

**ACKNOWLEDGEMENTS:** *These lesson plans were developed for trial use in ASC schools in 2018. They were developed through a collaborative project of the Anglican Schools Commission (WA); Pace e Bene Australia (Brendan McKeague and Michael Wood), with the assistance of grant funding from The Australian Research Theology Foundation (ARTFinc).*

**TRAINING FOR UNIT:** *It is highly recommended that all staff teaching this unit undertake the associated one-day teacher training program provided by Pace e Bene (Australia). Contact Brendan McKeague (+61 429 448090) or Michael Wood (+61 435 065326) for more information.*

*(NB The Plans and resources lists are quite detailed to enable guidance and input for those who may have minimal background knowledge on this topic.)*

**Strand:** The Bible and Christian Beliefs, Faith in Action, Christian Ethics and Ethical Theory

**Topic:** Peace and Nonviolence

**Stage of Development:** Late Adolescence (Year 10-12)

**Rationale:**

This unit will introduce/broaden students' knowledge and understanding of peace and nonviolence as a philosophy and practice. It will allow them to become aware, explore and gain knowledge and support them in developing an informed view of their own. It will also encourage them to explore personal, faith, societal and global perspectives and apply problem solving and new skills to particular issues. Students will look at the scriptural basis for a theological (Christian) foundation for peace and nonviolence and consider both individual and organised Christian responses to injustice and conflict.

**Australian Curriculum:**

**1. General Capabilities**

- Literacy
- ITC Competence
- Critical & Creative
- Ethical Behaviour
- Personal & Social
- Intercultural Understanding

## 2. Cross-Curricula Priorities: Aboriginal and Torres Strait Islander culture and history

### Links to other Learning Areas:

Social Sciences, English (writing), Health

### Key Questions:

What is nonviolence?

What is scapegoating?

What is the biblical foundation for a peaceful/nonviolent approach to conflict and injustice?

How did Jesus teach and role model nonviolence?

What are some examples of nonviolent actions and who are some of the practitioners?

How can individuals and organisations (eg churches, schools etc) pursue a nonviolent approach?

### Key Concepts/knowledge and understanding:

Nonviolence is the use of peaceful means (not violence) to bring about personal, social and political change. It is active not passive.

Nonviolence is a creative, powerful and effective process for addressing and resolving the conflicts in our lives and in the life of the world.

Scapegoating as a practice has its roots in ancient society and is still prevalent today. It contributes to the perpetuation of the myth of redemptive violence.

The Biblical solution to scapegoating is to love your enemies instead of killing them.

Jesus modelled and taught nonviolence as a spiritual and practical response to injustice.

Nonviolent practitioners are active in the world today and are making a difference in their spheres of influence.

### Attitudes and Values:

Jesus identified key values such as **forgiveness, justice, truth, love** and **compassion**, and invited his followers to adopt the same.

Church and school communities can reach out to help people to uphold these key values.

### Lesson Themes:

Week 1	Reality review
Week 2	Historical and anthropological connections
Week 3	Transformation
Week 4	Case Studies – international/local
Week 5	Local examples of peace and nonviolence
Week 6 -7	The practice of nonviolence in daily life
Week 8-10	Engage – create a nonviolent project

