Peacemakers – Teacher guide
Level 2 – Upper Primary

Students will be invited to consider what peacemakers do; the qualities of peacemakers; why we need peacemakers in our lives – in our families, schools, friendship groups, and across our nation and the world. They will also explore the positive outcomes of reflecting on and acting on peace values.

The theme Peacemakers supports intercultural learning by highlighting the following points.

- Peaceful values can be acted upon and our actions are a statement of our values.
- A ‘culture of peace’ should be developed at personal, local, national and global levels through a commitment to non-violence and conflict resolution. We can reflect on our actions through the lens of a culture of peace.
- Peaceful values such as empathy, embracing difference, respect and understanding are important to intercultural awareness in Australia.
- Peacemakers are important in personal, local, national and global spheres because they help to reduce conflict and support positive peace.
- Peacemakers need a long-term view of conflict resolution, to choose how best to achieve ‘peace by peaceful means’, and to meet their objectives for human rights, democracy and freedom.
- A peacemaker is anyone who reflects and acts upon peaceful values in his/her own life and who demonstrates acts of civil courage.
- Reconciliation marks the end of conflict through an act of apology and forgiveness. The process of reconciliation has been important to building relationships and respect between Indigenous and non-Indigenous Australians and underpins a ‘culture of peace’ in a culturally diverse nation.
- A person’s religious and personal beliefs can influence his or her commitment to peace and conflict resolution. These differences need to be valued and respected.
- People who have experienced war and conflict seek personal peace and harmony. Many who have migrated to Australia or sought asylum or refuge in Australia search for freedom from conflict, a place to heal, and new hopes for the future. Some develop significant relationships with other Australians who enact the values of friendship, compassion or love to help them in their personal journey towards peace.
Links to the *National Framework for Values Education in Australian Schools* (2005)

Students will explore, consider, enact and reflect on values as they:

- work constructively and collaboratively to learn about significant values of peace, respect, acting ethically, tolerance, conflict resolution, human rights, reconciliation, and care and compassion
- demonstrate empathy and compassion to others as they learn more about the personal impact of conflict, inequality, and the loss of human rights and freedom
- develop a growing confidence in articulating personal beliefs as these relate to the nature of peace and conflict resolution in their own lives and the lives of others
- demonstrate intercultural awareness though acting with integrity
- develop an acceptance of difference and an understanding of the peace values that underpin cultural diversity.

**Preparation**

View and read through the descriptions for each digital resource in the theme.

Read through the activities and note the particular learning strategies that have been built into these.

Be mindful that students might need to view each resource several times.

Please note: Thirty-five film clips on *World of Values* are linked from the *australianscreen online* website. Be aware that links within the frames containing these film clips take you out of the *World of Values* website.

**A note about activities**

All of the values clarification activities are built around whole class, small group, partner or individual tasks. Use your professional judgement regarding the advice given here. Choose the most appropriate grouping for each task depending on the particular needs of your students.

**A note about the learning pathway**

*World of Values* is a flexible resource. The learning pathway tool allows teachers to create a personalised PDF-based version of selected content. See the Help feature on the *World of Values* website.

**A note on dialogue**

The challenging content of many of the digital resources and the accompanying values clarification activities necessitates that students engage in exploratory dialogue whereby they are given time to debrief, to work through their thoughts and feelings, and to reflect on what they have learned. You may find that students generate many of their own questions throughout their exploration of *Peacemakers* and that you need to be flexible around your planning for these to be shared and considered.

**A note about personal experience**

Many of the activities relate the values clarification to the personal lives of students. This is important because personal experience helps students to connect an abstract value to a concrete experience. However, students may find the connection to their experience in families, their friendship groups, and their positive self-image, for example, challenging. Your guidance and support through these times will be necessary.
A note on working with sensitive material

There are many topics in the digital resources that may be personally confronting for some students, and potentially cause discomfort and distress. If you are aware of specific areas that may cause concern for particular students, try to let them know in advance that you will be looking at the topic in class. Generally, you could let all students know beforehand what is coming up and suggest that if they feel uncomfortable about participating in the discussion they let you know and you can discuss strategies with them.

