Fertile Question: How does world peace begin with me?

Core Content Area 1: A culture of peace and non-violence

Lesson 1.1.1 Understanding peace and conflict

Lesson 1.1.2 Connecting violence and poverty

Lesson 1.1.3 Cultures of violence, cultures of peace

Lesson 1.2.1 Landmine education

Lesson 1.2.2 Overcoming violence with non-violence

Lesson 1.2.3 Changing the language

Lesson 1.3.1 A just war theory for today

Lesson 1.3.2 Terrorism

Extending Knowledge: North Korea and the Asia Pacific

Depthing Understanding: Protest songs and the anti-war movement
Fertile Question: *How does world peace begin with me?*

Core Content Area 1: *A culture of peace and non-violence*

**TOPIC 1.1: Threats to peace**

**Lesson 1.1.1 Understanding peace and conflict**

In this lesson students will explore ideas about peace, conflict, violence and non-violence.

**Teachers: Before You Start!**

1. Read the Teacher Background on the *Introduction to peace studies.*
2. Consider using a continuum to complete activity 1.a.i.

**For students to explore ideas about peace, conflict, violence and non-violence, select from the following activities:**

1. Explore understandings about peace, war and violence in the class.
   a. Determine attitudes about peace, war and violence in the class.
      i. Compare your opinions about peace, war and violence with other class members by situating yourself on a class continuum in response to the statements below. (A continuum is an imaginary line from one side of a room to the other, locating *strongly agree* at one end, *strongly disagree* at the other and *neutral* in the middle. Once the statement is read, participants move to stand at a location along the line that corresponds to their beliefs). Your teacher may ask you to justify your stance.
         - The fear of violence can be as damaging as violence itself.
         - Peace is not just the absence of war.
         - Peace and poverty are connected.
         - Violence is unavoidable in human societies.
         - Avoiding conflict is always healthy.
         - Nuclear weapons are needed to fight terrorism.
         - World peace is possible.
         - I can contribute to world peace.
   b. Discuss the content and the fertile question for the Peace Studies Unit.
      i. View the movie clip for the unit several times, stopping where necessary to discuss or clarify points.
      ii. Discuss the film with a partner and then with the class. Use some of the following starter questions: How would you describe the genre of the film? Critique the use of music, script and film techniques for providing information and provoking a response. What is the main message of the film? Do you detect any bias? How does the film connect a contemporary audience to issues of peace and justice? What do you think it means to say “If you want peace work for justice”?
      iii. Create a list of sub-questions for the fertile question that could guide your inquiry and learning throughout this unit. Some questions could be addressed to yourself. For example: Do I think world peace is possible? Why? Why not? What would need to change to make it possible? What can I do about that? etc. Keep this list to refer to throughout the unit.
2. Reflect on the Catholic Social Teaching specifically associated with peace and justice.
   a. Review the ten key themes of Catholic Social Teaching.
      i. Highlight sentences and phrases that specifically indicate beliefs that obligate believers to work for peace.
      ii. Re-view the introductory movie clip as a class and stop the film at points relevant to Catholic social teaching. Discuss.
Fertile Question: How does world peace begin with me?

Core Content Area 1: A culture of peace and non-violence

TOPIC 1.1: Threats to peace

Lesson 1.1.2 Connecting violence and poverty

In this lesson students will examine the cycle of poverty, conflict and violence.

Teachers: Before You Start!

1. Familiarise yourself with the resources referred to in this unit.

For students to examine the cycle of poverty and violence, select from the following activities:

Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

Dr. Martin Luther King Jr.

1. Explore the cycle of poverty and violence.
   a. Discuss the connections between violence and poverty.
      i. View the short clip movie clip about the effects of violence in Haiti and complete the following activities:
         Between which two large continents is the Republic of Haiti? What violence has been suffered by the Osmer family? What is Brice Osmer most concerned about as expressed in the movie clip? How has violence impacted on the life of the family? What does Brice hope for in the future?
      ii. View the short movie clip about forced marriage in Australia. Discuss with a partner how the issue of forced marriage can cause a cycle of violence and poverty. Complete a consequences web to record your discussion. (An example is in Useful Resources.)
   b. Explore the international action taken around the world to address the issue of conflict, violence and poverty.
      i. Form a group of three. Access the page about conflict on the You Think website. Each member of the group read carefully one of the three sections: What is it? Why should I care? or What is the international community doing? Make a note of the major points in your section and present your summary of the major points to the other group members.
      ii. Examine the photo at the top of this page. Access a larger version here. Discuss as a group what you see.
      iii. Read the text below that describes what is occurring in the photograph taken on March 8th 2012. Highlight any word or sentence that relates to any section of the You Think article.

