Module 4: World of Values – Peacemakers

Module description

Module 4 is an optional module within the Professional Learning Program (PLP). It is primarily designed for teachers of students at upper primary levels who are engaging with the recommended digital resources, student activities and teacher advice in World of Values. The module will introduce participants to a number of these resources. It highlights the local, national and global dimensions of conflict and peacemaking and how these relate to values and intercultural understanding.

Peacemakers has five sections that provide opportunities for Getting started, Tuning in, Discovering, Bringing it together and Going further.

Explicit values focus

Module 4 explores how intercultural understanding can be developed within the context of the nine Values for Australian Schooling, including Care and Compassion, Freedom, Respect, Responsibility, and Understanding, Tolerance and Inclusion.

Curriculum focus

The module is relevant to the following learning areas, as defined in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008):

- English
- Humanities and Social Sciences (including History and Civics and Citizenship).

Key understandings

Participants will develop understandings of the:

- range of teaching and learning materials and digital resources assembled to support the theme of Peacemakers
- types and causes of conflict, as well as the effects of conflict and violence on people and the environment
- local, national and global dimension of peace building and conflict resolution for individuals and groups.

Essential items

- Module 1: Teaching for intercultural understanding.
- The National Framework and the World of Values resources. Peacemakers (including digital resources, student activities, teacher guide) is one of five themes in World of Values. Go to the Values Education website www.valueseducation.edu.au. Follow the instructions and enter the access key where indicated. It is the same as for previous Values for Australian Schooling resources and has been published in the print versions of those materials and distributed to all school principals. If you require access assistance, please contact Curriculum Corporation (03 9207 9600).
- The Global Education website (www.globaleducation.edna.edu.au), which includes the ‘peace building’ resources (teaching activities, case studies) and Global Perspectives: A Framework for Global Education in Australian Schools (www.globaleducation.edna.edu.au/globaled/go/pid/122).
Getting started

Global Perspectives: A Framework for Global Education in Australian Schools includes ‘Peace building and conflict resolution’ as one of its learning emphases. The framework includes ‘Opportunities to learn’ for all Australian school students as well as the ‘Knowledge and understandings’ appropriate for primary school students studying English and Humanities and Social Sciences.

Reflection

Use Handout 4.2 to reflect on and/or discuss the learning emphasis of ‘Peace building and conflict resolution’ in Global Perspectives. Compare its description of knowledge and understandings with the points listed on the first page of the teacher guide for Peacemakers. You may find it useful to use a T-chart to identify similarities and differences.

Social interaction

Global Perspectives argues that students should be encouraged to recognise the ‘difference between negative and positive conflict and explore examples of each’ (p 11). If you are undertaking collegiate professional learning, discuss whether this concept is valid for values education and intercultural understanding.

A T-chart is used to represent opposing ideas or facts and can encourage creative, critical and analytical thinking.

Another learning emphasis in Global Perspectives is ‘Social justice and human rights’. There may be further opportunities to explore this emphasis when covering issues such as refugees, conscientious objections to war, or child soldiers. If you are interested in viewing ‘Social justice and human rights’ or other parts of Global Perspectives, you can download the whole statement from the Global Education website www.globaleducation.edna.edu.au.

Digital resources

The ten digital resources for Peacemakers are described in Handout 4.1. The digital resources (animations, photographs, documentary and feature film clips) were selected to represent different aspects of peacemakers. They include recent and contemporary online resources that explore local, national and global perspectives.
Learning design

Table 4.1 identifies how teachers and students can engage with the digital resources.

