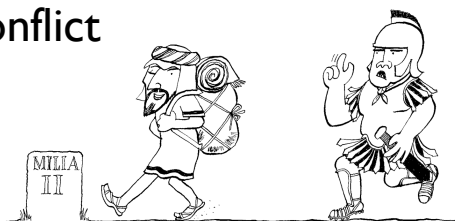


The work of Christian peacemaking

Lesson I: A Christian response to conflict



Starter

How do you deal with conflict?

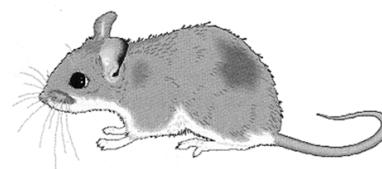
The **Animal Conflict Sheets** are displayed around the room. Each represents a way of responding to conflict. Students are to position themselves beside the one they think most closely matches their own behaviour. [Slide 2]

In pairs/small groups they consider: [Slide 3]

Why have you chosen your animal?

What are the advantages and disadvantages of this style of response?

Is this method likely to solve the problem?



Main Activities

Investigating the Scriptures

[You will need **Lesson I Teacher's pack** for these activities]

Matthew 5:38-41: Students should read this text and consider: what is Jesus' message here? [Slide 4 and 5]

Turn the other cheek: We are going to look at Walter Wink's interpretation of this passage. [Slide 6]

With two volunteers, talk through the role play. [Slide 7]

Give them your coat as well: Students should consider the reaction of people at the time of Jesus. [Slides 8 and 9]

They will also consider a modern day example, from South Africa, where nudity has been used as a form of protest. [Slide 10]

Walking the extra mile: Students to be presented with the Roman Law on this and will consider how they would react were they the soldier. [Slides 11 and 12]

Matthew 5:43-45: Students are given chance to read the passage. [Slide 13] What does it mean to love your enemies? [Slide 14]

Distribute copies of the six **Love your enemies stories** from the Teacher's pack around the class. Students are given three minutes with each of the stories. What do they teach us about loving our enemies? They are to add their own thoughts and reflections. [Slide 15] After three minutes swap with someone who has a different story. They may share their reflections at the end.

Plenary

What is Jesus teaching in these two passages?

Look back at your thoughts on this passage at the start of the lesson. Has your opinion changed? Why/Why not? What do these stories tell us about how Christians should respond to conflict? [Slide 16]

Lesson Objectives

What: To examine Jesus' teachings on peace.
To examine how these teachings are to be lived out today.

How: To consider Bible texts in their original context.

You will need

Slideshow: A Christian Response to Conflict

Animal Conflict Sheets: these are displayed around the room

Lesson I: Teacher's pack

The work of Christian Peacemaking

Lesson 2: Blessed Franz

Jägerstätter



Lesson Objectives

- What:** To learn about the life and witness of Franz Jägerstätter as a peacemaker.
- To consider whether there is a difference between neutrality and active nonviolence.
- How:** To develop skills of judgement using the life of and decisions made by Blessed Franz Jägerstätter.

You will need

- Slideshow: Blessed Franz Jägerstätter
- Lesson 2: Teacher's pack
- Article: Holy Disobedience

Starter

Think - Puzzle - Explore

Students are to read the quotation [Slide 2] and complete the **Think - Puzzle - Explore** sheet from the Teacher's pack. They may then share some of their ideas.

Main Activities

The Life of Franz Jägerstätter

Fight or not fight: what would you do?

[You will need the **Fight or not fight** script from the Teacher's pack]

Students are told the story of Franz Jägerstätter and are invited to consider what they would do in his place - fight in the army or refuse to fight.

If they would fight then they are to stand to one side of the room. If they would not fight then they are to stand on the other side.

The story is told in slow motion, giving a little information at a time. The students are given the opportunity to change their mind after each point. [Use Lesson 2 Teacher's pack and Slides 3 - 15]

The students are encouraged to share the reason for their decision at various points.

