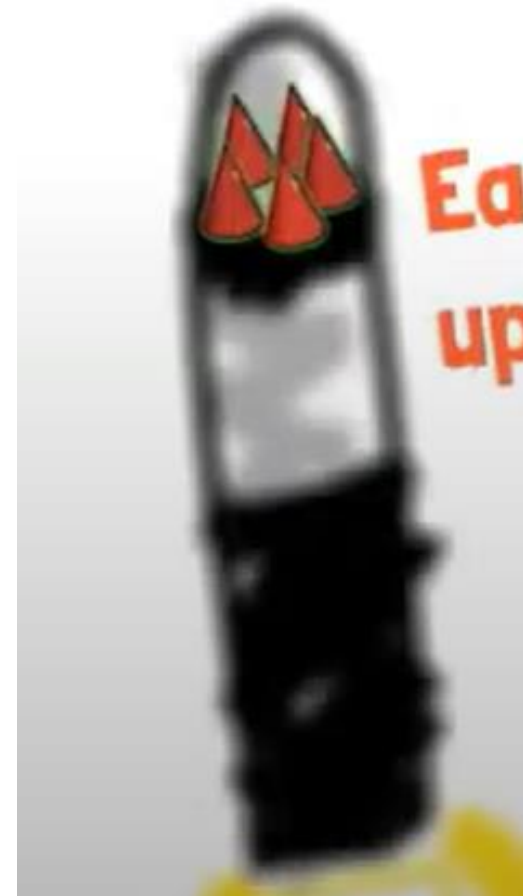
The Trident submarine fleet is based at Faslane near the



Reasons to do nuclear disarmament education?



- The Scottish Government supports the Treaty for the Prohibition of Nuclear Weapons and has called on the UK Government to sign.
- since 1978 the United Nations has urged Governments 'to take steps to develop programmes of education for disarmament and peace studies at all levels';
- YouGov polling commissioned by the Nuclear Education Trust (NET), shows 56% of UK adults are now worried that a nuclear weapon might be used in a conflict in the next two years. 68% believe the use of nuclear weapons in any circumstances is unacceptable.
- 93% of teachers disagree or strongly disagree that Nuclear Disarmament education is "too political" to be taught in schools
- EIS, the largest teachers' union in Scotland supports education for peace





“Peace education is an essential component of quality basic education. (It is) the process of promoting the **knowledge, skills, attitudes and values** needed to bring about behaviour changes that will enable children, youth and adults to **prevent conflict and violence, both overt and structural; to resolve conflict peacefully**; and to **create the conditions conducive to peace**, whether at an **intrapersonal, interpersonal, intergroup, national or international level.**”

Source:

UNICEF, Peace Education in UNICEF, Susan Fountain, Working Paper, Education Section, Programme Division, New York, June 1999

Conflict on the Curriculum

Literacy | Listening and Talking: | LIT 4-02a | When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

Social Studies

SOC 4-06cl can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were.

SOC 4-06bl can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.

health and wellbeing

| HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a | know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

| HWB 0-09a | I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-13a | contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

Health and wellbeing across learning

develop my self-awareness, self-worth and respect for others

meet challenges, manage change and build relationships

experience personal achievement and build my resilience and confidence

understand and develop my physical, mental and spiritual wellbeing and social skills