Involve students in setting ground rules for the discussions. It is important to emphasise the need for respect, confidentiality, sensitivity and the recognition of diversity in people’s backgrounds and experiences. The classroom must be a safe and secure environment for discussions that will arise in the course of examining such materials as you will find in this collection.

Make sure that students know what support is available if the discussion does create discomfort or distress. You could compile a list of useful contacts and phone numbers. It would be wise to let the people who are concerned with student welfare (for example, counsellor, year level coordinator) know that you will be addressing complex issues that may be challenging for some students.

Resources that provide support for teachers dealing with personal, emotive issues can be found in the MindMatters materials. See www.mindmatters.edu.au

Getting started

In Getting started, students are introduced to the theme and a set of values. They explore prior knowledge and preconceptions, and research the definitions of values, to focus on the issues they will be examining.

Ask students to open a WordFile or a notebook to record their thoughts and feelings throughout the activities.

Notes on activities

Think about peacemakers: Although this task is intended as a brainstorm of students’ initial thoughts and feelings, you may need to prompt students by describing some famous peacemakers they may know and some of the personal qualities that we can attribute to these people.

Values gallery: This activity is an initial values clarification task that will be built upon and extended in the Bringing it together section of the theme. You begin by asking students to define the values they will explore. You may wish to record their definitions on a large sheet of paper, as students will be returning to this activity. You may decide that this task is too challenging for some and so conduct this as a whole class activity.

The following websites offer some useful background information.

Conflict Resolution Network

The United Nations values of peace
http://cpnn-usa.org/learn/values.html
Tuning in

Three digital curriculum resources
In Tuning in, teachers engage students with key values underpinning the general theme, and elicit students’ prior knowledge, personal experiences, feelings and beliefs. Teachers stimulate students’ thinking and encourage openness to the new learning experiences in which they will be involved.

I Think ... – Clash
This animation focuses on different views of friendship. It explores issues of disagreement; clashes; sorting out differences; and world conflict. It features the voices of a group of 5–9-year-olds talking about their personal experiences of friendship, disagreements and clashes. One child believes that friendships cannot survive if there are too many disagreements, or if friends have different beliefs and opinions. Another has a different view. He believes that differences between friends can be worked out. The children also discuss human conflict, saying war is the result of disagreements that cannot be solved and war can be prevented if people sort out their differences.

The children’s discussion of friendship is combined with animated images and film clips. The images symbolise peace, disagreement, conflict and peacemaking.

The children were chosen from schools where philosophy is taught. These schools encourage students from a young age to interact with each other within a ‘community of inquiry’. Discussion is facilitated by an expert educator who encourages children to interact freely and promotes the principles of cooperative learning. Discussions were then edited and the recordings given to the animator for visual interpretation. The I Think ... anthology of 26 animations was developed by the Australian Children’s Television Foundation (ACTF).

Values spotlight
Clash highlights the values of tolerance, reconciliation and responsibility.

Notes on activities
The activities in I Think ... – Clash focus largely on the enactment of peace values within personal domains. This is important because young students need to understand that personal acts of peacemaking and conflict resolution are both necessary and possible to achieve in their day-to-day lives. It 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 on a larger scale.

Babe – Make them feel inferior
This film clip focuses on two different views of power. One view is that force can be used to make someone do something. The other is that things can only be achieved through working together. This film clip shows Babe, a young pig trying to prove that he can do the work of a sheepdog. Fly, the female sheepdog, tells Babe to make the sheep ‘feel inferior’. Babe then bullies the sheep, but fails. The sheep are surprised by his behaviour. One of the old ewes, Maa, reminds Babe of his true nature, his ‘heart of gold’. She encourages him to use good manners, cooperation and kindness to get the sheep to do as he wants. Babe then succeeds, much to Fly’s surprise and pride.