## PEACE AND NONVIOLENCE UNIT

Week	Lesson plan	Resources	Notes
1.	<p><b>Reality Review</b></p> <p>Starter: Clip from Soldiers of Peace</p> <ul style="list-style-type: none"> <li>What does violence/nonviolence mean? (developing a vocabulary)</li> </ul> <p>Discuss :</p> <ol style="list-style-type: none"> <li>What is violence? What does it look/sound/feel like? Write a list of your thoughts. (as whole class or in small groups) (eg aggression, pain, suffering, hurt, harm, deprivation, dehumanised, separate, excluded, blame etc)</li> <li>What are the impacts of violence on people, places, communities, the environment? (definition: Acts of intentional or unintentional harm that hurt other people or the planet)</li> <li>What, therefore, is nonviolence? And how might it be useful in the context we are now in? Use a story. Eg Soldiers of Peace Fatuma’s story of substituting football for war between young men (10 minutes)</li> <li>What does nonviolence look/sound/feel like? (eg Key words: creative action, imagination, peacebuilding, victims, loving, compassionate, understanding, firm, committed)</li> </ol> <p>End of lesson: Show the ASC video “Peace and Nonviolence” – discuss if time. Then introduce homework activity (could be done in small groups or individually).</p> <p><i>Homework: research the impact of a particular kind of violence eg domestic violence, displaced peoples, ethnic cleansing, environmental. Bring an article back to class to pin on the wall/communal learning space/a peacebuilding board.</i></p>	<p><a href="https://www.youtube.com/watch?v=FCPyyFeawe0">https://www.youtube.com/watch?v=FCPyyFeawe0</a> Soldiers of Peace movie trailer (4mins)</p> <p>FACT SHEETS e.g. 2016 global expenditure on war was 1.7 trillion dollars <a href="https://en.wikipedia.org/wiki/List_of_countries_by_military_expenditures">https://en.wikipedia.org/wiki/List_of_countries_by_military_expenditures</a> United Nations Culture of Peace and Nonviolence <a href="http://cpnn-world.org">http://cpnn-world.org</a></p> <p>Stories : eg Tom Jackson, QLD (Backpacker stabbed trying to protect a woman) <a href="http://www.theaustralian.com.au/news/nation/townsville-hostel-knife-attack-hero-tom-jackson-dies/news-story/54247198022dbf07f30b3d6baf304f79">http://www.theaustralian.com.au/news/nation/townsville-hostel-knife-attack-hero-tom-jackson-dies/news-story/54247198022dbf07f30b3d6baf304f79</a></p> <p>Kirsty Boden (South Australian nurse killed at Westminster Bridge terrorist attack as she went to help the injured) <a href="https://www.theguardian.com/uk-news/2017/jun/06/australian-woman-kirsty-boden-28-feared-killed-in-london-bridge-attack">https://www.theguardian.com/uk-news/2017/jun/06/australian-woman-kirsty-boden-28-feared-killed-in-london-bridge-attack</a></p> <p>Image of Iesha Evans (nonviolent resistance at Black Lives Matter protest) <a href="https://globalnews.ca/news/3109345/woman-in-iconic-baton-rouge-image-meets-photographer-for-the-first-time/">https://globalnews.ca/news/3109345/woman-in-iconic-baton-rouge-image-meets-photographer-for-the-first-time/</a> [3.5 min]</p> <p>Global Peace Index <a href="https://en.wikipedia.org/wiki/Global_Peace_Index">https://en.wikipedia.org/wiki/Global_Peace_Index</a></p> <p>ASC Religious Studies video – Peace and Nonviolence <a href="http://www.asc.wa.edu.au">www.asc.wa.edu.au</a></p>	<p>The full movie “Soldiers of Peace” can be purchased at the following link:</p> <p><a href="https://www.amazon.com/Soldiers-Peace-Michael-Douglas/dp/B002JPRLXS">https://www.amazon.com/Soldiers-Peace-Michael-Douglas/dp/B002JPRLXS</a></p>

