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| **Strands** | The Bible and Christian Beliefs, Faith in Action, Christian Ethics and Ethical Theory | | | |
| **Stage of Development** | Primary (Years 5-6) | **Created** 2018 | **Review** 2022 | |
| **Aim** | This unit will introduce/broaden students’ knowledge and understanding of peace (and nonviolence) as way of thinking and as a practice. It will allow them to become aware, explore and gain knowledge and support them in developing an informed view of their own. It will also encourage them to explore personal, faith, local and global perspectives. Students will look at the Biblical basis for the Christian foundation for peace and nonviolence and consider both individual and organised Christian responses to injustice and conflict. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Peaceful (nonviolent) actions aim to bring about personal, social and political change. Peaceful actions are active not passive. * Peaceful actions are a creative, powerful and effective way to approach and resolve conflicts (our own and others). * Scapegoating (blaming one person or group of people) as a practice has been around a long time and still happens today. It encourages people to think that blaming one person or group (usually unfairly) to bring peace to others is okay. * The Biblical solution to scapegoating/blaming is to love your enemies. * Jesus modelled and taught nonviolence as a response to injustice. * People who use peaceful actions are active in the world today and are making a difference where they live. | | | **Religious Studies Skills & virtues**   * Forgiveness * Love * Truth * Justice * Compassion |

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***TRAINING FOR UNIT:*** *It is highly recommended that all staff teaching this unit undertake the associated one-day teacher training program provided by Pace e Bene (Australia). Contact Brendan McKeague (+61 429 448 090) or Michael Wood (+61 435 065326) for more information.*

NB There is a Dropbox containing the unit resources and extras at <https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0>

| ***Lesson*** | | ***Lesson Structure*** | ***Resources*** | ***Notes & Assessments*** |
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| 1 | **What is Peace?** | Show the PowerPoint pictures of symbols – ask students what these things usually symbolise.  Brainstorm: what do you think about, when you think of peace? (Write words on board)  Read a book like “The Peace Book” or “What does Peace Feel Like” *(these are aimed at younger audiences but could still be used)*. Discuss with the class. Do they agree with all the things they say peace is/feels like?  What kind of actions show peace? (e.g. smiling, including people in games, welcoming people, helping others, listening, caring, supporting). Mention that Jesus is a good example of someone who used peaceful actions. Do they know some other good examples of people who use peaceful actions?  ACTIVITY: Using the words and ideas discussed, students write a peace poem and create an artwork/picture to show/describe what peace is like for them. | Peace symbols PPT slide  Books: The Peace Book by Todd Parr,  What Does Peace Feel Like? By Vladimir Radunsky or similar  God’s Dream by Archbishop Desmond Tutu  Peace poem activity sheet  Sample poem:  *Peace looks like friends playing together in the sunshine*  *Peace sounds like a quiet morning filled with bird song*  *Peace smells like freshly baked bread, enough for everyone*  *Peace tastes like sweet watermelon after a long bike ride*  *Peace feels like taking your heavy schoolbag off at the end of the day.* | The artwork could be completed over a couple of lessons (including art, if possible) and then could be displayed and/or compiled into a class “Peace Book”. |
| 2 | **Jesus – the role model** | Ask the students if they ever fight with their brothers or sisters. What is one thing they seem to fight about a lot?  Read the story “Jed and Roy McCoy” from the Lost Sheep series.  Ask the students what the brothers were fighting about. Were they real things that had happened? Why do they think they were fighting for SO long? What did they need to do to find peace (forgive each other). Jesus came to bring peace on earth – he is sometimes called ‘The Prince of Peace”.  **What does this kind of peace look like?**   1. **This kind of peace looks like forgiveness!** Forgiveness from God for all of us. And help from God so we are able to forgive each other. In Ephesians 4:32, the writer tells his readers “Be kind and merciful, and forgive others, just as God forgave you because of Christ.” 2. **This peace also looks like a new way of doing things** **when trouble comes** – not responding by fighting. **And a new way of doing things when someone different comes along** – making friends instead of making enemies.   Tell one or more of the following Bible stories and talk to students about what Jesus did or taught that was in the way of peace.   * Zacchaeus (Jesus talked to someone that lots of people didn’t like) - in Luke 19:1-10 * Love your enemies (Matthew 5:43-47) Ask students what it would look like to choose to love people who don’t like you, who you don’t get along with? (Love in this sense means choosing to act in a loving way, to show respect, kindness etc). Why do you think Jesus says to pray for people who mistreat you? (See notes) * Jesus heals the soldier’s ear (Luke 22:47-51) (Explain that some of Jesus’ disciples got very angry at the men who were coming to arrest Jesus – so they tried to defend him with a sword. But Jesus didn’t like that behaviour). * Jesus “tells off” James and John. Luke 9:51-56   James and John were angry when a village didn’t want to welcome Jesus – and asked Jesus “Shall we call down a fire from heaven to rebuke these people?!!” But Jesus corrected them for their attitude, and they all simply moved on somewhere else. | “Jed and Roy McCoy” Lost Sheep story  <https://www.lostsheep.com.au/stories/jed-and-roy-mccoy-a-christmas-story/>  *Love your enemies:*  *This teaching should not give students the impression that they should put up with any kind of mistreatment/abuse from anyone/particularly someone in a position of power. Loving your enemies doesn’t mean “sitting there and taking it” – protective action may indeed need to be taken. The main message of this teaching is to choose love and forgiveness over hate and revenge.* | You can purchase “Jed and Roy”, read it online or find a reading of it on YouTube.  . |
| 3 | **How is our peace broken?** | * Recap – what does peace look like/feel like/sound like? * Discuss: What does it feel like/look like/sound like when peace is broken? * What kind of actions lead to peace being broken?   *(e.g. being selfish, being greedy, not sharing, not treating others well, thinking you are better than others, blaming)*   * In pairs students chat and find 5 things they have in common with their partner and 5 things that are different. Ask some to share with the whole group.   (optional activity in notes)   * Tell students that sometimes people blame others who are different from them when things go wrong, when it isn’t true. This is one way that peace can get broken. People don’t work hard to figure out what is really going on, but instead they blame others. Can students think of examples of this? (bullying, racism…) * Watch a clip from *Shrek* or from *Beauty and the Beast*, when the mob are chasing them. Ask students what is going on here? Why? * Tell them that Jesus taught that we should LOVE each other NOT hate each other and blame each other. And we should remember that God loves EVERYONE. He showed us how to do this too, by spending time will all different kinds of people and treating them with love and compassion. (remember back to a couple of the stories from last week) * RESPONSE:   Students could create another artwork (painting, sculpture, drawing etc) or poem to add to the Class Peace Book – this time the topic could be “When peace is broken…” | Use PowerPoint to recap and begin new discussion…  Video clips from Shrek or Beauty and the Beast.  **BLAME GAME ACTIVITY:**  Ask all the people wearing black socks (or similar) to stand up. And say “you know, all the problems in this class are caused by the people who wear black socks. If they weren’t here, our class would be much better”. Ask the people wearing black socks to go and stand somewhere away from the group. Continue to blame the students for all the problems eg “all the people who wear black socks are noisy. They all can’t Now ask students what they think of this. What did it feel like to be in the black sock group? What did it feel like to be in the other group? |  |
| 4 | **Who will I make peace with? How?** | *Learning outcome: to recognise the importance of reconciliation and their role in this*  *Introduction activity:*  *Watch a video/listen to “Let there be peace on earth” – and ask students what the song means when it says “let it begin with me”. Do they think this is true? What difference would it make if everyone chose to see each other as family?*  Discussion. Ask students to identify someone they have had a disagreement with. Are they still angry with this person? If they have already made peace with the person, how did they do it?  Tell them we are going to look at some steps to help us when we need to make peace with others.  Step 1: **NOTICE what is happening**  Student draw a rough picture of themselves on a blank sheet of paper. Then, ask them to imagine how they feel when they are angry with someone. What happens in their body? Ask students to draw the “hot spots” on the picture. e.g. heart beats faster, breath gets faster, feeling hot, stomach ache, shaking etc. What is their body telling them? How do they respond?  Step 2: **STOP yourself reacting quickly**  How can students stop themselves reacting badly when the feel angry or that their peace is broken?  