Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

- **Lesson 3.1.1 Building peaceful relationships**
- **Lesson 3.1.2 Conflict resolution**
- **Lesson 3.1.3 Managing anger**

**TOPIC 3.1: Dealing with violence and conflict**

**Lesson 3.2.1 Bullying and bystanding**

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**Lesson 3.2.3 Peace at home and school**

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**Lesson 3.3.1 Imagining world peace**

**Lesson 3.3.2 Acting for peace**

**TOPIC 3.3 Believing peace is possible**

**Depthing Understanding: Peace One Day**

**Extending Knowledge: Contributing to a virtual culture of peace**
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.1: Dealing with violence and conflict

Lesson 3.1.1 Building peaceful relationships

In this lesson students will explore their own ability to contribute to peace in their lives.

Teachers: Before You Start!

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

For students to explore their own ability to contribute to peace in their lives, select from the following activities:

1. Explore ways of contributing to peaceful relationships.
   a. Investigate the importance of effective communication for contributing to peaceful relationships.
      ii. Review your understanding of the three types of communication described on the fact sheet as Aggressive, Passive and Assertive Communication by taking this short [quiz].
      iii. Form a group of four to investigate the errors in communication made in the case study on the [fact sheet].
      iv. Read the case study together or individually. Each person then reads and summarises for the group, one of the four communication errors outlined: mind-reading, avoiding communication, labelling, and alienating messages. Be sure to include what the error is and where this error was made in the communication between Tom and his dad.
      v. Share your information with the other members of your group.
      vi. Access the [More tips for communicating] fact sheet and use these tips and your own ideas to create a scenario with a more peaceful and positive outcome for Tom and his dad where both are using effective communication strategies.
      vii. Role play your group’s new scenario for the rest of the class. Two members can perform the role play and the other two can identify for the class the effective communication strategies used by “Tom” and his “Father”.
      viii. Reflect on your own predominant form of communication. Does your communication style/strategy promote peace or conflict in general? Why do many religious traditions teach about respect, honesty, integrity, forgiveness, mercy and compassion?
   b. Explore the characteristics of healthy relationships.
      i. Reflect on your relationships with others by checking the characteristics in [Useful Resources]. It takes hard work to maintain healthy relationships and we all make mistakes and are not perfect. A healthy relationship models love, respect, individuality, trust, communication and conflict resolution. What will you do to contribute to healthy and peaceful relationships? Help with unhealthy or abusive relationships is always available from a trusted adult, Kids Helpline 1800 55 1800 or Lifeline 13 11 14.
      ii. How might feeling safe and happy, and working to create healthy relationships contribute to a culture of peace? Why do many religious traditions teach about respect, honesty, integrity, forgiveness, mercy and compassion?
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.1: Dealing with violence and conflict

Lesson 3.1.2 Conflict resolution

In this lesson students will practise critical thinking skills to explore alternative ways of resolving conflict.

Teachers: Before You Start! Consider sharing the following introduction with students. In the context of learning co-operatively and exploring non-violent responses to conflict, critical thinking is an essential skill. Practising critical thinking skills involves active listening, withholding judgement, questioning assumptions and stereotypes, exploring alternative interpretations of information and allowing time for self-reflection and contemplation. In a conflict, these skills enable us to take a step back, assess the situation, and make responsible choices about how to act. The following Critical Conversation exercise enables students to practice these valuable skills. (Adapted from UN Cyberschoolbus activities). Ensure you are fully aware of how the process works. See Useful Resources.

“If in our daily life we can smile, if we can be peaceful and happy, not only we, but everyone will profit from it. This is the most basic kind of peace work.” — Thich Nhat Hanh

For students to practise critical thinking skills to explore alternative ways of resolving conflict, complete the following activities:

1. Practise critical thinking skills to explore non-violent responses to conflict.
   a. Explore possible responses to real life conflict situations. Read all steps in Useful Resources before beginning.
      i. Divide into groups of five to present and give feedback on a situation of conflict, or have one group of five carry out the task while the rest of the class observes and makes comments in a TodaysMeet room.
      ii. Allocate roles within the group. Identify the “Story Teller” in the group as someone who either witnessed or was involved in a conflict situation. Examples could be a fight with parent/step parent or sibling, fight on Facebook, road rage incident. It can be an example of a positive response to conflict or one in which there was a negative outcome (such as hurt, unresolved anger, or violence). (NOTE: This role can be very difficult and the storyteller should be prepared to be respectfully questioned on his/her beliefs about what happened in the incident). The three Detectives are the people who will critique the presentation by listening for unacknowledged or unquestioned assumptions that the Storyteller may convey. (NOTE: Detectives do not critique the person, but rather challenge possible assumptions that may be evident to them in listening to his/her story. Refer to Tom’s story in the previous lesson) The Umpire is the person who will monitor the process and make sure that the others are speaking to each other in a respectful and non-judgemental manner. The Umpire should remind participants that the purpose of the critical conversation is not to pass judgement on the actions of the Storyteller in any way, but rather to remain impartial as they try to understand what happened and offer alternative perceptions of what took place. The goal is to better understand the incident and shed light on other ways to look at the same situation.
      iii. Once the roles have been allocated, read through the steps of the process in Useful Resources. Be sure that you fully understand what you are required to do.
      iv. When all parties have had an opportunity to speak, participants should step out of their roles and discuss what took place and any new insights they gained. The group may also discuss ideas about how they might act differently if a similar conflict situation arose in the future. The teacher should then bring the groups back together to assess the activity together as a class. How might being prepared to see alternative points of view assist you to become a peacemaker?
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.1: Dealing with violence and conflict

Lesson 3.1.3 Managing anger

In this lesson students will explore ways to manage anger.

Teachers: Before You Start!

1. Consider setting up a collaborative space such as Wallwisher for students to post comments.

2. Preview the Anger Management movie clip. The timing is a little out. If you own the DVD you may want to cue it to the same point for improved video.

For students to explore ways to manage anger, select from the following activities:

1. Explore the emotion of anger and how to manage it positively.
   a. Investigate reasons and triggers for anger and angry behaviour.
      i. View this short (2min) excerpt from the Adam Sandler film Anger Management. Recognising that this is a comedic, unrealistic situation, it highlights some important points about anger. Discuss the following: Who was the antagonist in this situation? What was he trying to achieve and why? What was the trigger point for the Adam Sandler character to transfer from being annoyed to shouting angrily? What was the trigger point for the security person to use the Taser? What could each character have done that would have prevented the violent outcome?
      Helpful hint: Feeling angry when you are ignored, made fun of, misunderstood or stood over is normal. It is the way that the emotion is managed that affects the outcome. Anger is also seen differently across many countries and responded to differently across cultures, and dealt with differently from family to family. Learning how to deal effectively with anger can lead to healthier relationships and a more peaceful world for everyone.
      ii. Share with a partner a recent situation that made you feel really angry (not just annoyed). Try to describe what the trigger was for the anger and whether or not you have been angry about the same thing before. For example you might always get angry when someone cuts in front of you in the tuckshop line. Discuss the appropriateness of your response to the feeling of anger.
      iii. Brainstorm with a partner positive ways to respond to common situations that cause anger. Compare with the list found here.
   b. Explore connections between drugs, alcohol, anger and violence.
      i. View a movie clip that demonstrates the connection between drugs, anger and violence.
      Example one: One punch can kill. 2min.38sec.
      Example two: View the Australian story “Shattered” (30mins) about a young man who threw a rock at a car, smashing the skull of a young beauty therapist, changing both of their lives forever. The rock was thrown as part of a string of out-of-character behaviours revolving around anger, depression, disappointment and alcohol.
      ii. Reflect on the events outlined in the video. Discuss protective behaviours that you could choose to insure yourself against this happening to you either as victim or perpetrator. Post examples on a class Wallwisher. One example might be: Know yourself. If you know alcohol makes you angry, drink something else! Another example might be: If you are feeling disappointed and angry all or most of the time, get help so you can learn to live more peacefully with yourself and others.
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.2: Taking responsibility

Lesson 3.2.1 Bullying and bystanding

In this lesson, students will explore ways to teach others about the effects of bullying on a culture of peace.

Teachers: Before You Start!

1. Familiarise yourself with the resources used in this lesson.
2. Consider assisting your students to organise an item for a school or year level assembly about the promotion of peace.

For students to explore ways to teach others about the effects of bullying on a culture of peace, select from the following activities:

A culture of peace is defined by the United Nations as “all the values, attitudes, and forms of behaviour that reflect: respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity and understanding between people”. Violence comes in many forms (eg war, bullying, poverty and racism) and the fear of violence can be as damaging as violence itself. Peace is more than just the absence of direct or structural violence. It is a condition in which justice flourishes and people are free from the fear of all kinds of violence.