This was the decision that Franz Jägerstätter faced. He refused to fight and in 1943 was executed for refusing to obey military orders. [Slide 16]

The students are to read the life of Franz Jägerstätter in the article **Holy Disobedience**. [Side 17]

Plenary

What can we learn from Franz Jägerstätter?

Students will:

Summarise their opinion as to whether they think Franz Jägerstätter should have fought. Explain what can be learned from his story about the duties of a Christian peacemaker? [Slide 18]



The work of Christian Peacemaking

Lesson 3: Should Christians fight in wars?

Lesson Objectives

- What:** To explore whether it is ever acceptable for Christians to fight in wars.
- How:** Students will research the thinking of Christians through the ages and critically apply their learning to the contemporary situation.

You will need

Slideshow: Should Christians fight in wars?

Lesson 3: Teacher's pack

Starter

Who am I?

Students are invited to guess the identities of the six people pictured. [Slides 2 - 8]

[Some of these are very difficult. Students should be encouraged to look for clues in the pictures to help them identify the people in them - See Teacher's pack].

After all the people have been identified students are then asked to work out what links these six individuals. [Slide 9]

All of them can help us answer the question, *Should Christians fight in wars?* [Slide 10 - 13]



Main Activities

Should Christians fight in wars?

[You will need the **Profiles** from the Teacher's pack]

Using the profiles of the six individuals identified above, the teachings of Jesus, and the example of other Christians they may know about, students are asked to answer the following question. [Slide 14]

**Do you think Christians
should ever fight in wars?**

[Lessons 1 and 2 from this course are worth considering in reference to this question.]

Students are encouraged to share their answers with the class.

Plenary

Christian work for peace today

Students should answer the following question: [Slide 15]



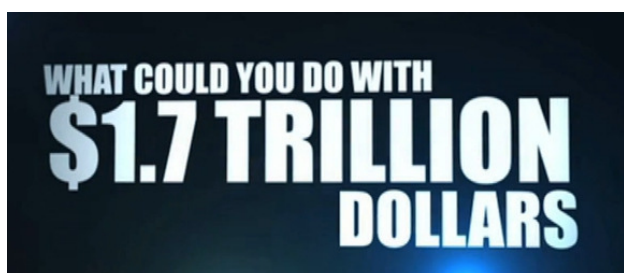
During the two world wars, when conscription was a reality and young men were compelled to join the military, Christian resistance to war was realised by conscientious objection, taking on non-combatant roles, and campaigning for peace*.

How in the UK today – where we have a volunteer military - might Christians continue to resist war?

*During the Second World War women as well as men were conscripted into the armed forces, but this lesson is sharply focussed on the specific moral choice facing those expected to take part in killing. That has usually been men, so the stories here are about men. The role of women as peacemakers will be the focus of a future lesson plan being prepared by Pax Christi.

The work of Christian Peacemaking

Lesson 4: Military Spending



Lesson Objectives

- What:** To evaluate the effectiveness of military spending in the UK and around the world.
- How:** To develop skills of evaluation by looking at a variety of ways in which the UK military budget could be spent.

You will need

- Slideshow: Military Spending
- Tokens: (buttons, balls, pennies, pieces of paper, or similar) to each represent £10 billion. 4 per student.
- 8 containers: one for each spending priority.
- Give Peace a Budget* film. <http://youtu.be/MBGeBIsiSMU> or available as a DVD from Pax Christi.
- Lesson 4: Teacher's pack

Starter

How should the government spend its money?

In groups the students are to decide what they consider to be the spending priorities of the UK government. They are to produce a shortlist of eight (from **long list of 24** in the Teacher's pack if that is being used). [Slide 2]

Using these shortlists as a starting point, the class is to decide on their final list of eight spending priorities. [Slide 3]

Main Activities

How would you spend £40 billion?

[You will need **tokens**, **8 containers**, the **Lesson 4 Teacher's pack**, and the film **Give Peace a Budget**]

Each student is given four tokens, each representing £10 billion. This money represents the £40 billion spent each year by the UK government on defence. Would the students spend this money differently?

