### Fertile Question: *How does world peace begin with me?*

### Core Content Area 2: Work for justice

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**Depthing Understanding:** Violence in sport, language and youth culture

**Extending Knowledge:** The Sea Shepherd and environmental justice
Fertile Question: *How does world peace begin with me?*

**Core Content Area 2: Work for justice**

**TOPIC 2.1: Religions and peace**

**Lesson 2.1.1 Sacred texts and teachings of justice and peace**

In this lesson students will explore religious perspectives on peace and justice.

**Teachers: Before You Start!**

1. Consider setting up an online collaborative space such as Wallwisher for students to post their ideas.
2. Consider using Lesson 2.1.2 to differentiate the curriculum for students with lower reading literacy skills.

**For students to explore religious perspectives on peace and justice, select from the following activities:**

1. Explore the theme of peace in the Catholic Liturgy of the Eucharist.
   a. Analyse the Liturgy of the Eucharist to identify the ways in which participants are invited to peace.
      i. View the video clip of the Catholic Liturgy of the Eucharist. How do the gestures, movement and behaviour of the priest and the people create a peaceful atmosphere? Read the text of the Communion Rite in Useful Resources. What is the producer of this text which is repeated in every Eucharistic liturgy, trying to make participants believe or do around the concepts of peace?
2. Explore links between peace and justice in major world religions.
   a. Investigate the call to peace and justice in religious traditions.
      i. Read the following quotes from Pope Benedict’s World day of peace message in 2012 and from the Dalai Lama.

Peace, however, is not merely a gift to be received: it is also a task to be undertaken. In order to be true peacemakers, we must educate ourselves in compassion, solidarity, working together, fraternity, in being active within the community and concerned to raise awareness about national and international issues and the importance of seeking adequate mechanisms for the redistribution of wealth, the promotion of growth, cooperation for development and conflict resolution. “Blessed are the peacemakers, for they shall be called sons of God”, as Jesus says in the Sermon on the Mount (Mt 5:9). Pope Benedict XVI

Never give up. Develop the heart. Too much energy in your country is spent developing the mind instead of the heart. Be compassionate not just to your friends but to everyone be compassionate. Work for peace in your heart and in the world. Work for peace and I say again never give up. No matter what is happening, no matter what is going on around you, never give up. Dalai Lama

ii. Identify the challenges suggested by these two world religious leaders if believers want peace. Why do you think religions of the world promote and teach about the importance of working for peace in yourself and in the world?

b. Explore teachings about justice and peace in the sacred texts of world religions, Christianity, Judaism, Islam.
   i. Choose one World Religion to explore teachings about justice and peace in their sacred texts. All three of these traditions have used literal interpretations of sacred texts to justify war in the past, acknowledging that today, with shame and regret for the lives lost and the damage done. Locate two or three sacred texts that could be used to promote peace in a 21st century context. Post the texts on the class collaboration space. Good websites to begin your search include the following: Islam, Judaism, Christianity and texts about war and peace.
Fertile Question: *How does world peace begin with me?*

Core Content Area 2: Work for justice

**TOPIC 2.1: Religions and peace**

**Lesson 2.1.2 Interreligious dialogue**

In this lesson students will explore the joint efforts of religious groups to attain peace and justice in the world.

### Teachers: Before You Start!

1. Read the Teacher Background on Religion and Peace and Interreligious Dialogue.

### For students to explore the joint efforts of religious groups to attain peace and justice in the world, select from the following activities:

*The world needs God. It needs universal, shared ethical and spiritual values, and religion can offer a precious contribution to their pursuit, for the building of a just and peaceful social order at the national and international levels.*

Pope Benedict XVI

1. **Explore the contribution that religion can make to world peace and justice.**
   a. Critique the contribution that religion can make to world peace and justice.
      i. Read the list of contributions that religions could make to world peace and justice in Useful Resources.
      ii. Rearrange the list in order of most important to least important. Discuss your ranking with a partner and the class. Justify your number one ranking by writing down the statement and adding "because if they do this, then..."
   b. Explore the work of the Religions for Peace organisation and its affiliated groups.
      i. Access the Religions for Peace website.
      ii. View the short movie clip that explains the power of unifying religions for peace. How many religions and cultural groups did you see in the film? What does this tell you about the importance of being peaceful and working for peace in all religions? How would these organisations respond to radical extremists who use their religion to justify violence?
      iii. Browse the website to determine the mission of the organisation and its achievements.
      iv. Choose a response to the following question: How might religion differ from politics as an agent for global social change? Discuss with a partner or the class.
      v. Choose one of the three action statements of the religions for peace organisation: stop war, end poverty, protect the earth, and create a billboard poster that could appear on roadsides throughout the world using BigHugelabs.
   c. Explore the lives of religious heroes for non-violence.
      i. Choose one person of faith who is making or has made a significant contribution to a non-violent world and create a trading card to champion their main achievements and to share with others. Some Australian examples include Fr Ted Kennedy, Dave Andrews, Paul Moulds, and Ciaron O’Reilly. International examples include Dorothy Day, Dalai Lama.
Fertile Question: *How does world peace begin with me?*