<p>2.</p>	<p><b><u>Historical/Anthropological connections</u></b></p> <p>1. Song: <i>Human</i> by Rag'n'Bone Man.  <a href="https://www.youtube.com/watch?v=L3wKzyIN1yk">https://www.youtube.com/watch?v=L3wKzyIN1yk</a> [3.17min]  Play the song/video and then discuss the idea of blame. How does blaming someone for something play out? (does it work, what happens in relationships, communities etc) e.g. blaming one player for the team losing</p> <p>2. Show a picture of a goat/bring a toy goat.  Ask students to think of all the things that are going wrong in their lives and then invite a few students to “blame” the goat for these things. Tell them no matter whose fault it really is they are going to blame the goat (e.g. It’s your fault I didn’t pass the exam, or that I got sick etc). How do they feel after blaming the goat?</p> <p>Where does scapegoating come from? Talk about Leviticus 16:10 and what scapegoating is.</p> <p>Watch the Guntown Video and discuss what happens re good guys/bad guys/scapegoating: <a href="https://www.youtube.com/watch?v=4T41M7cCqsU">https://www.youtube.com/watch?v=4T41M7cCqsU</a> [2.6 minutes]</p> <p>3. Talk through the Raven Foundation document on the evolution of religion: looking at the sacrifice side. Discuss: How do we scapegoat today? (demonising, exclusion, the concept of “othering” etc)</p> <p>If time: Introduce the idea of mimetic desire – which leads to conflict and can escalate to scapegoating. Eg love triangles</p> <p>Video : The last Donut (Cpt America and Ironman) – <i>the idea of mimetic desire</i>. <a href="https://www.youtube.com/watch?v=4Ty1zVZQ8X4">https://www.youtube.com/watch?v=4Ty1zVZQ8X4</a> [1 min]</p> <p>HOMEWORK: Students find a film/story/TV show that has scapegoating as part of the story.</p>	<p><b><u>Useful background for teachers:</u></b></p> <p>1.Short booklet: Girard’s writings (for teacher background knowledge) <i>The Theory of Rene Girard</i> by Carly Osborn</p> <p>2 “Myth of redemptive violence” article by Walter Wink:  <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>3.Youtube interview with Professor Scott Cowdell:  <a href="https://www.youtube.com/watch?v=IddydBXojM">https://www.youtube.com/watch?v=IddydBXojM</a> [9 min]</p> <p><b><u>Resources for the class:</u></b></p> <p>Raven Foundation document – the evolution of religion  <a href="https://www.ravenfoundation.org/wp-content/uploads/2012/10/EvolutionReligion.pdf">https://www.ravenfoundation.org/wp-content/uploads/2012/10/EvolutionReligion.pdf</a></p> <p>Raven Foundation document - on mimetic desire  <a href="https://www.ravenfoundation.org/wp-content/uploads/2016/05/Mimetic-Desire-Infographic-5.12.16.pdf">https://www.ravenfoundation.org/wp-content/uploads/2016/05/Mimetic-Desire-Infographic-5.12.16.pdf</a></p> <p>Extra resource (useful background for teachers):  Video : creative and accessible explanation of Girard’s scapegoating mechanism, using ‘rice people’ (11mins)  <a href="https://www.youtube.com/watch?v=w4NAH2puEEM">https://www.youtube.com/watch?v=w4NAH2puEEM</a></p> <p>Raven Foundation document – social impact of scapegoating:  <a href="https://www.ravenfoundation.org/wp-content/uploads/2014/09/Scapegoating-infograph-2-p.pdf">https://www.ravenfoundation.org/wp-content/uploads/2014/09/Scapegoating-infograph-2-p.pdf</a></p>	<p>A scapegoat is a person or animal which takes on the sins of others, or is unfairly blamed for problems. The concept originally comes from <u>Leviticus</u>, in which a goat is designated to be cast into the desert with the sins of the community. Other ancient societies had similar practices. In psychology and sociology, the practice of selecting someone as a scapegoat has led to the concept of <u>scapegoating</u> (<i>Wikipedia definition</i>)</p>
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<p>3</p>	<p><b>Transformation</b></p> <p>Starter: Watch a clip from or discuss a story from a movie/TV show/book of scapegoating.</p> <ol style="list-style-type: none"> <li>Q/discuss: How could scapegoating be avoided? What is another solution?</li> </ol> <p>The Biblical solution: <u>By loving enemies instead of killing them.</u> (Matt 5:43-44)</p> <ol style="list-style-type: none"> <li>Investigate the teaching and modelling of Jesus in this. Look at the sermon on the mount [Matthew 5:43-48] – an upside down world! (Beginning section: Blessings for people who are merciful, pure in heart, peacemakers. Instructions to love your enemies, not destroy them. Not the usual kind of qualities that are “rewarded” or applauded in our society)</li> </ol> <p>Discuss/unpack 3 <b>Walter Wink stories</b>– based on a passage from the Sermon on the Mount: Matthew 5:38-41.</p> <ol style="list-style-type: none"> <li>Going another mile (not allowing an oppressor to dominate your freedom/choices/inner sense of peace) (Matt 5:41),</li> <li>Turning the other cheek – injustice of inequality (Matt 5:38)</li> <li>Give your shirt as well - economic poverty (Matt 5:40)</li> </ol> <p>These stories bring out the greed of land-grabbers, the abuse of power through inequality in negative hierarchical systems, the intimidation of coercive force and fear.