Find a circuit breaker: e.g. Count to 10. Take deep breaths. Tell yourself to stay calm. What else might work?  Remember how you want to treat other people – and act with that in mind.  Step 3: **Listen to the other person**  This can be tricky if the other person is not being kind or fair and if you are hurting. If they will talk to you, try to listen carefully and understand their point of view.  Ask students what good listening looks like. What is important when you are listening?  ACTIVITY: Pairs listening activity (Or The Sharing Game)  Step 4: **Your turn to talk**  Tell students this step involves them speaking truthfully and clearly and explaining their point of view.  Ask students how they might be able to prepare to speak clearly and explain well. (e.g. practice beforehand if they have time, write down some ideas etc)  Step 5: **DECIDE** on a way to move forward together. Have you come to new understandings? Can you agree on what to do next? Do you need to agree to disagree? Do you need more help to move forward? (e.g. could an adult help you talk it through?)  Finish the lesson with a few moments of quiet meditation, prayer or reflection – or play some quiet music while students do some meditative colouring and reflect on personal peace. | PowerPoint  Activity: speaking and listening  **NOTICE**  **STOP YOURSELF**  **LISTEN**  **SPEAK**  **DECIDE** |  |
| 5 | **How is peace broken in other places?**  **Who is taking action?** | 1. Show the picture of the broken peace stone from the PowerPoint. As students look at this, ask if they know of any places where peace is broken in the world or wars that are going on. Ask them if they know what the people/countries are fighting about and whether they look like stopping soon. 2. *Case study of broken peace: The Syrian war*   Using the information sheet resource, talk to the students about the Syrian War.  Discuss what it might be like to be a child who lives in Syria.  Discuss the impact of violence on countries, communities, families and individuals.   1. Using PPT slide have a brief discussion. Put students in pairs or small groups and ask “What can be done when peace is broken between nations or communities? Where could we start?”   Show them the cartoon, then give them 3 minutes to brainstorm some solutions – no matter how crazy they might think they are!  Then share a few with the class.   1. Tell students that there are lots of people around the world who are working hard to bring peace.   Watch the Soldiers of Peace movie trailer <https://www.youtube.com/watch?v=FCPyyFeawe0> Soldiers of Peace movie trailer (4mins)  Next lesson: students look at case studies of peacebuilders. | PowerPoint  Information sheet – The Syrian war  Possible resources – which will need previewing and considering as to whether appropriate for your students:  Syrian kids explain the war  <https://www.youtube.com/watch?v=2iz2tNiRpeY> |  |
| 6 | **Who is taking action and how?**  **(peacebuilding)** | Choose one or more of the following to investigate further with the class – or another peacebuilding story of your choice.   1. Case study option 1: **Peace One Day** – the establishment of an International day of peace (and ceasefire).   Watch “The Day after Peace” which is available at <http://www.peaceoneday.org/education/education-resources> about how this came about – and make use of the primary school resources also available on this site.   1. Case study option 2: **Malala’s story** <https://www.malala.org/malalas-story> Investigate Malala’s story via her website. Her response to violence has been to stand up and try to make a difference – she even won a Nobel Peace Prize. 2. Case study option 3: **World Vision**   Look at some case studies from World Vision’s peacebuilding initiatives in Lebanon and Sri Lanka.  (Use the information sheet)  Discussion question: What do these stories teach us about building peace between people in the world? | <http://www.peaceoneday.org/education/education-resources>  World vision project information sheet  <https://www.worldvision.com.au/docs/default-source/school-resources/global-citizenship---peace-building.pdf?sfvrsn=0> |  |
| 7 | **Who is taking action and how? (actions)** | Look at some examples of how people are responding (non-violently) to situations they believe are unjust. *(You could treat this as an opportunity to do some hypotheticals - present the situation that the person/group believed was unjust, then ask students to brainstorm different ways of approaching it. Then look at what the people involved actually did.)