Core Content Area 2: Work for justice

**TOPIC 2.1: Religions and peace**

Lesson 2.1.3 Peace and anti-war movements

In this lesson, students will explore the need for critical thinking when confronted with situations of violence.

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson.
2. Read the Teacher Background on Terrorism.
3. Consider setting up a TodaysMeet room for students to comment throughout the lesson.

**STUDENTS**

For students to explore the need for critical thinking when confronted with situations of violence, select from the following activities:

1. Explore the importance of anti-war protests and peace movements.
      i. Discuss as a class current knowledge about the response to the September 11 attacks in 2001 and clarify misunderstandings. (Continue to pose questions or comments if a TodaysMeet room has been set up.)
      ii. Read the article summarising the casualties and criticisms of the US-led war against Iraq which ran from 2003-2009. What questions or concerns come to mind as you recall the conditions for a just war? Why do you think people protested about this war? Why do you think some people agreed with this war? Discuss or post your responses.
      iii. View the images from various anti-war protests in Useful Resources and answer the questions beside them.
      iv. Read the following excerpt from a speech by Nobel Peace Prize winner Desmond Tutu made in 2002 and answer the questions that follow.

      "What happened in New York was not an act of war, but a crime directed against the entire international community. As such, I believe fervently that the response should not be driven by one country, but by the United Nations. It should seek to apprehend the suspects and bring them to trial before the world community -- this would be the perfect case in point for the International Criminal Court (though the United States, of course, has not yet agreed to the establishment of such a court).

      The awfulness of the innocent civilian casualties in New York and Washington should not be matched by the outrage in response of killing innocents in Afghanistan or elsewhere. One, too, hopes very, very much that one of the elements that makes America so great and admired -- respect for the rule of law -- will not be disregarded in fear, that innocents will remain that (way) until proven guilty.

      As for the source of terrorism, there can be no doubt that it comes from the enormous gap between the have and the have nots. Unless prosperity is shared and ignorance and poverty eradicated, in the long run we will not win this war against terrorism. In all this, once again, it is the strong who must be magnanimous."

   b. Explore the differences between anti-war protests and peace movements.
      i. Compare the work of Religions for Peace and A.N.S.W.E.R. What are the similarities and differences between the two groups? What does it mean to be proactive in working for peace and reactive in protesting against war?
Fertile Question:  *How does world peace begin with me?*

**Core Content Area 2: Work for justice**

**TOPIC 2.2: The United Nations and peace**

**Lesson 2.2.1 Human Rights**

In this lesson students will explore the connections between human rights and peace.

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this unit. Investigate the word cloud tools to determine which tool is most appropriate for your class. Click [here](#) for an excellent article about word clouds.

**For students to explore the connections between human rights and peace select from the following activities:**

1. Familiarise yourself with the work of the United Nations.
   a. Test your knowledge of the United Nations.
      i. Take a [virtual tour](#) of the United Nations offices in New York and read the [introduction](#) to the UN for students.
      ii. Take one of the [quizzes](#) to test your knowledge.
      i. Access the [Universal Declaration of Human Rights document](#).
      ii. View the photograph below: What do you see? Which article of the Declaration of Human rights is this picture relevant to?
      iii. Create a word cloud of the entire text of the Declaration by copying and pasting into [wordle](#), [wordsift](#) or [tagxedo](#). If you use tagxedo, you can choose a relevant shape for the text. If you choose wordsift, you can use the dictionary function to look up words you don't know. If you use wordle you can remove words like *top* and *article* by hovering over the word and right clicking. Display the word clouds to highlight issues of human rights for the school.
      iv. Choose one article of the Declaration each to read and interpret for the class. Explain to the class how it relates to peace, non-violence and justice. Discuss articles that relate to Australia and how well this country upholds human rights for all.
   c. Research organisations who champion the cause of human rights throughout the world.
      i. Choose an organisation that champions human rights, for example [Avaaz](#), [Get Up](#), [Caritas](#), [Sant'Egidio](#).
      ii. Report to the class the major successes of the group. Consider what you personally can do to help the organisation with its work.
Fertile Question: *How does world peace begin with me?*

**Core Content Area 2: Work for justice**

**TOPIC 2.2: The United Nations and peace**

**Lesson 2.2.2 Peacekeeping**

In this lesson students will explore the notion of peacekeeping by the United Nations.