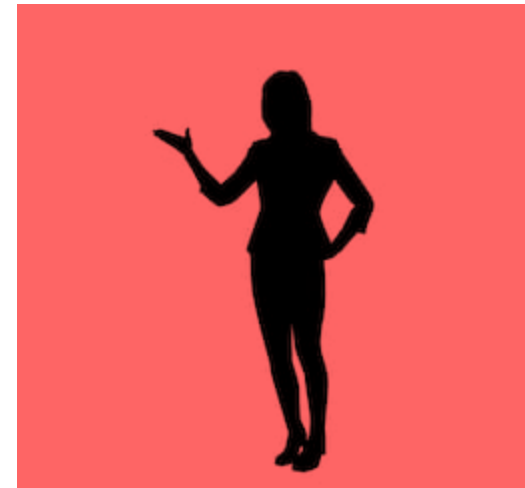
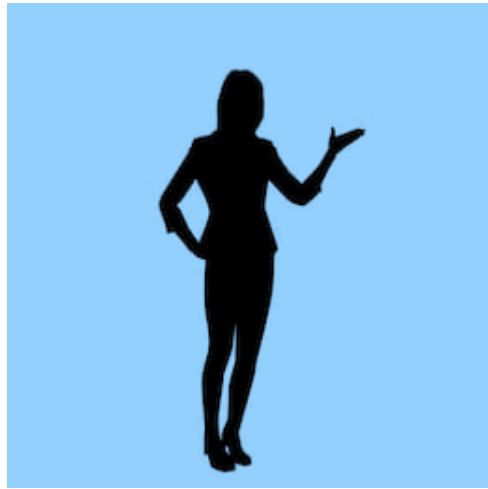
...how decisions I make about my behaviour and relationships affect my physical and mental wellbeing

assess and manage risk and understand the impact of risk-taking behaviour

acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination



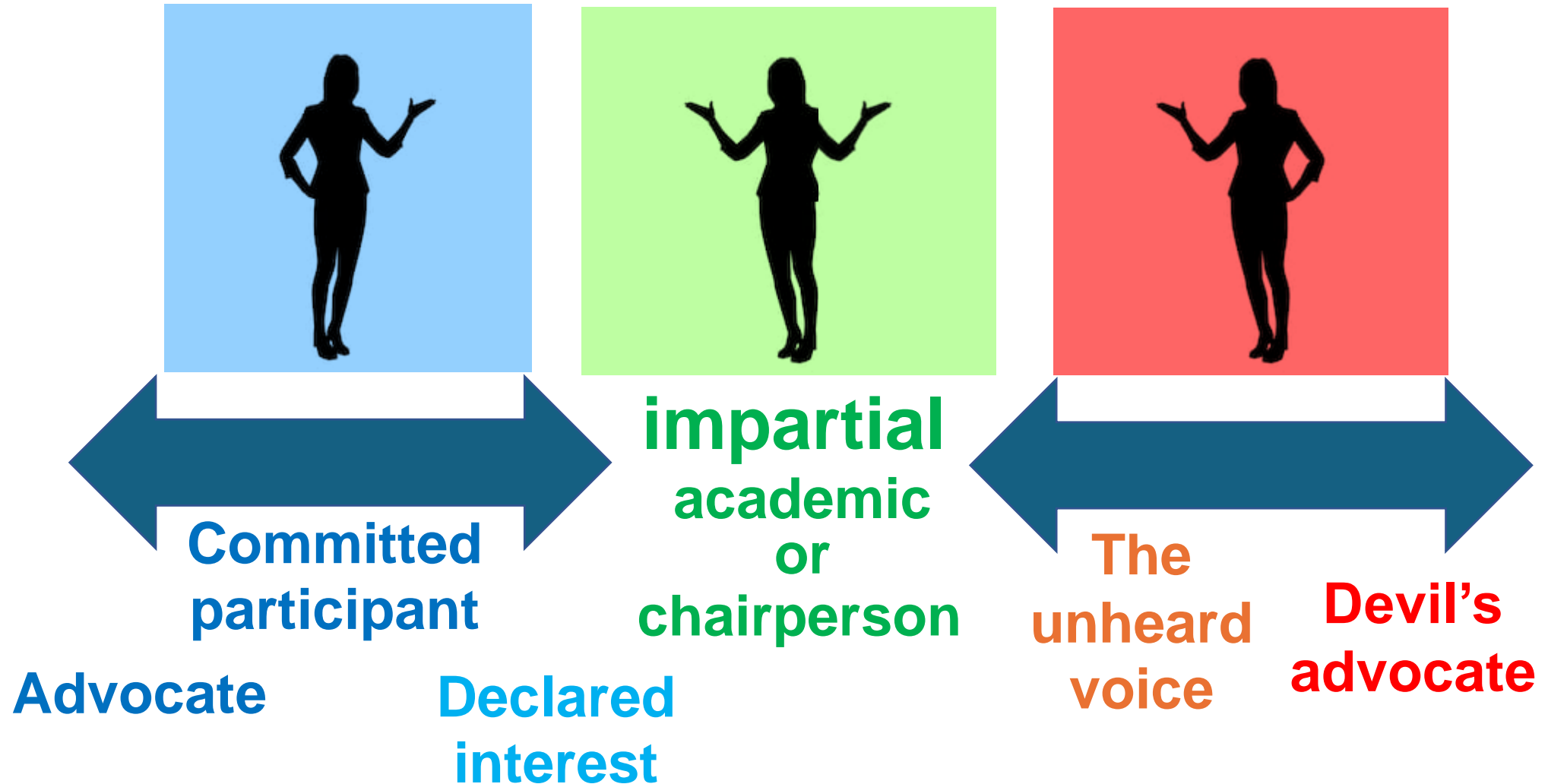
Your stance: where should the teacher stand?