Table 4.1 Scenarios for learning design

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher accesses the Peacemakers online resources in a classroom equipped with a data projector or an electronic whiteboard.</td>
<td>Whole-of-class engagement with particular digital resources. Teacher leads with supporting classroom materials and discussion.</td>
</tr>
<tr>
<td>Teacher and students access the online resources in a school computer lab – either one computer per student or two students to each computer.</td>
<td>Teacher-facilitated activity with students working through the theme Peacemakers at a computer, or working in groups with particular digital resources within the theme.</td>
</tr>
<tr>
<td>Teacher and students access the online resources in classrooms with computers.</td>
<td>Teacher-facilitated activity with students working either in groups or independently.</td>
</tr>
<tr>
<td>Teacher accesses the online resources in a school environment to plan classes.</td>
<td>Teachers working independently or collegiately (that is, within or across learning areas) to plan delivery.</td>
</tr>
<tr>
<td>Teacher accesses the online resources from home to plan classes.</td>
<td>Home computers accessing the online resources.</td>
</tr>
</tbody>
</table>

Reflection

Reflect on any issues that may arise out of these scenarios. You might like to develop a personal or group SWOT analysis that identifies the strengths, weaknesses, opportunities and threats for each scenario. A SWOT analysis will allow you to audit issues and processes, and so better focus on important issues.

Diagram of a SWOT analysis

![Diagram of a SWOT analysis](image-url)
Tuning in

Tuning in involves teachers engaging students with key values that underpin the concept of peacemakers and peacemaking in order to elicit students’ prior knowledge, personal experiences, feelings and beliefs.

The digital resources for this level in *World of Values* include an animation (*I Think … – Clash*), a feature film clip (*Babe: Make them feel inferior*) and a photograph (*The unknown rebel, Beijing, 1989*), which can be used to introduce the role of peacemakers in societies. Each is described in greater detail in the student activities and in Handout 4.1.

*I Think … – Clash* is an animation which sees children explore different ways of ‘sorting out’ differences, including world conflict. This animation will allow you to further explore the collegiate activity you may have completed in Getting started at the beginning of this learning module.

Students need to understand that personal acts of peacemaking and conflict resolution are possible in their day-to-day lives. This sense of personal agency also helps them to understand that peacemaking begins within their immediate communities and relationships and that these acts, when repeated across communities, create and maintain peace nationally and globally.

**Reflection**

*View I Think … – Clash*. In what ways does it suggest that peaceful values such as empathy, embracing difference, respect and understanding are important to intercultural understanding in Australia? You might like to use a reflective journal to record and develop your thoughts. Reflective journals are useful learning tools. You can use your journal to record, illustrate and/or challenge ideas both within the PLP and the digital resources, student activities and teacher advice that it introduces.

**Active construction**

Consider the particular relevance of the discussion within the animation to individuals and cultural groups in your school.

If you would like to compare and contrast the other digital resources to be used as Tuning in activities, complete the following professional learning activity.

*View The unknown rebel, Beijing, 1989* and *Babe: Make them feel inferior* and the accompanying student activities and teacher advice. Select one and develop a lesson plan appropriate to your curriculum.

**Discovering**

The remaining seven digital resources are designed to enable you to explore values, text and context more deeply. Two of the resources explore different aspects of peacemaking.

*Mparntwe Sacred Sites: A big book*

*Mparntwe Sacred Sites: A big book* (CAAMA 2004) was part of a series developed by the Central Australian Aboriginal Media Association (CAAMA) to help maintain Aboriginal cultures and language. *Mparntwe Sacred Sites: A big book* is one of three documentary film clips sourced from Australianscreen which describe how the development of Alice Springs (Mparntwe) affected the cultural traditions of the Arrernte people. The clip includes interviews with Arrernte elders, Max Stuart and Peter Renehan.

**Making connections**

Begin by viewing *Mparntwe Sacred Sites: A big book*. Which of the prior experiences of your students might need to be referred to in order for them to recognise the relevance of *Mparntwe Sacred Sites* to their own lives?
The concept and act of reconciliation is relevant to intercultural understanding as it marks the end of conflict through an act of apology and forgiveness. It has contributed to the development of relationships and respect between Indigenous and non-Indigenous Australians, and underpins a ‘culture of peace’ in a culturally diverse nation.
**Giving peace a chance and Boy soldiers**

*Quakers: Seeking the light within – Giving peace a chance and More winners: Boy soldiers – Boys, lay down your lives for the empire* address pacifism and conscientious objection in historical and contemporary Australia. Both clips can contribute to students’ confidence in articulating personal beliefs, as these relate to the nature of peace and conflict resolution in their own lives and in the lives of others.