</p> <ol style="list-style-type: none"> <li>What do Christians believe? Their faith is that God loves everyone equally. How then, might they respond to injustice?</li> </ol> <p><b>Key question to finish:</b> Jesus says – you can still defend the weak – and engage in ‘war’ against injustice without using violence. But How? Was this alright for Jesus, but not for us? (next couple of lessons will</p>	<p>The Evolution of Religion sheet – mercy.</p> <p>Bible references: Micah 6:8, the sermon on the mount (Matthew 5)</p> <p>Book: Wink, W. <i>Jesus and Nonviolence: A Third Way.</i> “Can Love Save The World?” (Excerpt for Discussion). Dropbox link: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>Story : Muslim teacher – Salah Farah. A Muslim man refusing to “other”. <a href="http://www.aljazeera.com/news/2016/04/kenya-honours-muslim-teacher-died-saving-christians-160401141815389.html">http://www.aljazeera.com/news/2016/04/kenya-honours-muslim-teacher-died-saving-christians-160401141815389.html</a></p> <p>Story : The Hug that saved hundreds of lives. Iraqi : Najih Shaker Al-Baldawi. (Hugged a suicide bomber and prevented hundreds of deaths) <a href="http://www.news.com.au/world/middle-east/hug-that-saved-hundreds-of-lives/news-story/0c86e25c51046b54a97d413ffda4268e">http://www.news.com.au/world/middle-east/hug-that-saved-hundreds-of-lives/news-story/0c86e25c51046b54a97d413ffda4268e</a></p> <p><b>Teacher background/summary:</b> A Short History of Nonviolence: a 16min YouTube clip that traces the origins of faith-based nonviolence <a href="https://www.youtube.com/watch?v=39CyQq0eAOk">https://www.youtube.com/watch?v=39CyQq0eAOk</a></p> <p>Other Bible passages where Jesus overturns scapegoating violent impulses e.g. Luke 10:25-37 (the Good Samaritan) John 8: 1-11 (The woman caught in adultery); Matthew 7:1-5 (take the log out of your own eye); Matthew 26:47-56 (put away the sword). More references in the handout “Bible references” at the following dropbox: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p>	<p><b>Scapegoating movie examples:</b> that students have found or use Beauty and the Best (Gaston and the Mob after the beast); Shrek (mob chasing ogre).. clips available on YouTube</p>
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	<p>explore further): how can we engage nonviolently with violence today? Is it possible? <i>You will have to change the way you think, act/behave to bring about change....</i></p>		
4	<p><b><u>Case study – international/local</u></b></p> <p>Look at some contemporary examples/role models of peace and nonviolence</p> <p>1. <i>An example from the American Civil Rights movement:</i> Give/discuss some background on the situation in the US in the 1960s: American civil rights. What do they know already? In this situation what links can students see to some of the words we have used previously eg violence, scapegoating, nonviolence, demonising...</p> <p>Watch a story from A Force More Powerful DVD : <b>Nashville</b> – we were warriors (25 mins). Discuss – what was the issue? What was the response? What was the result? Why did this work?</p> <p>A contemporary example of what the students did in Nashville is the nonviolent peace force operating in the South Sudan. <a href="http://nvpf.org/what-we-do/2014-09-19-15-18-31/south-sudan">http://nvpf.org/what-we-do/2014-09-19-15-18-31/south-sudan</a></p> <p>Students do quick internet research in pairs/small groups: Who are the South Sudan nonviolent peace force? What do they do? What impact are they having? How are they similar to the Nashville nonviolent Baptists? How is this linked to what we have been talking about?</p>	<p>A Force More Powerful DVD : Nashville – we were warriors (20 mins). <a href="https://vimeo.com/201686376">https://vimeo.com/201686376</a></p> <p>Watch the first 2mins, provides intro to whole series; then Nashville story (25mins) begins at 26:10</p> <p><b>A Force More Powerful study guide.</b> <a href="http://www.aforcemorepowerful.org/films/pdfs/studyGuide-en.pdf">http://www.aforcemorepowerful.org/films/pdfs/studyGuide-en.pdf</a></p> <p>Ghandi - strategy of provocative nonviolent resistance <a href="https://www.youtube.com/watch?v=WW3uk95VGes">https://www.youtube.com/watch?v=WW3uk95VGes</a></p> <p><a href="http://nvpf.org/what-we-do/2014-09-19-15-18-31/south-sudan">http://nvpf.org/what-we-do/2014-09-19-15-18-31/south-sudan</a></p> <p>Marjorie Stoneman Douglas High School students - NY Times article <a href="https://www.nytimes.com/2018/03/05/us/student-protest-movements.html">https://www.nytimes.com/2018/03/05/us/student-protest-movements.html</a></p> <p><b>Resource:</b> local South Sudanese people - could invite someone in to talk to the students (There are large Sudanese Anglican congregations in Perth. Contact Liz at the ASC for contacts)</p> <p>Traditional ‘Peace Churches’ <a href="https://en.wikipedia.org/wiki/Peace_churches">https://en.wikipedia.org/wiki/Peace_churches</a></p>	<p><b>Option:</b> integrate looking at the early Christians/people of the way and other traditional ‘peace churches’... Quakers, Mennonites, the Amish etc in this lesson</p>

