

**PEACE AND NONVIOLENCE UNIT FEEDBACK – from schools/students, Feb-June, 2018**

<u>School</u>	<u>Most engaging elements for students</u>	<u>Teacher experience</u>	<u>Comments on unit design and content</u>	<u>Other thoughts</u>
<p><b>Peter Moyes ACS</b></p> <p>124 students (year 12) 3 teachers</p>	<p>Walter Wink stories – alternative interpretation of the Bible</p> <p>Guntown clip</p> <p>Nashville Documentary</p>	<p>Provided new knowledge/extending previous knowledge on this topic</p> <p>Challenge to model nonviolent behaviour as a teacher</p> <p>Challenge to engage with students who are immersed in the dominant culture mythology</p> <p>Pleasing to note surprising moments of openness and curiosity in students</p>	<p>The flow of the unit is good – logical and sequential. Enables easy connection in each of the lessons.</p> <p>The Professional Learning (PL) day really helped in understanding the big picture of the unit content and the vocabulary of violence/nonviolence</p>	<p>The PL day was really helpful</p> <p>Would encourage others to do the unit</p> <p>Possibility of offering a programme to parents/wider school/parish</p>
<p><b>John Septimus Roe ACS</b></p> <p>176 students (year 12) 5 teachers</p>	<p>Nashville Documentary (A Force more powerful)</p> <p>Soldiers of Peace – Fatuma’s story</p> <p>Discussions</p> <p>Looking at current protests and issues</p> <p>5 steps to personal peacemaking</p>	<p>Teachers were educated and extended at the PL day - and became quite invested in the importance of this topic. Many students engaged well - and were surprised and curious about the topic.</p> <p>One teacher found the boys engaged especially well with the themes.</p>	<p>Programme very detailed, well-resourced and suitable for the age group.</p> <p>The scapegoat activity was interesting – and some students felt quite uncomfortable with it.</p>	<p>A very worthwhile topic. It lent itself well to current world topics including the US school shooting – this was able to be integrated into the programme. The class discussion around these things was engaging.</p>

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<b>St Mary's ASG</b> 180 students (year 10) 3 teachers <i>(year 12s to do it in term 4)</i>	Principles of nonviolence, Girardian principles  Local stories  Nashville Documentary (A Force More Powerful)  Soldiers of Peace movie introduction	Very positive – students engaging well.  A little unsure how to deliver/enact the 3 Biblical examples of Jesus' own nonviolence  ASC video clip was useful  Found it valuable to create the language around nonviolence (lesson 1)	Works well  Keep adding relevant current material for resources  Kahoot and Verso were great platforms to support learning.	This unit is really important – and a positive way to give students hope that they can make a difference in the world using NV principles  Some other good resources: <ul style="list-style-type: none"> <li>• <i>Good night stories for rebel girls</i></li> <li>• <i>Stories for boys who dare to be different</i></li> <li>• <i>Story of Rosa Parks</i></li> <li>• <i>Searching for Syria website</i></li> </ul>
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<b>Swan Valley ACS</b> 60 students (Year 12) 1 teacher		Unfortunately the school scheduled a number of other things during RE class time – which meant the unit was interrupted and unable to be completed fully. This was disappointing		A very important topic.

## YEAR 10 Students, St Mary's AGS

I just wanted to share a few of the comments from Year 10s about the Peace and Nonviolence unit. I just got them to jot down one thing on a piece of paper about what they've got out of the unit, and what could be improved. All responses were really positive and their enjoyment and highlights were very varied.

*"Loved the video on Nashville. I found the whole situation quite interesting. I had previously thought of nonviolence as nice but quite ineffective. That being said, it was interesting to see how just the presence of the African Americans at the lunch counters drew some people to violence."*

*"I enjoyed this unit because there was a lot of debate and time to express our views and learn about the views of others. I enjoyed learning about the American Civil Rights Movement."*

*"The scapegoat theory, how they're blamed for everything. Protesting doesn't have to be violent to be effective."*

*"I have learned that there are other ways to end conflict other than violence and that even though this is obvious many are oblivious to it."*

*"I have learnt that even though it doesn't always work in reality, like Katanning and multi-culturalism, there are still people who try to fix the inequality issues."*

*"It's good learning about peace and nonviolence because we get to understand it is more useful and effective to not retaliate violently. I never knew that scapegoats were relevant and exist in the real world today."*

*"This unit was quite interesting and made me reflect myself (introspection). When someone hits you on the left cheek, turn your right cheek to the person (Jesus), instead of an eye for an eye."*

*"I've enjoyed exploring topics such as racism, because I feel more informed and it makes me feel as if I can take action on these issues. I'm happy we've addressed and discussed these topics as I know others who are left in the dark with education like this."*

I've got six classes worth of short comments!

Also, I think a bit more on structural and cultural violence could have been addressed early on (I think my classes would have responded well to this too)

Good luck in Adelaide (if you haven't already been).

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