*More winners: Boy soldiers* (ACTF 1990), is a telemovie set in World War I. *Boys, lay down your lives for the empire* is the first clip from this telemovie.

**Active construction**

Read the statements for *More Winners: Boy Soldiers – Boys, lay down your lives for the empire* in the student activities to identify what might need to be discussed with your students before they engage with the student materials. Compare your notes with the teacher advice for the resource.

**Making connections**

View the clip, making notes about the things that you find significant as an adult. Review the film clip to identify what your students might see as interesting and important. To what extent do these points of interest differ?

The student activities ask students to reflect on and analyse the values shown within the clip from *Boy soldiers*, explore and identify conflicting values, and reflect on issues relating to child soldiers and Red Hand Day.

The activities that invite students to clarify their values around the issue of child soldiers have been carefully designed to raise students’ awareness:

- of this issue in many countries in the past and the present
- that both boys and girls are sometimes forced to be involved in war
- of the impact of war on the lives of young people around the world.

It is also important for students to appreciate that many child refugees in Australia have escaped conflict – often wars that they themselves have had to fight in. Their desire for peace and refuge needs to be understood in this context. The activity on child soldiers addresses their issues.

**Child soldiers**

Throughout history, and still today, young children have been used to fight in wars. International laws prevent this, but there are still thousands of child soldiers in the world today.

Reflect on the real-life issue of child soldiers. Look at the statements below and reflect on how you think and feel about this.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is wrong to expect young boys and girls to fight in a war</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys and girls should never be forced to train as soldiers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In situations of war and conflict, children have to be able to defend themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The experience of fighting in a war would destroy a young boy’s or girl’s life forever</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults need to protect children during times of war</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children are the real victims of war</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People should rescue any child soldiers involved in a war</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Share your thoughts and feelings in a small group. Take turns to explain your responses.
Reflection
Since 1906, the Australian army cadets movement has offered military training to school boys. There are currently more than 16,000 army cadets based in 232 units around Australia. The movement argues that training develops positive values in boys such as confidence and self-discipline, as well as a range of skills. Reflect on and/or discuss whether participation in the Australian army cadets would be contrary to the concept of peacemakers and peace building.

Further research
There are a number of resources available online to help students understand the global issue of child soldiers. The Global Education website includes teaching activities designed for upper primary students. One of these is ‘Peace education in Sierra Leone’.

The United Nations has an Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict of which Australia is a signatory.

Reflection
Access and read either or both of these resources. Assess whether they would be likely to help students make informed decisions about their values in relation to child soldiers.

Bringing it together
The Bringing it together section of Peacemakers allows students to reflect on, and view holistically, values relating to intercultural understanding that they have explored. They encourage students to individually and/or collaboratively reflect on the impact of peacemakers and peace building on their own and other people’s lives.

A cluster in Stage 2 of the Values Education Good Practice Schools Project used Socratic circles to explore intercultural and interfaith understandings. Teachers found that the Socratic circles pedagogy could provide opportunities for students of different cultural and faith traditions to discuss important, relevant and sometimes contentious issues.

The Bringing it together activities include an opportunity for students to use this technique.
Raising awareness of peace values and peacemakers

• Create a peace garden in your school.
• Raise money for refugees.
• Design and display posters and banners about peace and peacemakers.
• Invite guest speakers.
• Hold an exhibition of artworks about peace and peacemakers and invite others to come.
• Debate ‘big issues’ about peace values and peacemakers. For example, if we can have peace in our personal lives, we can have peace in the world.
• Write a short play about peace values and peacemakers and perform this for people in your school community.
• Analyse examples of ‘positive peace’ (for example, books and films that contain stories that show positive peace rather than an absence of war, violence and conflict).

The Going further section includes practical activities that actively engage students with the community. Some of these are detailed below.

Responsibility
Select one of these activities that will fit into your English or Humanities and Social Sciences teaching program. Reflect on and/or discuss and develop a strategy to support students in your selected activity.

Making connections
If you are unfamiliar with Socratic circles pedagogy, use the internet to find out more about this teaching and learning approach.