The film Babe is about a young pig who has lost his mother. Farmer Hoggett wins him in a competition at the local carnival. He brings Babe home to his farm and allows him to stay with the sheepdog, Fly, and her pups. Fly’s puppies get sold and she becomes extremely sad. She decides to call Babe her son to help ease her broken heart. Babe watches Fly herd the sheep and decides that he wants to be a sheepdog like her. Farmer Hoggett enters Babe in the sheepdog trials and Babe gently convinces the sheep to do as he wants. He receives perfect scores from the judges and praise from Farmer Hoggett.

Values spotlight
Make them feel inferior highlights the values of care and respect.
Notes on activities

The activities may prompt some challenging and even contentious discussions. It is hoped that equal attention, however, will be given to acts of power and coercion and the peace values of cooperation and respect.

The focus on the language of bullying and peace underscores the importance of the words and actions that people choose when relating to others. It is important that young students are aware that bullying is an act of violence, and to reflect on the peaceful values of cooperation and respect in relation to this.

The ‘You cannot make me’ activity asks students to think about a time when they have been bullied or coerced to do something they did not want to do. The focus on a personal reflection here is deliberate in that some students may wish to keep this experience private. You may wish to place some other boundaries around this discussion as some students may have experienced significant abuse that they do not wish to share, or should not have to share. Some may have experienced bullying by other students in the class. You may:

- provide examples of bullying and coercion as a guide for the discussion
- ask students to share the experience, but not to name anyone.

The unknown rebel, Beijing 1989

This photograph focuses on one man’s actions in the face of great power and force. The man’s name is not known. He is standing in front of the army tanks that were on their way to Tiananmen Square in Beijing in 1989. We see that the man is holding something – possibly his shopping – so perhaps he made his decision to protest on the spur of the moment. The photograph also suggests that the soldiers driving the tanks were not willing to hurt him.

This photograph was taken by a press photographer in the Great Avenue of Everlasting Peace, which leads to Tiananmen Square in Beijing. In 1989, hundreds of Chinese students gathered at Tiananmen Square to demonstrate for democracy in China. Many other residents of Beijing joined in the protest, hoping to bring change to China. After a long time, the government called in the army to move the protesters from Tiananmen Square. It is reported that the ‘unknown rebel’ was able to stop the tanks for about half an hour. Then someone watching the event pulled him away.

Values spotlight

‘The unknown rebel’ highlights the values of courage, peace and acting ethically.

Notes on activities

Discussions around this iconic image of the ‘unknown rebel’ may need to be further contextualised, as the events leading up to this moment in time are complex. The image is a potent reminder of non-violence, but the presence of armed tanks in the photograph is suggestive of the ultimate power of violence and force.

Students may also question what happened to the man or debate whether his lone act of courage was the appropriate action to take. You may choose to guide a discussion with the whole class before you ask students to complete individual, paired and small group activities around this image.

You may find it necessary to further contextualise the values clarification activities. This education approved site from the BBC can assist you.

Discovering

Seven digital curriculum resources
In the Discovering section, teachers support students to explore values, text and context in a deeper way, to think about and clarify the values underpinning each digital curriculum resource, and to create concrete records of the experiences and information gathered.

Nelson Mandela in Johannesburg, 1999
Nelson Mandela is a man known throughout the world as someone who showed great courage in bringing reconciliation and peace to his country. This photograph was taken in his home in Johannesburg, South Africa when he was President of South Africa. In this image, we see someone who appears confident and content. Mandela is in the pose of a ‘thinker’, someone who reflects deeply and has developed wisdom from his life experiences. We can only imagine what Mandela may be reflecting on at this moment: his lifelong work for human rights in South Africa; his conviction for high treason against the government and imprisonment; his Nobel Peace Prize; or his work as president.