neutral

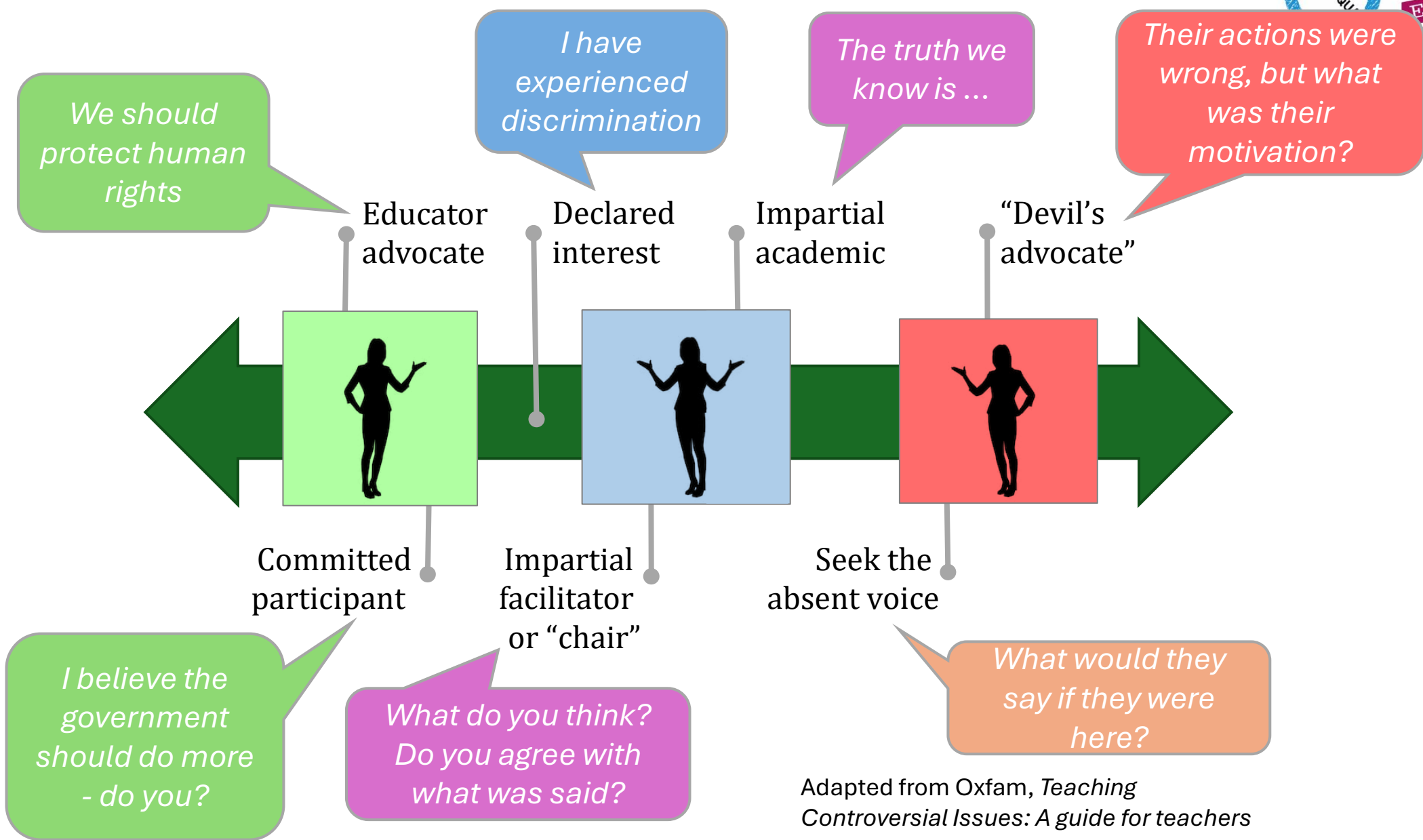


Where should the teacher stand?



Adapted from Oxfam, Teaching Controversial Issues

Stance of the educator on political issues

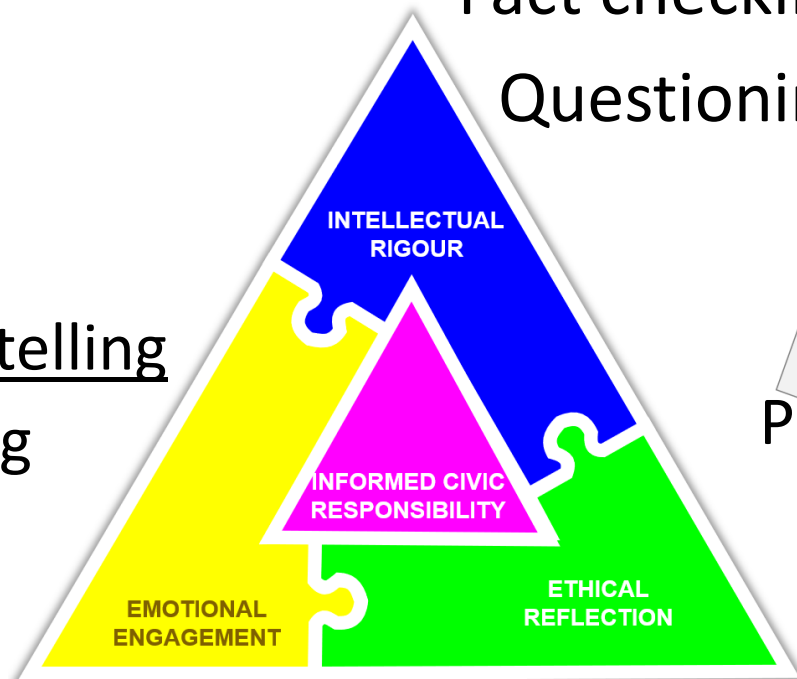


Adapted from Oxfam, *Teaching Controversial Issues: A guide for teachers*

Designing a learning journey



Stories and storytelling
Perspective taking
Real case studies
Drama/roleplay



Source: Adapted from Facing History & Ourselves

Critical analysis

Fact checking