Social interaction
If you are undertaking a collegiate learning activity with a sufficient number of colleagues, gain confidence in using this teaching and learning approach by using it to discuss what you have learned about peacemakers and peace building.

Socratic circles
Procedure
• Introduce the students to the focus of the task. In this case, tell them that they are to reflect upon and discuss their thoughts and feelings about peacemakers and the peaceful values that they have explored.
• Allow students time to complete their reflection.
• Divide students into two groups: those who will sit in the inner circle and those who will observe in the outer circle.
• Ask the students in the inner circle to begin their discussion and to share thoughts and feelings about peacemakers and the peaceful values that they have explored.
• Draw the discussion in the inner circle to a close. Now ask the students in the outer circle to provide feedback on the comments that students have made. They may like to ask questions, build on students’ responses, or evaluate what has been shared.
• Ask students to swap roles.
• Repeat the process.

Source: Copeland, M 2005, Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School, Portland, Maine: Stenhouse
### Handout 4.1 Peacemakers: Digital resources at a glance

<table>
<thead>
<tr>
<th>Tuning in</th>
<th>Text</th>
<th>Context</th>
<th>Values spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Think … – Clash Animation</td>
<td>A group of 5–9-year-olds talk about their personal experiences of conflict, disagreements and clashes.</td>
<td></td>
<td>Clash highlights the values of tolerance, reconciliation and responsibility.</td>
</tr>
<tr>
<td>Babe – Make them feel inferior Film clip</td>
<td>Babe, a young pig, wants to be a sheepdog. When he bullies the sheep, he fails. When he uses good manners and kindness, he succeeds.</td>
<td>The focus is on two different views of power. Force cannot make someone do things. Better to achieve things by working together.</td>
<td>Make them feel inferior highlights the values of care and respect.</td>
</tr>
<tr>
<td>The unknown rebel, Beijing, 1989 Photograph</td>
<td>A man stands in front of the army tanks on their way to Tiananmen Square in Beijing, China in 1989.</td>
<td>Many people gathered in Tiananmen Square to demonstrate for democracy in China. The government eventually called in the army.</td>
<td>The unknown rebel highlights the values of courage, peace and acting ethically.</td>
</tr>
<tr>
<td>Nelson Mandela in Johannesburg, 1999 Photograph</td>
<td>This photograph of Nelson Mandela was taken in his home in Johannesburg, South Africa when he was President of South Africa.</td>
<td>Mandela was imprisoned for 27 years. In 1990, President De Klerk freed him and they worked together to end apartheid in South Africa. They were awarded the Nobel Peace Prize in 1993.</td>
<td>Mandela’s actions and beliefs reflect the values of acting ethically, conflict resolution and respect.</td>
</tr>
<tr>
<td>Aung San Suu Kyi in Rangoon, 1989 Photograph</td>
<td>This photograph of Suu Kyi was taken in 1989 in Rangoon, Burma. She is speaking to a rally of people who want to bring democracy to Burma.</td>
<td>Suu Kyi’s NLD party won the election in 1990, but she was prevented from becoming prime minister because the military government placed her under house arrest. In 1991, she was awarded the Nobel Peace Prize.</td>
<td>Aung San Suu Kyi’s story reflects the values of courage, acting ethically and human rights.</td>
</tr>
<tr>
<td>Tuning in</td>
<td>Text</td>
<td>Context</td>
<td>Values spotlight</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Mparntwe Sacred Sites – A big book</td>
<td>The Arrernte people of Mparntwe (Alice Springs) talk about the Dreaming and sacred sites, and the conflict with land developers who want to build on the sacred sites.</td>
<td>The Dreaming provides Indigenous Australians with values and laws. They believe the destruction of sacred sites is disrespectful and interrupts the Dreaming.</td>
<td>Mparntwe Sacred Sites highlights the values of respect, acting ethically and reconciliation.</td>
</tr>
<tr>
<td>Quakers: Seeking the light within – Giving peace a chance</td>
<td>Sarah Davies explains the Quaker religion and the core belief of non-violence. She tells how her family’s beliefs have led them to become pacifists and work for peace.</td>
<td>Quakers are against any kind of warfare and have been put into prison for refusing to be involved in wars. In Australia, the law allows pacifists to refuse to fight in a war if their religion prohibits this.</td>
<td>Giving peace a chance highlights the values of warfare and have been put into prison for refusing to be involved in wars. In Australia, the law allows pacifists to refuse to fight in a war if their religion prohibits this.</td>
</tr>
<tr>
<td>More winners: Boy soldiers – Boys, lay down your lives for the empire</td>
<td>The character Ned thinks that young boys should be able to decide if they go to war and that older men, rich people, generals and politicians should be asked to fight, too. Will does not want to fight.</td>
<td>This clip is set at the beginning of WWI. The right to object to fighting in a war is legal in Australia. However, at this time, this law did not apply to males between the ages of 12 and 26.</td>
<td>Boys, lay down your lives for the empire highlights the values of courage, peace and acting ethically.</td>
</tr>
<tr>
<td>Letters to Ali – The first long march</td>
<td>Trish Kirby developed a friendship with Ali, a 15-year-old asylum seeker from Afghanistan. She and her family travelled from Melbourne to Port Hedland Detention Centre in WA to meet him in person.</td>
<td>Because Ali did not enter Australia legally, he was placed in a detention centre while the government looked at his application for protection. Ali was eventually released because he was a child.</td>
<td>The first long march highlights the values of tolerance, and care and compassion.</td>
</tr>
<tr>
<td>Anthem: An act of sedition – A multicultural marriage</td>
<td>Dallas, an Australian law student, marries Zabi, a refugee from Afghanistan. They celebrate their marriage surrounded by family and friends.</td>
<td>In 2001, refugees from Afghanistan, including Zabi, were stranded on a sinking boat. The Tampa rescued them and they were taken to Nauru. Julian Burnside QC helped them to get visas.</td>
<td>A multicultural marriage highlights the values of peace, and care and compassion.</td>
</tr>
</tbody>
</table>
Inner peace is an important aspect of an individual’s ability to respond to conflict situations which affect them and others around the world. Students who develop good communication skills to avoid violence and negotiate solutions to problems such as sharing scarce resources, differing values and exertion of power are able to build more peaceful futures. Conflict has occurred in the past, is happening in the present, and will occur in the future. It can occur globally, as well as regionally, nationally, communally, within families and among individuals. Peace building is designed to address the causes of conflict and the grievances of the past. It must involve justice to promote long-term stability, human security and equality.