AS JDIR, TUNISIA - MARCH 08: Men who recently crossed into Tunisia from Libya wait in line for food in a United Nations displacement camp on March 08, 2011 in Ras Jdir, Tunisia. As fighting continues in and around the Libyan capital of Tripoli, tens of thousands of guest workers from Egypt, Tunisia, Bangladesh and other countries have fled to the border of Tunisia to escape the violence. The situation has turned into a humanitarian emergency as fledgling Tunisia is overwhelmed with the workers. Libyan leader Muammar Gaddafi has vowed to fight to the end. (Photo by Spencer Platt/Getty Images)

iv. Discuss with a partner how this issue is an example of the way in which poverty and violence are of global concern.
Fertile Question: *How does world peace begin with me?*

**Core Content Area 1: A culture of peace and non-violence**

**TOPIC 1.1: Threats to peace**

**Lesson 1.1.3 Cultures of violence, cultures of peace**

In this lesson students will investigate ways in which cultures of violence can become cultures of peace.

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson.

**For students to investigate how cultures of violence can become cultures of peace, select from the following activities:**

1. **Explore the concepts of a culture of violence and a culture of peace.**
   a. **Explore the characteristics of cultures of violence and cultures of peace.**
      i. List examples of places you consider to have a culture of violence and make a second list of places you consider to have a culture of peace.
      ii. Compare your lists with a partner and challenge each other to justify your choices.
      iii. Examine the [Global Peace Index](https://www.globalpeaceindex.org/) criteria and rankings for countries from 2007-2012. Compare data for different countries using this site. Complete the following activities:
         - What surprises you about the ranking of the countries? What doesn’t surprise you about the rankings? Which country’s ranking has changed the most in the last two years? What is the difference between qualitative data and quantitative data? Choose one country to research that has moved from outside to inside the top 100 trending downwards over the last four years. Record the following information: change in politics, change in government spending, improvements in health, education, wealth, stability etc. Propose a hypothesis about why the peace ranking is getting better.
         - Identify and list five other factors that you would add to the criteria that you would consider would lead to a more peaceful or more violent culture. Discuss as a class how these factors might change a country’s ranking in the global Peace Index.
   b. **Explore ways in which Australia could improve as a peaceful and non-violent society.**
      i. Choose one issue of violence in Australian society and research: what the issue is, who is involved, who has the control or power in the situation, what are the issues of injustice involved, what if anything has been done or is being done to address the situation, whether the situation is improving or not and what in your opinion needs to happen to make the situation more peaceful. Examples of situations of violence and lack of peace include: bullying in schools including cyber bullying, violence in aboriginal communities or other communities, forced marriage, detention centres for refugees, bikie gang related violence, violent crime on the Gold Coast, media sensationalism, domestic violence, live animal exports.
      ii. Report your findings as an info graphic by creating a [Glogster](https://www.glogster.com/) interactive poster.
Fertile Question: How does world peace begin with me?

Core Content Area 1: A culture of peace and non-violence

TOPIC 1.2: Education for non-violence

Lesson 1.2.1 Landmine education

In this lesson students will explore how education is vital to peace through a study of landmine education.

Teachers: Before You Start!

1. Set up a class Stixy or Wallwisher for students to post information about landmine education.

2. Consider reading the Twitter feed #landmines for the latest news and using some of the expert information to enrich class activities.