Questioning

Philosophical inquiry

Time to reflect

Dialogue



Sadako



www.nps.gov/articles/000/the-story-of-sadako-sasaki.htm

Setsuko



rise.icanw.org/setsuko_thurlow

Lise



www.britannica.com/biography/Lise-Meitner

Helen



qfp.quaker.org.uk/passage/24-27/

Become an expert: learn

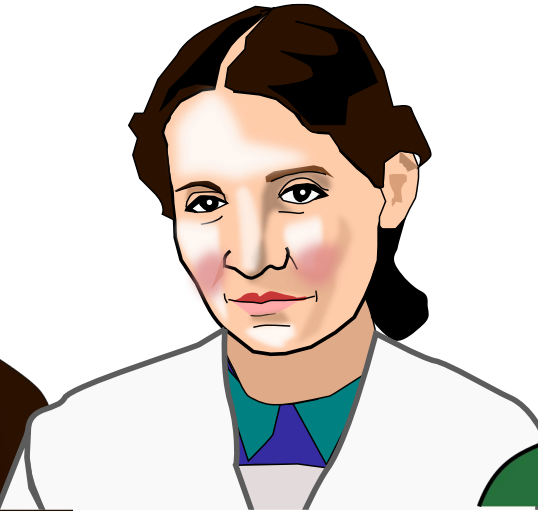
- 3 key facts from their story – What, who, when, how, why?
- What was their relationship with nuclear weapons?
- Your take away...
- Things you wonder