**Teachers: Before You Start!**

1. Consider setting up a TodaysMeet discussion room for students to post comments today.

**For students to explore the notion of peacekeeping by the United Nations, select from the following activities:**

1. Explore the work of UN peacekeeping missions.
   a. Familiarise yourself with the roles and goals of UN peacekeeping missions.
      i. View the short film about Peacekeeping. If your teacher has set up a room in TodaysMeet, post comments, pose and answer questions throughout the movie clip and during the lesson.

      What was the dominant message in this film and what film techniques did they use to achieve this? What is meant by sustainable peace? Why is it important to build capacity in the local people to build cultures of peace? After interacting with this film, do you think and feel differently about peacekeeping? What characteristics do you think a good peacekeeper should have personally? If you were to meet a peacekeeper, what sorts of questions would you ask them?

   b. Investigate some of the issues faced by United Nations peacekeepers.
      i. Access the Peacekeeping Issues page.
      ii. Choose one issue to research. Identify and record an example in the world where this issue occurs, why it is a problem and what the UN is doing about trying to address it. Report back to the class in person or via three separate comments in the TodaysMeet room.

2. Investigate the role of Australia in United Nations peacekeeping missions.
   a. Research Australia’s involvement in East Timor.
      i. Examine the history of East Timor here and complete the associated activities.
      ii. Read one point of view about Australia’s work in East Timor here. Complete the associated activities.
Fertile Question: *How does world peace begin with me?*

**Core Content Area 2: Work for justice**

**TOPIC 2.2: The United Nations and peace**

**Lesson 2.2.3 All kids**

In this lesson students will explore the work of the United Nations with regard to protecting the rights of children.

**Teachers: Before You Start!**

1. Consider setting up a Zoho Wiki for students to share findings and comments.
2. Preview the film for suitability for your students. (The film is effective but has amateur sound quality.)

**For students to explore the work of the United Nations with regard to protecting the rights of children, select from the following activities:**

1. Explore how working towards a culture of peace relates to the rights of children.
      i. View and critique the short film made by children from the *I Have a Dream* foundation. Consider the following questions. How effective is the film at presenting the rights of children? What elements of the film made it more effective? Less effective? For example, use of sound, voice, photographs, repetition, use of text etc? Did the film evoke an emotional response from you? What action might you take as a result of viewing the film?
      ii. Choose one of the issues highlighted in the short film about the violation of children’s rights or from the document on the *Convention on the Rights of the Child* to investigate. Find out what, if anything, is being done to address the issue and what you could do to help. Post resources to the class collaboration space. Search any of the human rights organisations’ websites for information.
      iii. Complete this lesson by concluding this sentence. Working for the rights of all children is important for a culture of peace because …
Lesson 2.3.1 Facing up to history

In this lesson students will explore cases of justice and injustice for Aboriginal and Torres Strait Islander people in Australia.

Teachers: Before You Start!

1. Familiarise yourself with the resources referred to on this page.

For students to explore cases of justice and injustice for Aboriginal and Torres Strait Islander people in Australia, select from the following activities:

1. Investigate ways that Australia is acting to address issues of injustice for Aboriginal and Torres Strait Islander people.
   a. Explore the connection between the Millennium Development Goals and the Make Indigenous Poverty History campaign.
      i. Review the purpose of the Millennium Development Goals set by world leaders in 2000 with the goal of reducing poverty by half by 2015.
      ii. Investigate how the millennium goals can be converted into goals for indigenous people of Australia. Divide the class into 8 expert groups and assign each group one of the goals. Each person reads the page associated with their goal and notes down the key issues for indigenous people related to the goal in a table such as the one in Useful Resources.
      iii. Form groups of 8 with one representative of each goal in the group to share information and complete the table.
      iv. Discuss as a group, action that could be taken by individuals, groups, churches and governments to address some of these issues and bring about a more just culture of peace in Australia.
   b. Explore the issue of constitutional recognition for Aboriginal and Torres Strait Islander people.
      i. Read about the campaign to change the constitution of Australia to remove racism and recognise the first peoples of Australia. Discuss and clarify as a class, points of interest. Ensure you understand the meaning of the terms constitution, referendum, first peoples, double majority.
      ii. Design (and implement) a campaign to educate year twelve students (or all students and parents) about: the importance of registering to vote, the issue of constitutional recognition and the meaning of referendum. Consider viewing the PowerPoint presentation that can be accessed from this page for quality information and ideas about how to educate others.
   c. Explore the case study of Vincent Lingiari, one of the first Aboriginal Land Rights activists.
      i. Read the story of Vincent Lingiari and or listen to the song From little things big things grow.
      ii. How did the non-violent struggle for land rights assist the campaign by Vincent Lingiari and others.
Fertile Question: *How does world peace begin with me?*

Core Content Area 2: *Work for justice*

**TOPIC 2.3: Justice and peace in Australia and the Asia Pacific**

**Lesson 2.3.2 Government policies and practices**

In this lesson students will explore practices and policies of the government that may be damaging to a culture of peace.

**Teachers: Before You Start!**

1. Familiarise yourself with the Web 2.0 tools referred to in this lesson.

**For students to explore the practices and policies of the government that may be damaging to a culture of peace, complete the following activities:**

1. Explore broad issues of justice in the global community and the responsibilities of the Australian government.
   a. Explore various perspectives about the Australian government’s policies and practices with regards to human rights.
      i. View the short film that presents facts about refugees, asylum seekers, human rights and the Australian government. What is the main message of the film? How does the message challenge the Australian government? Discuss.
      ii. Analyse different perspectives about how Australia upholds human rights and fosters a culture of peace. Consider the following different realities for children in Australia: a child in a refugee detention centre, a student who is a fourth generation Australian living in a middle-class income family on the Sunshine Coast, an aboriginal child living in a remote outback community with no running water, a refugee child from Iraq who is settled with her family, is going to school and living in a modest house in Rockhampton. Discuss the different perspectives with a partner or the class.
      iii. Create a Voki or a cartoon for one of the scenarios above expressing how that person might feel about living in Australia.
   b. Explore the necessity for a good government verses a corrupt government for a peaceful culture.
      i. Read the following about what constitutes a good government.
         According to the United Nations, a good government is: consensus oriented, participatory, aligned with the law, effective and efficient, accountable, transparent, responsible and equitable and inclusive.
         Elements considered essential to democracy include freedom of political expression, freedom of speech, and freedom of the press, so that citizens are adequately informed and able to vote according to their own best interests as they see them. The term "democracy" is often used as shorthand for liberal democracy, which may include elements such as political pluralism; equality before the law; the right to petition elected officials for redress of grievances; due process; civil liberties; human rights; and elements of civil society outside the government.
      ii. Use a one to five star rating system to rate the performance of the Australian government providing evidence that supports your ratings.
      iii. Use the above information and your own opinion to complete a Frayer Concept chart for a peaceful government. ([See Useful Resources](#))
Fertile Question: How does world peace begin with me?

Core Content Area 2: Work for justice

TOPIC 2.3: Justice and peace in Australia and the Asia Pacific

Lesson 2.3.3 Case Study Aung San Suu Kyi

In this lesson students will explore the struggle for democracy in Myanmar (Burma).

Teachers: Before You Start!

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

For students to explore the struggle for democracy in Myanmar, complete the following activities:

1. Explore a case study about a fight for democracy in a non-democratic country.
   a. Immerse yourself in the case study of Aung San Suu Kyi.
      iView the trailer of the Voice of Hope to gain an insight into the difficulties for Aung San Suu Kyi and her loyal followers who are fighting for justice in an undemocratic state, or view the trailer of the 2012 film The Lady.
      ii Use TimeToast or similar to chart the life of Aung San Suu Kyi, noting on the chart the significant attempts to fight for democracy throughout her life.
      iii How has activism assisted Aung San Suu Kyi to gain political freedom? Discuss the role of people power in this case.
   b. Investigate the use of peaceful protest in Burma by Buddhist monks as an attempt to highlight the corruption of the government and bring about change.
      i Examine the timeline that charts the non-violent actions of the Monks and the government’s disproportionate and violent response.
      ii Review the beliefs of Buddhists about non-violence. How did these beliefs affect the behaviour of the monks?
      iii Review the description of good government in Lesson 2.3.2. To what extent was the Burmese government demonstrating good government for its people in 2007? Investigate what has changed in Burma since then and share knowledge with the class.
      iv Reflect on the difficulties for citizens in a country to build a culture of peace in the light of a corrupt or violent government. Reflect further how lucky you are to live in Australia, where all have the freedom to challenge the government to be more just. Be grateful.
Lesson 2.1.1
Communion Rite of the Catholic Liturgy of the Eucharist

