



**READ
LEARN
INSPIRE**



I Am Peace

This resource was created to
accompany the Green-Schools
Ireland Global Goals Book Club.

www.greenschoolsireland.org

**3 GOOD HEALTH
AND WELL-BEING**



This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'Good-Health and Well-Being'.

Age Group: Pre-school, junior and senior infants, 1st Class, 2nd Class

Book List:

Included in this resource:

- I Am Peace Discussion Questions
- My Peaceful Place
- Breathing Buddy Exercise

Global Goals Book Club and Global Goal 3: Good Health and Well-Being

I Am Peace is a beautifully illustrated book that encourages children to slow down, notice their thoughts, and find calm in a busy world. Through mindful breathing and kind self-talk, the book offers a simple yet powerful message: when we feel overwhelmed or anxious, we can pause, centre ourselves, and return to peace. It promotes emotional well-being, mindfulness, and empathy, key components of a healthy, balanced life.

SDG 3 promotes physical and mental health for all. Emotional regulation, mindfulness, and learning how to handle worry or stress are essential for young children to build lifelong well-being. This book helps children recognise their emotions and discover inner calm, a vital part of their health.

We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to globalcitizenship@eeu.an.taisce.org

I Am Peace

Read or listen to the book 'I Am Peace' by Susan Verde with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.



Listen to the story here.

Discussion Questions:

1. What does the character in the book do when they start to feel overwhelmed or full of thoughts?
2. What does it mean to "feel peace"?
3. Can you think of a time when your mind felt full like the one in the story?
4. What helped the character find calm again?
5. Why do you think it's important to slow down sometimes?
6. How does breathing help the character feel better?
7. Have you ever tried breathing slowly when you felt upset or worried?
8. How can peace in your mind help you have a healthier body?
9. Why is taking care of your feelings just as important as taking care of your body?
10. What healthy choices do you make when you want to feel good inside and out?
11. How can you tell when your body or mind needs a break?
12. What kinds of things make you feel calm, safe, or peaceful?
13. How can being peaceful help you be kinder to others?
14. If someone else is feeling anxious or upset, how could you help them find peace?
15. What words or actions make others feel loved or safe?
16. What would a peaceful world look like?
17. Can one person help make the world more peaceful? How?
18. What can we do in our class to make sure everyone feels calm, safe, and happy?
19. What's the difference between being quiet and being peaceful?
20. Do you think peace means the same thing to everyone? Why or why not?
21. If "peace" were a colour, what colour would it be? Why?
22. If you could give a "peace pack" to someone who needed calm, what would you put inside it?
23. If everyone in the world practised peace for a day, what do you think might change?

Objective

To help children visualise and describe a place, real or imagined—where they feel calm, safe, and peaceful. This personal “peaceful place” becomes a tool for self-regulation, emotional reflection, and mindfulness. Mental health is a vital part of overall well-being. Learning to recognise and return to a peaceful emotional state helps children build emotional resilience, manage stress, and nurture kindness toward themselves and others.



Step 1: Guided Visualisation

Start with a short mindfulness script (2–3 minutes). Example:

“Close your eyes gently. Take a deep breath in... and out. Imagine you are in a place where you feel completely safe and happy. It could be a beach, a forest, your bedroom, or even somewhere magical. What can you see? What sounds do you hear? Is it warm or cool? Are you alone or with someone you love? Stay here for a moment and enjoy the peace.”

Step 2: Drawing Task

Distribute the worksheet or a blank sheet of paper with a simple template. Ask:

- “Now draw your peaceful place. Fill the page with colours and details that show what helps you feel calm and happy.”

Step 3: Discuss

- What makes your peaceful place special to you?
- Can a peaceful place be inside your imagination?
- How do you feel when you think about this place?
- Could you go there in your mind when you’re feeling stressed or overwhelmed?

Step 4: Display

- Create a “Peace Gallery”: Display students’ drawings with their descriptions around the classroom or hallway.



My Peaceful Place



Instructions

- Close your eyes. Think of a place where you feel safe, calm, and happy. Now draw it!

My peaceful place makes me feel

Describe your peaceful place using your five senses.

This activity supports the mental health and emotional resilience aspects of SDG 3. Teaching children simple, effective self-soothing strategies helps reduce anxiety, improve focus, and foster a sense of control over their emotional state.

What You'll Need

- A soft toy, small cushion, or beanbag (1 per child)
- Quiet space for children to lie down
- Optional: soothing background music or a mindfulness bell

Step 1: Set the Scene

Explain to the children:

"Sometimes when we're worried, excited, or upset, our breathing gets fast and shallow. But when we slow our breath down, we help our minds and bodies feel calm again. Let's practise that with a breathing buddy!"

Step 2: The Breathing Exercise

1. Have children lie on their backs on the floor or a yoga mat.
2. Place their breathing buddy gently on their tummy.
3. Ask them to breathe in slowly through their nose for a count of 3... and out through their mouth for a count of 3.
4. Encourage them to watch how their buddy rises and falls with each breath.

Say something like:

"Can you lift your buddy up with your breath? Now let your breath bring your buddy back down slowly. Like a gentle wave on the sea."

Do this for 1–3 minutes, depending on attention spans.

Step 3: Discuss

- What did you notice about your body when you were breathing slowly?
- How did your breathing buddy move?
- How did you feel before and after the breathing exercise?
- When might you try this again at school or at home?