Sadako



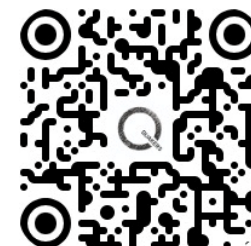
Setsuko



Lise



Helen





HOW TO FOLD A PAPER CRANE

Begin with a **square** piece of paper — ideally one side colored and the other plain. Place the colored side face up on the table. In all diagrams, the shaded part represents the colored side.

1 Fold diagonally to form a triangle. Be sure the points line up. Make all creases very sharp. You can even use your thumbnail.

Unfold the paper. (important!)

2 Now fold the paper diagonally in the *opposite* direction, forming a new triangle.

Unfold the paper and turn it over so the white side is up. The dotted lines in the diagram are creases you have already made.

3 Fold the paper in half to the "east" to form a rectangle.

Unfold the paper.

4 Fold the paper in half to the "north" to form a new rectangle.

Unfold the rectangle, but don't flatten it out. Your paper will have the creases shown by the dotted lines in the figure on the right.

5 Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.

6 Lift the **upper right** flap, and fold in the direction of the arrow. Crease along line a-c.

7 Lift the **upper left** flap and fold in the direction of the arrow. Crease along the line a-b.

8 Lift the paper at point d (in the upper right diagram) and fold down the triangle bdc. Crease along the line b-c.

Undo the three folds you just made (steps 6, 7, and 8), and your paper will have the crease lines shown on the right.

9 Lift just the top layer of the paper at point a. Think of this as opening a frog's mouth. Open it up and back to line b-c. Crease the line b-c **inside** frog's mouth.

Press on points b and c to reverse the folds along lines a-b and a-c. The trick is to get the paper to lie flat in the long diamond shape shown on the right. At first it will seem impossible. Have patience.

10 to 13 Turn the paper over. Repeat Steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two "legs" at the bottom.

14 & 15 Taper the diamond at its legs by folding the **top** layer of each side in the direction of the arrows along lines a-f and a-e so that they meet at the center line.

16 & 17 Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.

18 The figure on the right has two skinny legs. Lift the **upper** flap at point f (be sure it's just the upper flap), and fold it over in the direction of the arrow — as if turning the page of a book. This is called a "book fold".

Flip the entire figure over.

19 Repeat this "book fold" (step 18) on this side. Be sure to fold over only the **top** "page".

20 The figure on the right looks like a fox with two pointy ears at the top and a pointy nose at the bottom. Open the **upper** layer of the fox's mouth at point a, and crease it along line g-h so that fox's nose touches the top of the fox's ears.

21 Turn the figure over. Repeat step 20 on this side so that all four points touch.

22 Now for another "book fold". Lift the **top** layer of the figure on the right (at point f), and fold it in the direction of the arrow.

23 Flip the entire figure over. Repeat the "book fold" (step 22) on this side.

24 & 25 There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as the dotted lines. Press down along the base (at points x and y) to make them stay in place.

26 Take the end of one of the points, and bend it down to make the head of the crane. Using your thumbnail, **reverse** the crease in the head, and **pinch** it to form the beak. The other point becomes the tail.

Open the body by blowing into the hole underneath the crane, and then gently pulling out the wings. And there it is!



PEACE
EDUCATION

"I will write 'peace' on your wings, and you will fly all over the world."

SADAKO SASAKI



The Treaty on the Prohibition of Nuclear Weapons in force 22 January 2021



Stay in touch!