Nelson Mandela campaigned for an end to apartheid in South Africa. The word apartheid means separateness and it was a political policy that was based on race. People in South Africa were grouped as white people, black people, Indian people and people referred to as ‘coloured’, who were of mixed race. The laws of apartheid told people where they could live; who they could mix with; where they could go to school; what job they could do; where they could sit on a bus or at the cinema. Mandela and others like him argued that apartheid prevented the rights of all humans to be treated with respect. Mandela was imprisoned for 27 years because of his work against apartheid. In 1990, FW De Klerk, the President of South Africa, freed Mandela. They both worked together to bring an end to apartheid and were awarded the Nobel Peace Prize in 1993 for their role as peacemakers in South Africa.

Values spotlight
Mandela’s actions and beliefs reflect the values of acting ethically, conflict resolution and respect.

Notes on activities
You may need to provide students with more contextual information about apartheid for them to appreciate the nature and impact of Mandela’s role as a peacemaker in South Africa. You might also wish to complement this with information about Mandela’s election as president and the huge social change this brought to the nation.

You may find it necessary to further contextualise the values clarification activities. This education approved site from the BBC can assist you:
http://news.bbc.co.uk/2/hi/africa/1454208.stm

It is important that students appreciate that Mandela had choices open to him in his struggle for human rights. He could have chosen to change the course of events in South Africa through leading an armed struggle, and forcing a violent revolution against the government. Instead, he encouraged non-violence.

The strategy of an ‘effects wheel’ is designed to support students in seeing the consequences of events, decisions or actions. In this case, the strategy is useful for considering the long-term effects of Mandela’s values choice to gain peace in South Africa by ‘peaceful means’. You may wish to complete some of the ‘effects’ of Mandela’s decision with the whole class before asking students to complete this task individually and then to share with others. Or you may decide that this is a challenging task that needs to be completed only within the context of the whole class.

Procedure
Model the effects wheel based on a topic familiar to students (for example, choosing to learn an instrument) explaining the purpose of the strategy.
Begin the effects wheel of ‘peace by peaceful means’ with the whole class.

Ask students to complete the activity and then share with others.

Ask students for a general statement based on the strategy: ‘What can we say about peace by peaceful means?’

Invite students to discuss in small groups the synthesising questions.

• What might have been the consequences for the people of South Africa if Mandela had chosen other than ‘peace by peaceful means’?
• What might have been the consequences for Mandela?

Invite students to share their responses.

Notes on activities

The focus on Aung San Suu Kyi as a peacemaker complements the case study of Mandela’s peace work in South Africa. You might like to deepen students’ study of Mandela and Suu Kyi by comparing their qualities and the values they have in common. It is also important for students to appreciate that Suu Kyi’s non-violent struggle for democracy continues until the present, despite her house arrest.

However, you may need to provide students with more contextual information about Aung San Suu Kyi and her non-violent struggle for democracy in Burma. You might also wish to explain that Burma gained its independence from Britain in 1948 and became a democratic republic. This lasted until 1962 when a military coup took place. A military dictatorship lasts until the present day.

You may find it necessary to further contextualise the values clarification activities. This education approved site from the BBC can assist you:

http://news.bbc.co.uk/2/hi/asia-pacific/1950505.stm

Aung San Suu Kyi in Rangoon, 1989

Aung San Suu Kyi (Ung Sun Soo Chi) is a woman known throughout the world for her courage, resilience and her peaceful fight for democracy in Burma. This photograph of her was taken in 1989 in Rangoon, the capital of Burma. She is speaking to a rally of people like her who want to bring democracy to Burma. At this time, Suu Kyi was the leader of the opposition in Burma and leader of the National League for Democracy (NLD). She was planning to stand for election as prime minister of Burma in the following year. The red badge with a gold star and a fighting peacock that she is wearing is the symbol of her political party. At this time, Suu Kyi appeared confident and relaxed. However, three weeks after this photograph was taken, the military government of Burma arrested her and she did not stand for election.