Priest  Deliver us, Lord, we pray, from every evil, graciously grant peace in our days, that, by the help of your mercy, we may be always free from sin and safe from all distress, as we await the blessed hope and the coming of our Saviour, Jesus Christ.

All  For the kingdom, the power and the glory are yours now and for ever.

Priest  Lord Jesus Christ, who said to your Apostles: Peace I leave you, my peace I give you; look not on our sins, but on the faith of your Church, and graciously grant her peace and unity in accordance with your will.

Who live and reign for ever and ever.

All  Amen.

Priest  The peace of the Lord be with you always.

All  And with your spirit.

Priest  Let us offer each other the sign of peace.

All  Lamb of God, you take away the sins of the world, have mercy on us. Lamb of God, you take away the sins of the world, have mercy on us. Lamb of God, you take away the sins of the world, grant us peace.
Lesson 2.1.2

Religions and peace

Religion can play an important role in establishing and maintaining peace. They can do this by:

1. Promoting social justice teachings, essential to a culture of peace
2. Teaching about the importance of forgiveness and reconciliation to foster inner peace and peaceful relationships on a personal, community, national and global level
3. Examining the beliefs, ideas, teachings and practices of their own faith tradition and looking for opportunities to enhance social justice and peace in their own and the broader community
4. Being prepared to examine, be accountable for, challenge and rectify unjust practices in their own organisations
5. Teaching and practising non-violence; its theory, expression, ethical and religious foundations as a means to change situations of injustice
6. Recognising that world religions are global actors with the potential to influence the majority of the world’s people
7. Being proactive about speaking out against atrocities and unjust practices
8. Participating in global peace movement networks and interreligious dialogue to promote cultural understanding

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Lesson 2.1.3 Anti-war protests

What does the statistic in the image suggest about the proportionality of the response by the USA to the terrorist attacks of September 11, 2001 (Proportionality is one of the characteristics of a just war).

What questions might you ask the person in this photo?

Andrew Ciscel, March 18, 2007 via Flickr, Creative Commons Attribution

What is being suggested by the text in this image?

What positions or beliefs are dominant or silenced in the image?

How has the photographer positioned his subject to enhance the purpose of the image?

Michael Borkson, Boston, December 31st, 2010, via Flickr, Creative Commons Attribution

Describe what you see in this image.

What is significant about the location of this anti-war protest?

Daniel Larotte, New York, February, 2003, via Flickr Creative Commons Attribution
Lesson 2.3.2  Frayer Concept Model

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Lesson 2.1.3

Today'sMeet is an online private chat room that can be set up for short or long periods of time where participants can comment and share ideas with short posts of 140 characters. Great for commenting during a video. Simply go to the site, give the name a room and share the url with whoever you want to have access to it.

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Lesson 2.3.1

Facing up to history.

Table 1: Relating the Millennium development goals to justice issues of Indigenous Australians.

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Lesson 2.3.2

**Voki** is an online tool for creating speaking avatars. You can record your own voice or type in text for it to be spoken. You can register with a password and an email.

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ACKNOWLEDGEMENTS

Helen, March 16, 2008, via Flickr, Creative Commons Attribution.

Robert Nunnally, June 23, 2009, via Flickr, Creative Commons Attribution.

Michael Borkson, September 20, 2005, via Flickr, Creative Commons Attribution.

No real name given, Dec 8, 2008, via Flickr, Creative Commons Attribution.

John, Feb 8, 2009, via Flickr, Creative Commons Attribution.

No real name given April 13, 2007, via Flickr, Creative Commons Attribution.

UNODC Ungift, March 18, 2009, via Flickr, Creative Commons Attribution.

Jimbo Mclaughlin, March 17, 2008, via Flickr, Creative Commons Attribution.

No real name given, July 31, 2010, via Flickr, Creative Commons Attribution.

Takver, Jan 18, 2012, via Flickr, Creative Commons Attribution.

Creative Commons Attribution.