They can 'spend' their money by distributing their tokens between the eight containers representing budget priorities identified earlier, choosing those they consider to be most important. [Slide 4]

Students should then watch the short film *Give Peace a Budget*. They should then reflect if they would change any of their spending in light of what they have seen.

If time allows the students could also consider the following quotations. How might these, from scripture and church teaching, inform our thinking? [Slides 5 and 6]

"Countries squander cash to boost their pride while millions starve. The money spent on arms is scandalous while schools, and homes, and hospitals remain unbuilt."
(Pope Paul VI, *Populorum Progressio* #53)

"He shall judge between the nations,
and shall arbitrate for many peoples;
they shall beat their swords into ploughshares,
and their spears into pruning hooks;
nation shall not lift up sword against nation,
neither shall they learn war any more."
(Isaiah 2:4)

Plenary

Finish the sentences

Students should complete the following two sentences: [Slide 7]

Before the lesson I thought...
Now I think...

The work of Christian Peacemaking

Lesson 5: Christian Peace Activism



Pax Christi: The International Catholic Movement for Peace

Lesson Objectives

What: To examine how Christians work for justice and peace

How: By looking at the work of Pax Christi and examining some of the strategies used by Christian peace campaigners

You will need

Slideshow: Christian Peace Activism

Lesson 5: Teacher's pack

Pax Christi: Peace in Action pamphlets. Printed copies available for free from Pax Christi or download from <http://paxchristi.org.uk/peace-education/resources>

Starter

[You will need copies of **Pax Christi: Peace in Action** for this activity]

We are going to look at the work of an organisation that works for peace, Pax Christi. [Slide 2]

Students are given copies of Pax Christi Peace in Action which they read for five minutes. [Slide 3]

The pamphlets are collected and the students take part in the quiz based on what they have read. [Slides 4 - 12]

The quizzes are marked out of 10 (8 questions with question 4 having three answers). [Slides 13 - 21]

Main Activities

Christian peace activism

[You will need copies of the **Christian Peace Activism** and **Connect, Extend, Challenge** sheets from the Teacher's pack]

Students will now go on to look at the wider work of Christian peacemaking. [Slide 22]

Research: 'Carousel' activity – students will be given information on six types of action Christians may take in their work for peace. For each strategy they should complete a connect-extend-challenge sheet: [Slides 23 - 24]

How does this **connect** to what you already know?

How has it **extended** your knowledge?

What are you still finding **challenging**?

Students should also note the advantages and disadvantages of each approach. They will feed this back to the group.

Plenary

Your own peace action

Next week students will be designing their own campaigning action. Before then they need to decide: [Slide 24]

Who will they work with?

What will their campaign be about?

The groups will select one issue of injustice which they particularly care about. This could be one of the issues examined in this course or some local, national or global issue that they think is particularly important. It might be useful to provide newspapers to help students to choose their issue.

Next week they will plan their campaign. [Slide 26]

The work of Christian Peacemaking

Lesson 6: Faith into Action



Lesson Objectives

What: To examine how Christians work for justice and peace
To look at how we can work for justice and peace

How: By examining strategies used by Christian peace organisations and using these ideas to plan your own peace campaign.

You will need

Slideshow: Faith into Action
Lesson 6: Teacher's pack

Starter Setting our targets

[You will need the **GROW Objective** sheets from the Teacher's pack]

Students are in the groups which they formed at the end of last lesson.

In these groups students must complete their **GROW** objectives for the lesson. [Slides 2 and 3]

- G** - Goal - What do you hope to achieve?
- R** - Reality - Where are you now?
- O** - Options - What options do you have available to help you reach your target?
- W** - Way Forward - What are you going to do to reach your goal?

This will be their learning objective.