Aung San Suu Kyi has worked for democracy in Burma for over two decades. She has always told her followers to protest against the military government without violence. The military government of Burma has placed her under house arrest. This means she is imprisoned in her own home for long periods of time. Her NLD party won the national election in 1990, but Suu Kyi has been prevented from becoming prime minister because she continues to be imprisoned. In 1991, she was awarded the Nobel Peace Prize for her role in trying to bring peace and civil rights to the people of Burma.

Values spotlight

Aung San Suu Kyi’s story reflects the values of courage, acting ethically and human rights.
Mparntwe Sacred Sites – A big book

This film clip focuses on Indigenous Australians as the ‘first peoples’ of Australia and their role as custodians or protectors of the land. It tells the story of Mparntwe in central Australia, the area also known as Alice Springs. We hear the Arrernte people of this area talk about the Dreaming and sacred sites. One of the Arrernte Elders, Max Stuart, explains that the Dreaming is like ‘a big book’. We also hear about the conflict between the Arrernte people and land developers who want to build on the sacred sites. Some of the Indigenous custodians of the land explain that there has been compromise about the development of the area. However, this compromise seems to be all one way. The development of these sites continues, even though the Arrernte people protest about this.

The Dreaming describes a never-ending cycle of spirituality and creation. It is important to Indigenous Australians because it provides them with the values and laws they need to live by. Mparntwe, the town of Alice Springs, is built over the sacred sites of the Arrernte people of the area. Their concern is that the destruction of sacred sites is disrespectful and interrupts the Dreaming. They understand that land development must happen, but ask for compromise when the land is sacred. The Native Title Act is a law that recognises that Indigenous Australians have traditions and customs associated with the land. It means Indigenous Australians can make a claim to the government to protect a particular area of land that is special to them. Sometimes an outside person helps both groups to cooperate and reach a compromise.

Values spotlight

Mparntwe Sacred Sites highlights the values of respect, acting ethically and reconciliation.

Note on activities

Please be aware that this resource may contain references to Aboriginal people and Torres Strait Islander people who may have passed away.

Mparntwe Sacred Sites: A big book brings the focus on peacemakers and peace values to the issue of cultural diversity in Australia and the significance of the values of respect and reconciliation to Indigenous Australians. It is important for students to appreciate the importance of the interrelationship between spiritual beliefs and the values of respect and reconciliation.

You may need to provide students with further contextual information about Native Title law. Be careful to distinguish this law from ‘Land Rights’ so that students do not confuse these and they can better understand the value of reconciliation.

You may also need to provide students with more information about the Dreaming and the significance of spirituality to Indigenous Australians.

Further, you may wish to discuss the currency in the public domain of the value of reconciliation (‘Sorry’) most recently associated with Prime Minister Kevin Rudd and his apology to Indigenous Australians on 13 February 2008 (note, however, that the emphasis here was largely on the issue of the Stolen Generations).

The Y-chart strategy is useful for students to explore the different dimensions of reconciliation.

Procedure

• Ask students to draw a large Y in their WordFile or notebook.
• Ask students to complete the task individually and then to share with a partner.
• Ask students to share and clarify their responses to the whole class.
• Identify common elements of reconciliation.
• Ask students to come up with a definition of reconciliation based on this sharing of ideas.
Quakers: Seeking the light within – Giving peace a chance

This film clip focuses on how a person’s religion and values can influence the choices he or she makes in life. It is an interview with Sarah Davies who is explaining the Quaker religion and the core belief of pacifism, or non-violence. Sarah tells how her family’s religious beliefs have led them to become pacifists and work for peace. Sarah’s grandfather was a conscientious objector during World War II which meant that he refused to fight in the war. Some people considered him a coward and sent him white feathers. We also hear of Sarah’s peace work with the World Council of Churches in Israel and Palestine.

The Quaker religion began in the 17th century. Quakers believe that the power of God exists in each person and that all life is sacred. They are therefore 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. The white feathers given to Sarah’s grandfather are a symbol of cowardice and were meant to shame those men who were not fighting for their country. Sarah is also following the beliefs of her religion. Quakers believe in actively working to bring peace to a situation of conflict, or to prevent situations of conflict.