- www.quaker.org.uk/peace-education
- peaceedu@quaker.org.uk
- Subscribe: <https://bit.ly/quaker-peace-ed-mail>







PEACE
EDUCATION
KERS

PEACE
EDUCATION



PEACE
EDUCATION









PEACE
EDUCATION





PEACE
EDUCATION



PEACE
EDUCATION



PEACE
EDUCATION







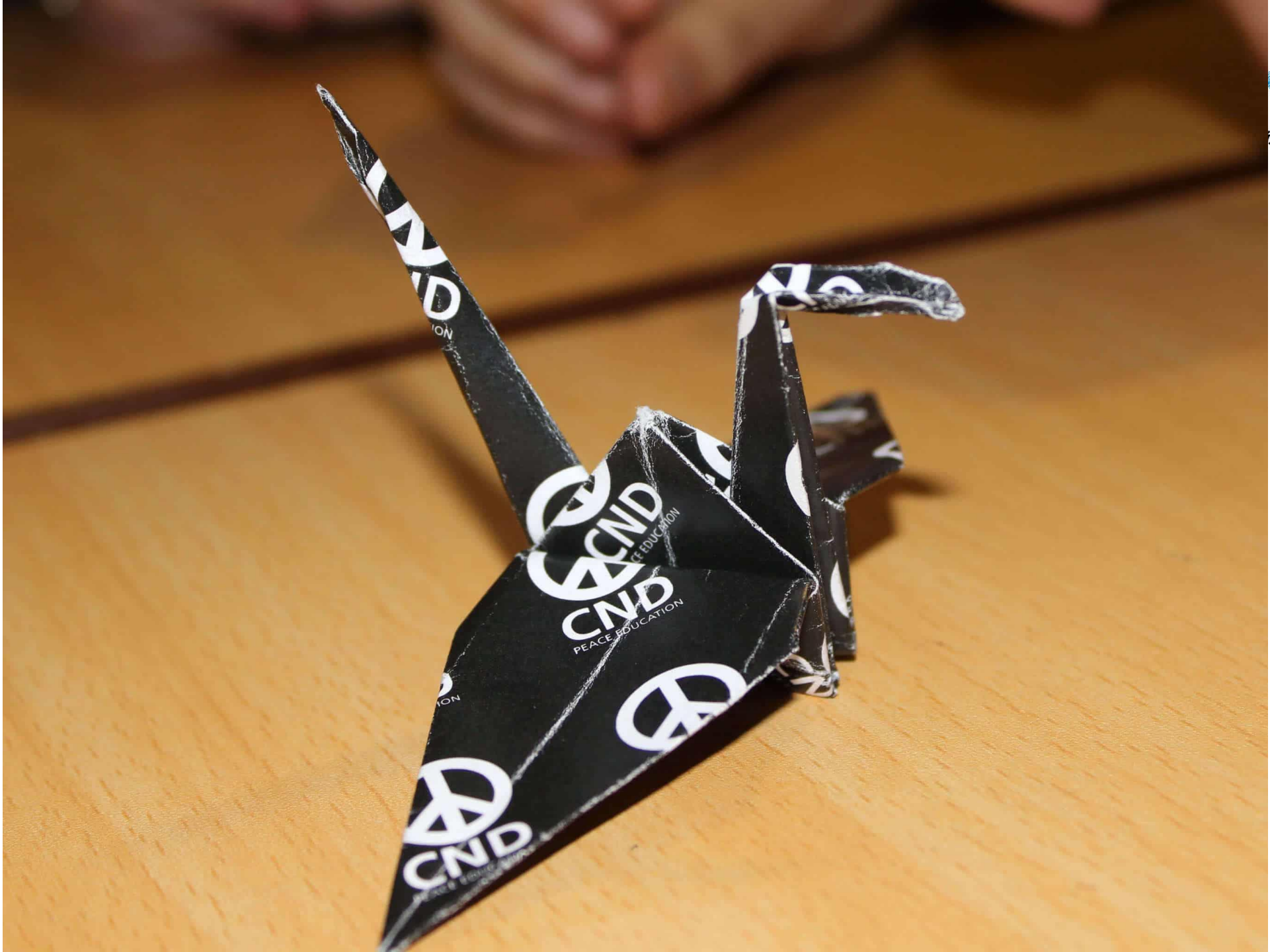


PEACE
EDUCATION



PEACE
EDUCATION









Sadako's story



Links



- [How many nukes in the world? https://prezi.com/p/vivl8u0e7c3r/](https://prezi.com/p/vivl8u0e7c3r/)