For students to explore the importance of landmine education, select from the following activities:

1. Increase awareness about the problem of landmines in countries recovering after war.
   a. Research the incidence of landmine problems in the Asia Pacific region.
      i. View the YouTube clip about educating children in Laos about the dangers of landmines and or read the fact sheet provided by the United Nations.
      ii. Discuss with a partner answers to the following questions: What areas of your life would potentially be affected by the presence of landmines in your community if you were a ten year old child? How might landmines contribute to poverty and starvation?
      iii. Research the incidence and effects of landmines in a country in the Asia Pacific region. Locate one interesting fact or reliable resource that you think people should know and post it on the class Stixy. Resources might include: short YouTube clips, statistics about costs of mine clearance compared with mine production, pictures of landmines.
   b. Research what world organisations are doing about landmines and landmine education.
      i. Choose an organisation from the following list and investigate what they have done and are doing about landmines and landmine education in the world: United Nations, UNICEF, AusAid, International campaign to ban landmines ICBL.
      ii. So far the United States of America has not signed the International treaty on the banning of landmines. Read the blog by an American citizen portraying the reasons why they haven’t signed or the news post from Human Rights Watch asking Barak Obama to join the treaty.
      iii. Create a table to compare the arguments for and against signing the treaty for the USA. Use two columns: Arguments for signing and Arguments against signing based on the information in the articles and your own research so far. (Refer to the fact sheet in 1.a.i. above). Compare the strength of the arguments in the table. What do you think the United States should do about landmines? Construct a Twitter style tweet (150 characters) addressing the president of the United States stating your opinion about the banning of landmines by the US. Post tweets on the class Wallwisher.
Fertile Question: *How does world peace begin with me?*

Core Content Area 1: A culture of peace and non-violence

**TOPIC 1.2: Education for non-violence**

**Lesson 1.2.2 Overcoming violence with non-violence**

In this lesson students will explore examples of non-violent approaches to dealing with conflict.

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**Teachers: Before You Start!**

1. Consider playing the *Guess the Peacemaker* game in Useful Resources.

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For students to explore examples of non-violent approaches to dealing with conflict, select from the following activities:

1. Explore examples of non-violent approaches to dealing with violence and conflict.
   a. Explore understandings about non-violent approaches to dealing with conflict.
      i. Access the BBC ethics page about non-violence.
      ii. Read the first section that defines non-violence and techniques of non-violence. Discuss with a partner examples of non-violent protests that you are aware of in the world in the past or present.
      iii. Read the next section about Mohandas Gandhi. What is meant by the term *satyagraha*? Write down the definition.
      iv. Compare the definition of satyagraha with the following: Prussian military general and theoretician Carl von Clausewitz defined war as follows: “War is thus an act of force to compel our enemy to do our will.” How are the two ideas similar? How are they different?
      v. Read the last section *Non-violence: an example.*
      vi. Compare the behaviour and responses of Jesus during his arrest and trial from the gospel of Luke with the characteristics of Ghandi’s satyagraha. (See the table in Useful Resources) Do you think Ghandi would have drawn on the teachings and examples of Jesus and the Gospels? (View an excerpt of Ghandi 11.23-20.10 as an example of this).

2. Explore the work of peacemakers in the world. (Play *Guess the peacemaker* in Useful Resources).
   a. Research the winners of the 2011 Nobel Peace Prize.
      i. Locate the Nobel website and examine the list of winners over the past 110 years. Share with a partner names you recognise. (Interesting aside, Ghandi never won the peace prize despite being nominated five times. The Nobel Prize committee has publically announced regret over the omission).
      ii. Analyse the invitation to non-violent activism by Nobel peace prize winner Ellen Johnson Sirleaf, President of Liberia.
      iii. Listen to and view the movie clip of the Nobel Peace Prize acceptance speech by Ellen Johnson Sirleaf. What advice does she give to all people who live in unjust circumstances? What is the key factor the president identified that would give all people the skill set they need to overcome injustice? What was the example of a successful peaceful protest organised by her co-winner Leymah?
      iv. Describe to a partner your opinion about non-violent protesting and its effectiveness in the 21st century.
Fertile Question: How does world peace begin with me?

Core Content Area 1: A culture of peace and non-violence

TOPIC 1.2: Education for non-violence

Lesson 1.2.3 Changing the language

In this lesson students will explore examples of altering the way a situation is viewed and spoken about to foster peace.

Teachers: Before You Start!