Opportunities to learn
In this key concept of learning, students at different stages of schooling may:

• explore different concepts and examples of peace, security and cooperation
• understand that there are choices and consequences for others in conflict situations
• explore parallels between international conflict and conflict at a classroom or school level
• identify and investigate different types of conflict and the causes of conflict, as well as the effects of conflict and violence on people and the environment
• recognise the difference between negative and positive conflict and explore examples of each
• identify and discuss how individuals, groups and states can build and sustain positive and trusting relationships
• develop an understanding of ways in which conflicts can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation
• explore the role of development and poverty eradication in creating the conditions for peace and cooperation
• understand that international conventions aim to protect adults and children from torture and other cruel, inhuman or degrading treatment or punishment
• acquire knowledge about multilateral initiatives to build peace, disarmament and the role played by the United Nations and its agencies
• explore how place and change impact on peace and human rights
• understand how regional differences in economic and social wellbeing need to be addressed in order to reduce the impact of conflict on individuals, communities and governments
• investigate particular historic and contemporary conflicts, and come to understand that there are differing and contested perspectives about resolving conflict
• examine and discuss specific United Nations and Australian … contributions to peace building

Including a global perspective within the primary curriculum
Knowledge and understandings:

<table>
<thead>
<tr>
<th>English</th>
<th>Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use oral and written texts to negotiate responses to conflict situations and build peace.</td>
<td>Identify and describe examples of how Australians are contributing to peace-building, regionally and globally.</td>
</tr>
</tbody>
</table>

Source: AusAID 2008, Global Perspectives: A Framework for Global Education in Australian Schools, pp 11–15