*   * Harper Nielsen – an Australian schoolgirl who protested about singing the National Anthem (see this link <https://www.thesaturdaypaper.com.au/opinion/topic/2018/09/22/why-i-wont-stand-the-national-anthem/15375384006891> or document in resources) * Love Makes a Way – <http://lovemakesaway.org.au/>   “Christians seeking compassion, for people seeking asylum”  Look at some of the different kinds of actions that Love Makes a Way have taken (e.g. rallies, sit ins, paper doll vigils etc) to call for better treatment for asylum seekers   * <https://freethebears.org/pages/origins> - the story of how a West Australian grandmother started a charity to free Asia’s bears from horrific conditions. | PowerPoint  Harper  Another idea:  <http://www.neveragain.com/gun-control/>  the response of a high school in the USA after a school shooting lead to a huge “March for our Lives” event in March 2018 and a huge push to get young people to register to vote and to vote for gun control.  Love Makes a Way:  <https://vimeo.com/230592810> - a message to the people in detention  <https://www.theguardian.com/australia-news/2015/jun/17/protesters-against-children-in-detention-removed-from-parliament-after-sit-in> |  |
| 8 | **PEACE PROJECT** | *In this part of the programme – students could have the opportunity to engage with a peacebuilding project or with a group of people/person that may be different to them. They could do this individually, in small groups or even as a whole class.*  **SOME IDEAS :**   * Set up a communication with a group doing peace work. Create an opportunity to meet and have a conversation/Q&A session or arrange a skype chat to swap stories. Write a journal entry afterwards on how the conversation/interaction could or has influenced you. * Create displays of peace projects/initiatives – the intention with this is to engage students’ own interests and engage/educate others. As part of this there could also be a presentation given: e.g. assembly or parent group. This could possibly be connected with the International Day of Nonviolence on October 2nd or the International Day of Peace on Sept 21). * Facilitate a Talking Circle on a topical issue in the school or news. This could happen with students in the same or other year groups. (Possible topics could include: Live animal exports; How we treat each other; standing for the national anthem etc) * Plan and have a conversation with someone who you might consider an “other” – someone who is different from you - e.g. refugee, person from another culture, person of a different faith, person of a different sexuality, person from a different economic background.   Before the conversation, consider these things:   * What do you think the other person/community thinks of you? * What do you think of the other person/community? * What do you want the other person/community to know about you? * What do you want to know about the other person/community?   Approach the conversation as a chance to share stories, learn about each other, find out about what you share as well as what may be different.  After the conversation, write a reflection about the things you learned, what new insights you might have. Has this changed anything in you/for you?   * Create a peace project in the school (use example of Canadian Pink Shirt day, USA Middle Schoolers Holocaust project, Peace Garden or similar …growing out of a simple action).   Can the students identify a need? What can they do about it? How can they make it happen?  **Review and reflect**  *Create an individual and/or group-based process for reviewing the unit and reflect on discoveries, insights, transformation and commitment.*  (e.g. journals, add to a KWL chart started earlier, add to the class peace book – what will I do to build peace etc) | ***Learning intentions*** *would be the following:*   1. *To engage (nonviolently) with issues/people/groups that students may be tempted to ignore/avoid/blame or stereotype.* 2. *To gain some sense of their own capacity to make a difference within themselves or for others* 3. *Integration through doing, the principles/practices from weeks 1-7*   ***Once the engagement has taken place***   1. *To reflect on what their action has created (what has emerged from their action)* 2. *To learn from what others in the class group do/have done*   Examples of some ideas for school-based peace initiatives/awareness raising:   * peace prayers at lunchtime * fasting for peace * facilitate a talking circle (practice turn taking and listening). This expands the culture of peace and nonviolence in the school. * Encourage a restorative approach to bullying * Practice forgiveness * Organise a Peace Movie evening for wider school community (eg Soldiers of Peace) * Create a partnership project with a local Peacemaking group (e.g. Sudanese) – awareness raising and fund raising…teaching nonviolence and peace. * Celebrate the International Day of Peace <http://www.peaceoneday.org> – check here for ideas   **EXAMPLES OF SCHOOL INITIATIVES:**  Pink Shirt Day : <https://www.pinkshirtday.ca/about/>    USA Middle schoolers – Holocaust memorial project  <https://www.artsy.net/article/artsy-editorial-middle-school-class-created-world-renowned-holocaust-memorial>  Peace Garden project at Cabramatta High School <https://www.youtube.com/watch?v=gweJy3CSxyE> |  |

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