1. Explore ways to promote a culture of peace in your school.
   a. Explore the ways in which bullying affects a culture of peace.
      i. Use the continuum activity to determine attitudes about bullying in your class. (See lesson 1.1.1)
         Students should stand along the imaginary line to show where they stand on the following statements:
         - There is nothing you can do about school bullying.
         - It is possible to make bullying less likely in a school.
         - You would tell someone if you know someone is being bullied.
         - It is unrealistic to follow the Christian teaching of “Love your enemies”.
         Be prepared to justify your stance if asked by the teacher.
      ii. Complete a Y chart about bullying. What does it look like, sound like and feel like? Compare your chart with a partner and discuss where and when you think most bullying occurs in your school.
      iii. Listen to and view the Kate Miller-Heidke movie clip Caught in the Crowd. What is the main message of this song and movie clip? What techniques have been used in this movie clip to enhance the message? How was violence part of both lives? How might a genuine apology assist healing for people who have been hurt by bullying? How does the title of the song connect with your own experience?
      iv. Reflect on the role of bystanders in bullying situations. Kate uses the excuse that she was young and caught in the crowd to explain her bystanding actions. What qualities do bystanders need to take the lead and stop a bullying situation?
      v. Pretend that the scenario in the song is true. Reflect on how you would respond to Kate now, if you were the adult James from the song, fifteen years later. Create a message or Tweet that you would send to her.
      vi. Discuss as a class how bullying and fear of bullying affects the cultural climate of the school.
   b. Promote a culture of peace in your school.
      i. Prepare as a class, an assembly item to promote peace in your school. This could include information about bullying or how to break the bystanding attitude, prayer, role play, an offering of a sign of peace, a sharing of the peace crane story, as well as some kind of challenge. Resources can be found at Bullying No Way, and for the Peace crane story and how to make a peace crane, here.
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.2: Taking responsibility

Lesson 3.2.2 Mindfulness and meditation

In this lesson students will explore the concept of inner peace and mindfulness and their connection to an outer peaceful world.

Teachers: Before You Start!

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

For students to explore the concept of inner peace and mindfulness and their connection to an outer peaceful world, select from the following activities:

1. Explore the connection between world peace and inner peace.
   a. Explore the Christian teaching about prayer and meditation and about inner peace.
      i. View the slide show to understand Christian teaching about the importance of inner peace.
      ii. Discuss as a class points of interest from the slide show. Who do you know who tries to live by these ideas and what benefits do you see for that person and their relationships with others?
      iii. Undertake an experience of meditative prayer. One example using a candle flame can be found here. Check out the article Interactive Faith on the ResourceLink blog for apps on meditation. Let today’s meditation be a moment of thanksgiving for those who have loved you and love you still. As you light the candle and listen to the music, hold them in your heart. With each deliberate breath, send them a blessing and a prayer of gratitude.
   b. Explore further the purpose of mindfulness to bring about calmness and inner peace.
      i. Read the following: Mindfulness means paying attention in a particular way; on purpose, in the present moment, and non-judgementally. Left to itself the mind wanders through all kinds of thoughts — including thoughts expressing anger, craving, depression, revenge, self-pity, etc. As we indulge in these kinds of thoughts we reinforce those emotions in our hearts and cause ourselves to suffer. Mostly these thoughts are about the past or future. The past no longer exists. The future is just a fantasy until it happens. The one moment we actually can experience — the present moment — is the one we seem most to avoid.
      So in mindfulness we’re concerned with noticing what’s going on right now. That doesn’t mean we can no longer think about the past or future, but when we do so we do so mindfully, so that we’re aware that right now we’re thinking about the past or future.
      Contemplatives and mystics across all religions engage in mindfulness practices to more deeply experience the presence of God. Increasingly many secular organisations are recognising that mindfulness practices assist the person to reduce stress and increase calm and inner peace.
      ii. View the PowerPoint about mindfulness. Consider taking up at least one of the mindful activities suggested.
      iii. Take a mindful walk around the school at lunch time. Take the time to stop frequently to see, listen and smell. Do so with a sense of gratitude.
      iv. Read these seven suggestions for bringing more peace to your mind in Useful Resources.
Fertile Question: *How does world peace begin with me?*

**Core Content Area 3: Let it begin with me**

**TOPIC 3.2: Taking responsibility**

**Lesson 3.2.3 Peace at home and school**

In this lesson students will examine the ways in which they can contribute to peace at home and at school.

**Teachers: Before You Start!**

1. Create an atmosphere of reflection for this lesson.
2. Remind students that they should always enlist the help of a trusted adult if they ever feel unsafe at school or at home.