5	<p><b>Local examples of peace and nonviolence</b>  <i>Find a local example a peaceful/nonviolent response to issues of conflict, injustice, controversy...</i></p> <ul style="list-style-type: none"> <li>• Love Makes a Way</li> <li>• Pace e Bene Australia – Nonviolent Interfaith Leadership Program</li> <li>• Local Christian/Muslim initiatives</li> <li>• Alternatives to Violence Program – Quakers</li> </ul> <p>WA specific:</p> <ul style="list-style-type: none"> <li>• First Home Project</li> <li>• St Paul’s Beaconsfield</li> <li>• Katanning (WA) Multicultural integration (over 40 years)</li> <li>• Mokare (Aboriginal Peacemaker, Albany, during ‘first contact’)</li> <li>• Aboriginal Mediation Service, WA</li> <li>• Roe Highway protest</li> </ul> <p>Students research the activities of one of the local peace and nonviolence groups and prepare a 4-6 slide PowerPoint presentation that explains</p> <ol style="list-style-type: none"> <li>1. Who they are</li> <li>2. What they do</li> <li>3. Why they do it</li> <li>4. An example of a peaceful/nonviolent initiative</li> </ol>	<p><a href="http://www.paceebene.org.au/">http://www.paceebene.org.au/</a></p> <p><a href="http://www.nonviolentinterfaithleadership.org/">http://www.nonviolentinterfaithleadership.org/</a></p> <p><a href="http://lovemakesaway.org.au/">http://lovemakesaway.org.au/</a></p> <p><a href="http://www.firsthomeproject.com.au/about-us/">http://www.firsthomeproject.com.au/about-us/</a></p> <p>Alternatives to Violence  <a href="http://www.avp.org.au">http://www.avp.org.au</a>      Christian-Muslim partners, Beaconsfield, WA  <a href="http://www.abc.net.au/news/2017-06-10/perth-anglican-church-hosts-ramadan-for-muslim-community/8607102">http://www.abc.net.au/news/2017-06-10/perth-anglican-church-hosts-ramadan-for-muslim-community/8607102</a></p> <p>Katanning: Backroads Australia, Series 2 Ep5 (28mins)  <a href="http://iview.abc.net.au/programs/backroads/FA1527V005S00#">http://iview.abc.net.au/programs/backroads/FA1527V005S00#</a></p> <p>Mokare: <a href="https://en.wikipedia.org/wiki/Mokare">https://en.wikipedia.org/wiki/Mokare</a></p> <p>Aboriginal Mediation Service  <a href="http://www.healthinonet.ecu.edu.au/key-resources/programs-projects?pid=1518">http://www.healthinonet.ecu.edu.au/key-resources/programs-projects?pid=1518</a></p> <p>Roe Highway  <a href="https://thebeeliargroup.com/tag/roe-highway/">https://thebeeliargroup.com/tag/roe-highway/</a></p> <p>Dylan Marron responds to his ‘enemies’ - this is a trailer for his Podcast series  <a href="https://www.youtube.com/watch?v=ls2mTKcBjrl">https://www.youtube.com/watch?v=ls2mTKcBjrl</a>  <i>Conversations with People Who Hate Me</i> takes hateful conversations online and turns them into productive conversations offline. As a writer and video maker who focuses on social justice issues, Dylan Marron receives many negative messages on the internet. In this new podcast, he calls some of the folks who wrote them to ask one simple question: why? What follows is a complicated and sometimes hilarious navigation of two strangers getting to know each other.</p>	
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<p>6-7</p>	<p><b><u>The Practice of Nonviolence – in our lives today</u></b></p> <p>Conflict is normal and generates energy in people. It doesn't have to be violent/destructive Share examples of this – refer to the “training” for the Nashville protest. How can we be “trained”?</p> <p>Run a practical session – for example: 5 Steps in the process of personal peace-making</p> <ul style="list-style-type: none"> <li>• Observe : What’s going on in your body (draw picture of self with ‘hot spots’ that indicate rising tensions)</li> <li>• Centre: How do you prevent yourself “reacting” eg centring meditations to generate compassion</li> <li>• Listen to understand the truth of the other person (mug roleplay)</li> <li>• Speak your own truth – without destroying the truth of another (use ‘I’ statements)</li> <li>• Create a bigger truth – be open to what emerges</li> </ul> <p>[invite students to think about how they could use this process with their friends, family etc. Do they have specific situations or relationships they'd like to try this five step process with?]