Main Activities Plan your own campaigning action

At the end of the last lesson students had decided the issue they wish to take action about. They will continue to work on their campaigning action. [Slides 4 and 5]

They will need to know the following:

- Why is the issue a problem?
- Who do we need to influence in order to make a difference?
- What action will we take in order to influence them?
- Who will be involved?
- How will you maximise the impact of your action?
- What are the advantages and disadvantages of your chosen course of action?

Plenary Presentations

Students will present their campaigning action to the rest who will peer assess them using the **Two Stars and a Wish** formula. [Slide 6]



Two stars - two things they have done well
Wish - something they need to do to improve



Organising a Peace Studies Day

A Peace Studies day is a great way to engage, educate and excite young people about the subject of peace.

By working with a variety of organisations covering a wide range of issues, a designated day can provide the perfect platform for your students to think critically about peace and peacemaking.

With suggestions about the structure, places to find workshop leaders, and other useful information, this guide will help make your Peace Studies day the best it can be.

Structuring the day

Here we offer three suggestions for how to organise your Peace Studies day. Each of these options offers something different and can be used as proposed or combining elements of each with ideas of your own.

The Carousel Model

This model retains the usual timetable replacing the regular lessons with peace education workshops. The students move from workshop to workshop in their tutor groups and experience input from several different speakers during the day.

For a day like this you will need as many workshop facilitators as there are groups. These can be from outside agencies or staff from the school.

Advantages of this style are that it fits easily into the regular school day and students get a broad and varied experience of workshops. The principal disadvantage is the risk of workshop overload - five or six workshops in a day is rather a lot.

Many subjects lend themselves to lessons exploring peace themes so input can be in-house. One of the best we have come across was a science lesson exploring Alfred Nobel's journey from the invention of dynamite to the founding of his Peace Prize. This amazing lesson involved exploding jelly babies before going on to explore the ethical difficulties Nobel struggled with.

Indicative timetable

8:45 Registration
9:00 Workshop 1
10:00 Workshop 2
11:00 Break
11:15 Workshop 3
12:15 Lunch
13:15 Workshop 4
14:15 Workshop 5
15:15 Close

Indicative timetable

8:45 Registration
9:00 Workshop 1
10:00 Workshop 2
11:00 Break
11:15 Workshop 3
12:15 Lunch
13:15 Reflection
13:45 Panel Discussion
15:15 Close

The Themed Model

A day exploring a particular theme, which begins with a series of workshops to provoke critical thought, leading into a panel discussion addressing the theme of the day.

For a theme such as '*Can violence ever be justified?*' a selection of peace and human rights agencies, the military, historians, ethicists, the police, and others could be invited to facilitate workshops in the morning, with the students attending their choice of three of these.

After a session giving students time to reflect on the workshops and form questions, the workshop leaders take part in the panel discussion. This gives students the opportunity to hear a variety of opinions, to challenge what the panellists have to say, and clarify what they think about the topic.

The strength of this model is that the students are able to compare and critically evaluate a variety of perspectives on the theme. It involves careful planning to get broad range of views - from the pacifist to the soldier - to make the students' experience as rich as possible.

The Conference Model

This style of Peace Study day relies on booking a high quality and inspirational speaker who can deliver the keynote address and take part in the Question Time session in the afternoon. Some well chosen workshop leaders can also join that panel to ensure a rich variety of views and experiences.

This sort of a day benefits greatly from the variety of style of input. Some talk, some Q&A, and a couple of workshop slots. It is also much more like an academic conference and as such is particularly appropriate for sixth form students preparing for university.

The quality of the keynote speaker is crucial. They set the scene for the day and need to be engaging, inspirational, and entertaining. You might look for someone who has a powerful story to share about their experience of violence, an experienced peace activist, or a campaigning journalist or politician.

Indicative timetable

8:45 Registration
9:00 Introductions
9:15 Keynote Address and Questions
10:45 Break
11:15 Workshop 1
12:15 Lunch
13:15 Workshop 2
14:15 Question Time
15:15 Close

Workshop Ideas

There are plenty of organisations which offer peace education workshops in schools. We recommend some here but there will be others working near your school and the local connection might be useful.