**For students to examine the ways in which they can contribute to peace at home and at school, complete the following activities:**

1. **Explore the notions of control, power and responsibility.**
   
   a. Examine aspects of home and school life with regard to notions of control, power and responsibility.
      
      i. Think about the un-peaceful aspects of life at home and at school that a young person cannot control and is not responsible for. Some examples might be the illness of a family member, friend or teacher including depression and anxiety, addiction of a family member, or parental unemployment List as many as you can as a class.
      
      ii. Form a group of four to critique the movie clip about a teenage girl who lived with a parent with severe depression. Create a four column table to complete whilst viewing the film with the following headings: In her control, Out of her control, Positive behaviours, Negative behaviours. Allocate one column only for each viewer to complete. View the movie clip focussing only on the column you have been allocated and make notes to share with the other members of your group. Take turns to share findings and complete the other columns of your table.
      
      iii. Share the group’s findings as a class and discuss the areas of the girl’s life where she could and did have some control. Was there anything else she might have done to contribute to a more peaceful existence at her home?
   
   b. Take action to create a more peaceful life for yourself and others at home and at school.
      
      i. Access the [64 ways](#) in 64 days for personal commitment to a non-violent life.
      
      ii. Create a Word Document by copying and pasting the complete list and saving it to your personal files.
      
      iii. Read through each of the 64 ways, thinking about how completing that action might contribute to a more peaceful home, school or world.
      
      iv. Choose three (or more) that you are willing to try this month.
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.3: Believing peace is possible

Lesson 3.3.1 Imagining world peace

In this lesson students will imagine what world peace might look, feel, and sound like in the future.

Teachers: Before You Start.

1. This activity has been adapted from a lesson from the United Nations Cyberschoolbus site. The ability to imagine alternative possibilities is a useful skill in many school subjects Adapt the content further as necessary for your students.
2. Consider creating a reflective atmosphere in the classroom for this activity.

For students to imagine what world peace might look, feel, and sound like, complete the following activities:

1. Imagine a world in the year 2030 where world peace has been achieved.
   a. Warm up your imagination by remembering a personal memory to re-experience from your recent past or from early childhood. The memory should be a good one, and one that you enjoy reliving.
      i. Think about all the details of the setting, including the people involved, the sights, the smells, the sounds and the feel of the place. Make sketches or notes if necessary to aid your memory.
      ii. Choose a partner and share some of the details of the memory. Take turns to share as many of the details of the environment and what is happening in the memory that you feel comfortable with.
   
   b. Focus on a peaceful future.
      i. Complete a Y chart to describe what world peace would: look like, feel like and sound like.
      ii. Reflect on the following: How would a peaceful society operate?
      iii. What is your personal hope for peace? Write a goal statement that expresses your personal hopes for a peaceful future. Statements should be two or three sentences long.
      iv. Imagine the year is 2030 and your peaceful hopes for the future have been realised. You are an observer, stepping into the peaceful year 2030 to look and see what is there. What do you find? Remember, you are not trying to predict a realistic or probable world of 2030 in this exercise. You are envisioning possible alternative futures based on your hopes and dreams about peace and justice. Try not to get stuck on thinking, “but this could never happen…” Instead let go of what you think is possible in order to dream.
      v. Imagine you are a reporter who has stepped out of the past to report back about the peaceful life of 2030. What are people doing – the children, the elderly, men, women, young adults? How are the old and the young treated/valued? What kind of housing is there? What do families look like? What do buildings and structures look like? How would you describe the physical environment? What is the government like? What is religion like? How are local decisions made and carried out? How do people travel or make connections across long distances? How do people of different ages learn things? How are local and long-distance conflicts and differences approached and handled? Is anyone playing? How do they play? What kind of entertainment do people enjoy? These are just some suggested questions.
      vi. Form groups of four to discuss what you see in in the future present (still observing in the year 2030). Listen carefully to each other and ask questions only to clarify what the speaker has said.
      vii. Choose a format to present the groups’ vision for a peaceful 2030 to the rest of the class. Suggestions include: Glogster, Newspaper, Zoho Wiki.
Fertile Question: How does world peace begin with me?

Core Content Area 3: Let it begin with me

TOPIC 3.3: Believing peace is possible

Lesson 3.3.2 Acting for peace

In this lesson students will explore the assessment task and determine how they will respond to the fertile question: How does world peace begin with me?

Teachers: Before You Start!

1. Determine how you will introduce the assessment task for this unit. One example can be accessed by clicking on the red assessment icon on the unit map.