1. Familiarise yourself with the resources in this unit.

For students to explore non-violent ways to speak and act, select from the following activities:

1. Explore ways people deal with violence by changing the way they view it.
   a. Research examples of violence transformed into beauty.
      i. Read about the Sarajevo Rose (pictured above).
      ii. Why do you think the people of Sarajevo changed the mortar blast impacts in this way during the war? Can you think of some other examples where people held onto or depicted beauty rather than be overcome by the violence? Discuss with a partner.

2. Examine the use of language as a means of promoting or destroying peace.
   a. Critique the use of violent language and its effect on a peaceful culture.
      i. Scan the headlines of newspapers either in paper or online. Find examples of headlines that use words that have violent connotations or that are about violence. One source of this information is 10x10, a web 2.0 tool that shows 100 images linked to hundreds of stories around the world at any one particular point in time. Share as a class general perceptions of what the media reports about. Why do you think humans are drawn towards viewing, discussing and sometimes copying violent and abusive activity?
      ii. Critique the media’s reporting of violence by using SWOT analysis of the following statement: The media should mainly report about positive news.
   b. Imagine situations of conflict without violent language.
      i. Reflect on a situation where you witnessed a tirade of bad language and verbal abuse either in your own life or in a movie or on TV. How often was the situation a happy or peaceful situation? What else was happening? What was the body language like? What emotions were evident? Discuss with a partner.
      ii. Imagine the situation again but without the violent language. Is it possible? What might the impact be on a situation of conflict if both or at least one party refused to use violent language? Predict some possible consequences for the following scenarios: If I didn’t swear at my brother when I was angry then… If politicians didn’t yell at each other in parliament then… If bouncers spoke calmly and politely to someone who had drunk too much then… If teachers didn’t yell at their students then…
**Core Content Area 1: A culture of peace and non-violence**

**TOPIC 1.3: Challenging the thinking**

**Lesson 1.3.1 A just war theory for today**

In this lesson students will explore the validity of a just war concept in the 21st century.

**Teachers: Before You Start!**

1. Read the teacher background about Just War Theory and non-violence and consider how you might use this material with students. Review the key themes of Catholic Social Teaching.

2. Consider setting up a Type with me pad or a Wallwisher page to facilitate the discussion in this lesson.

**For students to explore the validity of a just war in the 21st century, select from the following activities:**

1. Explore the relevance of the Just War Theory.
   a. Familiarise yourself with the two strands in the Catholic Church’s social teaching about war and peace: just war theory and pacifism/non-violence.
   i. Read the brief outline of the conditions for a just war. For each of the conditions, construct a question to put to the class for discussion. These questions could be shared using Type with me or on Wallwisher. The questions are for reflection and discussion rather than research.
   ii. Critique the arguments given against the theory of a just war given here. Reflecting on the condition of proportionality, how much suffering by humans and the earth is justifiable?
   iii. Since the 1960s the Catholic church has been deeply concerned about the way war affects the poor and marginalised and the helpless (including the earth itself). Non-violence is the other strand of its teaching. Consider the following quote from Pope John Paul II in his World Day of Peace Message in 1982:

   “In view of the difference between classical warfare and nuclear or bacteriological war - a difference so to speak of nature and in view of the scandal of the arms race seen against the background of the needs of the third world, this right of defence which is very real in principle, only underlines the urgency of the world society to equip itself with effective means of negotiation. In this way the nuclear terror that haunts our time can encourage us to enrich our common heritage with a very simple discovery that is within our reach, namely, that war is the most barbarous and least effective way of resolving conflicts.” #12

   What does the Pope say is the world’s most urgent need?
   iv. In light of these questions and your knowledge of past and present conflicts, has there ever been a just war? Write a well-structured paragraph that expounds your point of view.
Fertile Question: *How does world peace begin with me?*

Core Content Area 1: A culture of peace and non-violence

**TOPIC 1.3: Challenging the thinking**

**Lesson 1.3.2  Terrorism**

In this lesson students will examine the dangers of stereotyping the concept of terrorism and terrorist acts with any one particular group.

