



Institutionalizing Nuclear Disarmament Education at the Secondary Level

**International Physicians for the Prevention of Nuclear War Canada
& Canadian Voice of Women for Peace**

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Why Disarmament Education is Essential



Critical Thinking

Preventative

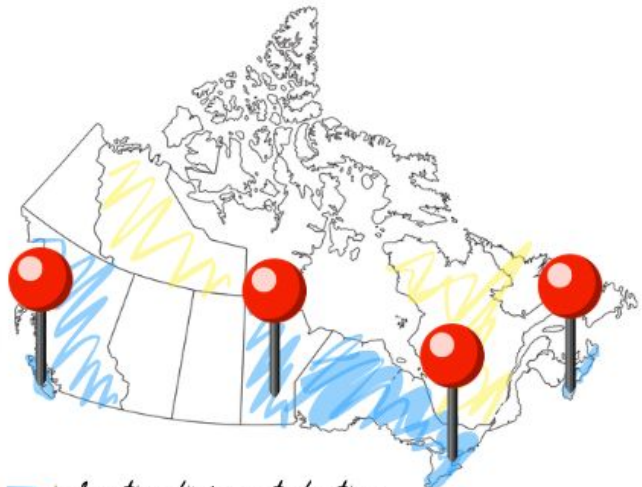
Fosters Empathy




Raises Awareness

Empowering



Why Disarmament Education is Foundational



 implementing disarmament education
 interested in disarmament education
 workshop run





International Physicians for the Prevention of Nuclear War Canada, Nobel Peace Prize Affiliate 1985
Canadian Voice of Women for Peace (VOW), Canadian Network for Disarmament Education (CDEN)

Handout Resource: Nonpartisan Delivery of Curriculum on Political Issues

This resource is a draft and not publication or for wide distribution

Objective

Equip teachers with strategies to teach students how to think critically about political issues without promoting specific viewpoints, ensuring a balanced and respectful classroom environment.

Partisan Education vs. Educating about Politics

Partisan Education

In partisan education, teaching is biased towards the educator's perspective. The educator may actively promote or oppose a specific viewpoint, steering students toward a certain way of thinking or the exploration of alternative perspectives. This is

Example 1:

"NATO is irresponsible for maintaining nuclear weapons, and Russia is the greatest threat to global peace."

This statement makes a judgment about the actions of NATO and Russia without inviting students to critically engage with

"North Korea is reckless for possessing nuclear weapons and should be isolated by the international community."

This type of education pushes a specific policy response (isolation) without analyzing the broader geopolitical context or the

Handout Resources

IPPNWC Sample Lesson Plan and resources for [Highschool](#) teachers. For viewing Not Distribution.

Social Studies GRADE 10- Lesson Plan Introduction to Nuclear Weapons, Disarmament (Part 1/2)

80 minute / 70 minute Block

Content Covered

- Introduction to what Nuclear Weapons are and their use in the second world War, and their rise in the cold War
- Humanitarian Perspectives on Nuclear Weapons
- Relevance of Nuclear Weapons in our world today
- Introduction to the Disarmament and the role of civil society in making the change
- Global systems and international treaties

Learning Goals Achieved:

- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)
- Explain and infer different perspectives on past or present people, places, issues, or events by considering

- Jamboard (or paper reflection)
- Part 2 includes
 - [Jeopardy educational Game](#)
 - [Jeopardy music/humanitarian impacts pptx](#)
 - Optional debate game or discussion questions
 - Second slideshow with indigenous focus [Humanitarian Impacts.pptx](#)
 - [Myth Buster - GAME](#)
- Additional Material
 - Sample Essay assignment prompt
 - Sample quiz/ exam questions

Method 1: (25 mins) Slides

Go through a 25 minute slide presentation providing students with a comprehensive overview of: What a nuclear weapon is, Global Nuclear Weapon history, Canada's nuclear history, and Disarmament.

Method 2 (20 mins) Discussion

- Any initial responses, thoughts or feelings?



Tools for Classroom: Trauma-Informed Delivery of Curriculum

Care for oneself as an educator and students

Outcomes: Statistics

OSSTF Pilot (Ontario, February 2024):

94% of educators reported feeling more comfortable teaching about nuclear disarmament

100% felt better equipped to use trauma-informed approaches

Nova Scotia (September 2024):

Delivered workshops to over **25 educators**

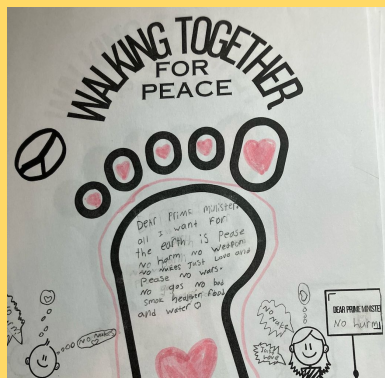
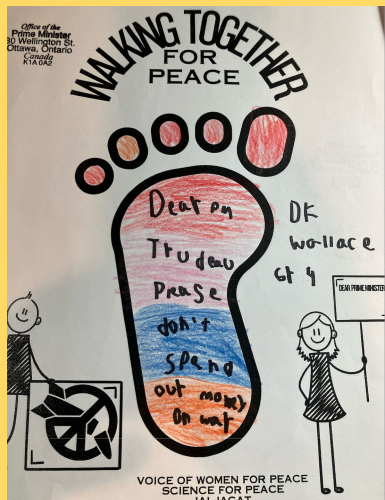
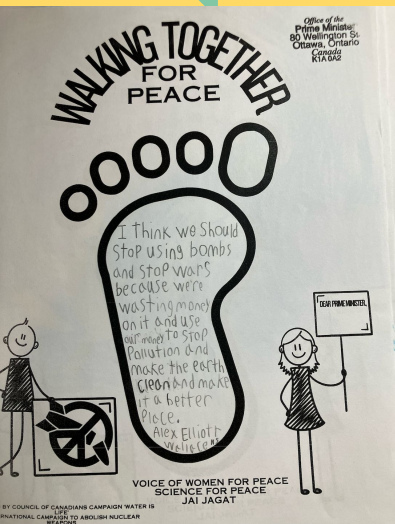
Engaged more than 900 students

Manitoba (November 2024):

Workshops reached **30 educators**, provincial curriculum developers, and district leaders

Introduced a resource on *how* to think critically, rather than *what* to think

Outcomes: Stories



Project Principles



**Canadian
Disarmament
Education
Network**

Partnership:

- Intergenerational collaboration
- Led by IPPNWC and Canadian Voice of Women for Peace
- Engaging teachers, curriculum experts, and youth leaders, and maximizing our collective impact

Inclusivity:

- VOW ensures that our curriculum reflects diverse gender perspectives and incorporates Indigenous narratives
- Connecting disarmament to broader themes of cultural diversity and empowerment

Expertise:

- IPPNWC's leadership, an organization rooted in science-based policy, ensures our educational materials are both accurate and impactful

THANK YOU FOR YOUR SUPPORT!



CANADIAN VOICE OF WOMEN FOR PEACE



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