</p> <p>Listening practice in pairs – ‘A’ speaks about a topic of interest for 2 minutes and ‘B’ listens to understand why this is so important; then provides feedback to ‘A’ to show understanding; reverse roles...then feedback on the process</p> <p>Facilitated talking circle process (restorative justice approaches)</p> <p>Meditation on “Love your enemy” (The Two Hands of Nonviolence)</p> <p><i>Use a centring meditation at the beginning of each week</i> <i>Practice listening each week</i> <i>A talking stick circle process – to talk around an issue.</i> <i>Everybody has a go at speaking</i></p>	<p><b>Practical session training resources</b></p> <p>Handout: Five Steps of personal peacemaking can be found at the following dropbox: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>Centering Meditations (resource sheet) – can be found at the following drop box: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>Mug activity (resource sheet) - can be found at the following drop box: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>Circle work (resource sheet) - can be found at the following drop box: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>Handout: Meditation on ‘The Two Hands of Nonviolence’ (in the Centering Meditations Resource Sheet) can be found at the following dropbox: <a href="https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0">https://www.dropbox.com/sh/hzus7gsfb9k1kyg/AABY-3RSWzGz0zi4JkAxCe1_a?dl=0</a></p> <p>Using the Talking Stick process in US Congress meeting <a href="https://www.riverhouseexpress.com/blog/talking-stick-breaks-impasse/">https://www.riverhouseexpress.com/blog/talking-stick-breaks-impasse/</a></p> <p><b>Additional Option</b> Mogadishu: Yusuf and Khadija bring this training to Somalia in 2015 (19mins) <a href="http://www.healthfonet.ecu.edu.au/key-resources/programs-projects?pid=1518">http://www.healthfonet.ecu.edu.au/key-resources/programs-projects?pid=1518</a></p>	
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<p>8 - 10</p>	<p><b><u>ENGAGE!</u></b></p> <p>Engage with a nonviolence project - eg invite guest speaker or two, research, participate in an event or action.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Alternatives to Violence Project</li> <li>• Love Makes a Way</li> <li>• Sea Shepherd</li> <li>• Stop Adani</li> <li>• Animals Australia</li> <li>• Australian Religious Response to Climate Change</li> <li>• Anglican Social Responsibilities Commission, WA</li> </ul> <p><i>AND/OR</i> Create a new nonviolence project in the school (use example of Canadian Pink Shirt day...growing out of a simple action). Can they identify a need? What can they do about it? How can they make it happen?</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• peace prayers at lunchtime</li> <li>• fasting for peace</li> <li>• displays of peace projects and initiatives local/national/global (cont...)</li> <li>• facilitate a talking circle in the primary school (practice turn taking and listening). This expands the culture of peace and nonviolence in the school.</li> <li>• Encourage a restorative approach to bullying</li> <li>• Practice forgiveness</li> <li>• Organise a Peace Movie evening for wider school community (eg Soldiers of Peace)</li> <li>• Create a partnership project with the local Sudanese Peacemaking group – awareness raising and fund raising...teaching nonviolence and peace.</li> </ul>	<p><a href="http://avpwa.org/">http://avpwa.org/</a> - Alternatives to violence project</p> <p><a href="http://www.seashepherd.org.au/">http://www.seashepherd.org.au/</a></p> <p><a href="http://lovemakesaway.org.au/">http://lovemakesaway.org.au/</a></p> <p><a href="http://www.stopadani.com/">http://www.stopadani.com/</a></p> <p><a href="http://www.animalsaustralia.org/">http://www.animalsaustralia.org/</a></p> <p><a href="http://www.arrcc.org.au/">http://www.arrcc.org.au/</a></p> <p>Nik's story : (Alternatives to Violence success story)</p> <p><a href="https://www.youtube.com/watch?v=nkIZXokyjXE">https://www.youtube.com/watch?v=nkIZXokyjXE</a> [7.3 min]</p> <p>Love Makes a Way – why be arrested?</p> <p><a href="https://www.youtube.com/watch?v=sIB7ZaBlvZw&amp;list=PLwDUbUqoDJHsUJDsEZvXBCccHBfVjW8_7">https://www.youtube.com/watch?v=sIB7ZaBlvZw&amp;list=PLwDUbUqoDJHsUJDsEZvXBCccHBfVjW8_7</a> [4 min]</p> <p>Pink Shirt Day : <a href="https://www.pinkshirtday.ca/about/">https://www.pinkshirtday.ca/about/</a></p>	
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