Pax Christi

www.paxchristi.org.uk



www.cnduk.org



Quaker Peace and Social Witness

www.quaker.org.uk

ForcesWatch



Forces Watch

www.forceswatch.net



CRESST

(Conflict Resolution Education)

www.cresst.org.uk



Veterans for Peace

www.veteransforpeace.org.uk



Peace Education Network

www.peace-education.org.uk



Peacemakers

www.peacemakers.org.uk

Pax Christi can help...



With much experience of peace education work in schools and colleges, Pax Christi is ideally placed to support the organisation of a Peace Studies day. We can put you in touch with speakers, workshop facilitators, and others who can make your event a great success.

Contact our education worker at

education@paxchristi.org.uk

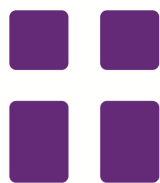
www.paxchristi.org.uk

Tel: 020 8203 4884

Pax Christi, St Joseph's, Watford Way, London NW4 4TY



Follow Pax Christi Education on Twitter @PaxChristiYouth



PAX CHRISTI

International Catholic Movement for Peace



Prayers for Peace

Blessed are you peacemakers
who say no to war as a means
to peace.

Blessed are you peacemakers
who offer hope and healing.

Blessed are you peacemakers
who care and comfort.

Blessed are you peacemakers
who help find answers.

Blessed are you peacemakers
who welcome, encourage, and
inspire.

Blessed are you peacemakers
who see the good in others.

Blessed are you peacemakers
who never give up.

Fr Paul Milanowski (adapted)

O Risen Christ,
You breathe your Holy Spirit on us
and you tell us: 'Peace be yours'.
Opening ourselves to your peace -
letting it penetrate the harsh and
rocky ground of our hearts -
means preparing ourselves to be
bearers of reconciliation
wherever you may place us.
But you know that at times
we are at a loss.
So come and lead us
to wait in silence,
to let a ray of hope shine forth
in our world.

Brother Roger, Taizé

Make me an instrument of your
peace
Where there is hatred, let me
sow love.
Where there is injury, pardon.

Where there is doubt, faith.
Where there is despair, hope.
Where there is darkness, light.
Where there is sadness, joy.

Give me a heart of poverty,
able to love and open up and
give myself to others.

Give me a heart of patience,
able to love and live in hope.

Give me a heart of peacefulness,
able to love and sow peace in the
world.

Give me a heart of justice,
able to love and measure myself by
the standard of justice.

Give me a heart of mercifulness,
able to love and understand and

forgive others.

Give me a heart of sensitivity,
able to love and weep without
being discouraged.

Give me a heart of purity,
able to love and see God in everyone.

Give me a heart of strength,
able to love and be faithful unto death.

Give me a heart touched by the Gospel,
able to love.

Overcoming Violence, World Council of Churches

Pax Christi Daily Prayer

Thank you loving God
for the gift of life,
for this wonderful world which
we all share,
for the joy of love and friendship,
for the challenge of helping to build
your kingdom.

Strengthen
my determination to work for a world
of peace and justice,
my conviction that, whatever our
nationality or race,
we are all global citizens,
one in Christ;
my courage to challenge the
powerful with the values of the Gospel,
my commitment to find nonviolent
ways of resolving conflict—personal, local,
national and international,
my efforts to forgive injuries and to love
those I find it hard to love.

Teach me
to share the gifts you have given me,
to speak out for the victims of injustice
who have no voice,
to reject the violence which runs
through much of our world today.
Holy Spirit of God,
renew my hope for a world free from the
cruelty and evil of war, so that we may
all come to share in God's peace and
justice.

Help me to find my role in
building a path to peace. Teach
me to ask the question 'who is
my sister, who is my brother?'
with the same love and passion
as Jesus. Give me the courage
to speak up and act for my
sisters and brothers whose lives
are broken by violence.