For students to explore the assessment task and determine how they will respond to the fertile question, How does world peace begin with me, complete the following activities:

1. Explore the Assessment task designed for this unit.
   a. Reflect on the call to all Christians to act for peace and justice in the world.
      i. View the video clip of St Francis peace prayer and/or read the following by way of introduction to the assessment task. Recent Popes have stressed the importance of every Christian working for justice in whatever way is possible. Paul VI declared that ‘development is the new name for peace’. Only when people are accorded a just share in the world’s resources is there a foundation for lasting peace. Hence, work for peace embraces the whole range of activities that promote social justice as well as reconciliation and harmony between individuals and groups.
      ii. Re-view the introductory movie clip for this unit. How do you now understand the connections between an individual’s actions and overall peace and justice in the world? What changes could you make in your life that could contribute to a more peaceful home/school/world?
   b. Follow the instructions outlined in the Assessment task.
Lesson 3.1.1
Healthy and not so healthy

Circle the characteristics of your relationships including family and friends.

**Healthy!**
- We have good communication
- I am supported
- I feel secure and safe
- I feel respected
- I am able to have an opinion and not be put down or made fun of because of it
- I feel valued
- I feel trusted
- I feel free to make my own choices
- I can make mistakes
- I feel loved
- I am encouraged to be the best I can be
- Our relationship is growing positively
- I am free to hang out with my friends

**Not so healthy!**
- I feel unsafe
- I am unhappy
- I feel pressured to change the person I am
- I am not trusted
- I feel controlled
- I feel put down
- I am always being lied to
- I get shut down or made fun of for having an opinion
- I feel the need to be careful of what I say or do for fear of the consequences
- I feel the need to sneak around and hide my other relationships
- I am ignored when I say no
- I am kept from my friends
- I feel like I’m not good enough
- I am constantly checked up on to see where I am
Lesson 3.1.2

Steps for Conflict resolution activity

**Step 1:** Once the roles are established, the Storyteller begins relating his/her story. The Storyteller should be given five to ten minutes to speak and should not be interrupted in any way.

**Step 2:** While the Storyteller speaks, the Detectives listen attentively and make eye contact with the speaker. Their task is to identify the assumptions underlying the story. Does the Storyteller have any biases related to the story? What do they appear to be? What assumptions or conclusions has she/he drawn about what took place? What is stated as an assumption and what seems to be implied, or unstated? What are some alternative interpretations that could be given based on the same facts and circumstances described?

**Step 3:** When the Storyteller completes his/her remarks, Detectives may ask impartial (non-judgemental) questions to gain more information about what happened. For instance, Detectives may pose alternative interpretations of the facts presented and ask if the Storyteller thinks these other viewpoints could also be true. The Storyteller provides all additional information as long as he/she feels it was requested without judgement. The Storyteller may also choose to ask Detectives why they are asking particular questions.

**Step 4:** The Umpire should intervene if at any point questions are posed in a judgmental way. For instance, Detectives should not say things like, "You can't seriously believe that….". A question such as "Why did you do that?" may be asked in a neutral, curious tone, but not as an accusation.

Detectives also explain their alternative interpretations of the story. They could see what happened in a different light and say, "Perhaps from a different perspective, you might conclude that…." or "another possible way to explain what happened might be ….". Detectives should provide their reasons for drawing such alternative conclusions. Ideally, they provide insight that sheds new light onto the story. Their feedback should never be asserted as "the truth" but only another possible interpretation of what happened.

**Step 5:** The Storyteller then has a chance to respond or comment on these alternative interpretations and to ask questions about them. It is not necessary for the Storyteller to always agree with the Detectives, but rather to respectfully consider what they have shared.

**Step 6:** Finally, the Umpire should offer any feedback he or she has about the process or the outcomes.

**Step 7:** When all parties have had an opportunity to speak, participants should step out of their roles and discuss what took place and any new insights they gained. The group may also discuss ideas about how they might act differently if a similar conflict situation arose in the future. The teacher should then bring the groups back together to assess the activity together as a class.

Back to Lesson
Lesson 3.2.2

Inner Peace

7 steps to inner peace

1. Choose carefully how and with whom you spend your time. If you constantly read, view and focus on negative, violent or depressing things or associate with people who are violent or swear constantly, it is difficult to find peace. Take time to be still and do something positive.

2. Control your thoughts. Try not to follow a path of negative thinking.

3. Simplify your life. Do the most significant tasks, one at a time, mindfully and enjoying them. To experience inner peace, it is essential to avoid cluttering our life with unnecessary activities and worries.

4. Take time to cultivate inner peace. Build meditation, mindfulness and prayer into your daily life.

5. Be immune to flattery and criticism. If you depend on the opinions and praise of others, you cannot have inner peace.

6. Serve others.

7. Avoid criticising others. If you offer a peaceful attitude to others, it will be returned.
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