**Teachers: Before You Start!**

1. Read the Teacher Background on terrorism.

**For students to examine the dangers of stereotyping the concept of terrorism and terrorist acts with any one particular group, select from the following activities:**

*Terrorist acts are in any circumstance unjustifiable, whatever the considerations of a political, philosophical, ideological, racial, ethnic, religious or of any other nature that may be invoked to justify them… General Assembly of the United Nations*

1. Explore the problem of defining what constitutes terrorism and terrorist acts.
   a. Examine state sponsored terrorist activity in the last one hundred years.
      i. View the German propaganda poster from 1944. The card reads (sarcastically) *USA to save our culture from destruction*. The caption reads “With what right?” (There is a larger photo in Useful Resources). What can you see? What is the artist suggesting about the USA in 1944 and its history? Read the definition of terrorism in the picture at the top of this page. According to this definition, how might this poster suggest acts of terrorism by the USA in 1944?
      
      
      The arms race does not ensure peace. Far from eliminating the causes of war, it risks aggravating them. Spending enormous sums to produce ever new types of weapons impedes efforts to aid needy populations; it thwarts the development of peoples. Over armament multiplies reasons for conflict and increases the danger of escalation. *Catechism of the Catholic Church,* #2315.

      
      In 2012, Russia was supplying arms to the Syrian government directly responsible for the deaths of thousands Syrian people. Was that a terrorist act?

   ii. Examine the incidence of state sponsored terrorism across the last century. Mark the locations of both the perpetrating country and the country affected on the world map in *Useful Resources*. Discuss with a partner how you have been positioned during your life to view terrorists and terrorism in a particular way.

   iii. View the short *YouTube* clip of the advertisement that was part of the Iraqi government’s anti-terror campaign. What did you see in the clip? What does the clip suggest about acts of terror? Who do you think is the target audience for the message of the clip? How might new knowledge gained about violence and terrorism and its aftermath challenge your thinking?
Lesson 1.1.2
Consequences Web

A Consequences Web is a type of graphic organiser. It assists students to analyse the likely or observable consequences of an action. The web can contain any number of circles.

If a girl is forced to marry at 14
Then . . .
Then . . .
Then . . .
Then . . .
Then . . .
Then . . .
Then . . .
Then . . .

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Lesson 1.2.2

Table 1: Did Jesus have characteristics of a satyagraha?

<table>
<thead>
<tr>
<th>Satyagraha</th>
<th>He will suffer the anger of his opponent.</th>
<th>In so doing he will put up with assaults from the opponent; never retaliate.</th>
<th>When any person in authority seeks to arrest a civil resister, he will voluntarily submit to the arrest.</th>
<th>He will not resist the attachment or removal of his own property if any.</th>
<th>A civil resister will never insult his opponent.</th>
<th>If anyone insults an official or commits an assault on him a civil resister will protect such official.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Match the examples below with the characteristics of a satyagraha above by pasting in the appropriate box.

Then one of them struck the slave of the high priest and cut off his right ear. But Jesus said, “No more of this!” And he touched his ear and healed him.  
Luke 22:50-51

Now the men who were holding Jesus began to mock him and beat him; they also blindfolded him and kept asking him, “Prophesy! Who is it that struck you?” They kept heaping many other insults on him.  

After mocking him, they stripped him of the purple cloak and put his own clothes on him. They led him out to crucify him.  
Mark 15:20

Then Jesus said to the chief priests, the officers of the temple police, and the elders who had come for him, “Have you come out with swords and clubs as if I were a bandit?... ” Then they seized him and led him away, bringing him into the high priest’s house.  
Luke 22:52, 54

He (Herod) questioned him at some length, but Jesus gave him no answer. The chief priests and the scribes stood by vehemently accusing him. Even Herod with his soldiers treated him with contempt and mocked him.  

When day came, the assembly of the elders of the people, both chief priests and scribes, gathered together, and brought him to their council. They said, “If you are the Messiah, tell us.” He replied, “If I tell you, you will not believe; and if I question you, you will not answer. But from now on the Son of Man will be seated at the right hand of the power of God.”  

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Lesson 1.2.2

**Guess the Peacemaker**

Need answers? Find a friend with an iPhone. Download a free QR code reader app for iPhones. Scan the codes to find the answers and to read more about the peace maker.
ACKNOWLEDGEMENTS

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