Values spotlight

*Giving peace a chance* highlights the values of courage, conflict resolution, peace and acting ethically.

Notes on activities

The values associated with *Giving peace a chance* are complex and potentially challenging. It is important that students understand the conviction it takes for an individual to live by his or her beliefs and values and the courage to stand by these beliefs and values in the face of powerful opposition from others.

You may need to provide students with additional contextual information about Quakers and the value of pacifism. You may have someone in your class or school community who is a Quaker, or who holds similar values of non-violence that stem from religious beliefs. This person may agree to speak to your students about his or her religious beliefs and pacifism.

The Plus, Minus, Interesting strategy is designed to assist students to weigh up the positives and negatives of a particular decision, or event. It also helps students to see a particular situation from different points of view and to consider an issue deeply. It is important that sufficient time is allowed for students to be able to engage in meaningful dialogue to explore and clarify their values.

**Procedure**

- Ask students to draw up a table of three columns in their WordFile or notebook.
- Ask students to form small groups of up to four students.
- Provide the students with the question for them to reflect on and discuss: ‘What if there were no wars in the future?’
- Ask students to first reflect on and discuss the positive outcomes of this situation.
- Ask students to reflect on and discuss the negative outcomes of the situation.
- Now ask students to reflect on and discuss the interesting issues, questions and possibilities that could arise from the situation presented to them. You may wish to provide some initial thoughts of your own to support students with this more abstract task.
- Ask students to nominate a reporter from each group to share responses with the whole class.

Invite students to look for patterns and themes in the responses provided to each question.

Now ask students to return to working in their small groups to reflect on and discuss the statement:

- It is more difficult to achieve peace than it is to have wars.

Draw the whole class together to share responses.
More winners: Boy soldiers – Boys, lay down your lives for the empire

This film clip explores different beliefs about fighting in a war. It shows the feelings of several young boys as they think about what it means to be a soldier and to kill others. It also shows the attitudes of older men who believe that it is important to fight and defend one’s country in a time of war. It is set at the beginning of WWI (1914–18). During this war, Australian soldiers fought for the British empire. We hear the voice of Scratch saying that young boys should be ‘eager to lay down their lives for the empire’. We also read, however, that at this time, 34,000 young boys were tried in court for refusing to train as soldiers. The character Ned then explains that young boys should be able to decide if they go to war when they know who they are fighting and what they are fighting for. He also thinks older men, rich people, generals and politicians should be asked to fight, too. Finally, we meet Will who does not want to fight in the war. He is only 14 years old and is very uneasy with the pressure being put on him to join the war.

Will is a conscientious objector. A conscientious objector is a person who objects to going to war because of his personal beliefs. There have been many conscientious objectors in Australia. The right to object to fighting in a war is legal in Australia: Australia’s Defence Act of 1903 recognised that people could object because of their religious beliefs. In 1910, the Defence Act was changed so that people could also object because of their personal beliefs. However, during World War I, this law did not apply to males between the ages of 12 and 26. At this time, young boys and men like Will were made to do military training and those who objected were fined or put in gaol. Some were sent to solitary confinement in army jails.

Values spotlight

Boys, lay down your lives for the empire highlights the values of courage, peace and acting ethically.

Notes on activities

The film clip Boys, lay down your lives for the empire is a particularly challenging one in that it confronts the viewer with the reality of boy soldiers; the impact of conscientious objection on the individual objector and other members of the community; and the different values that people hold about defending a country at war with another.

It may be necessary to scaffold students well about the content of the film clip prior to their viewing. You may wish to open up a discussion about the various perspectives on war depicted in the film clip. You may also wish to relate Will’s story to that of Sarah’s grandfather and to clarify that some people object to fighting in a war because their personal values about non-violence are so strong that they cannot consciously kill someone else. You may also wish to discuss the history of the ‘white feathers’; the international and national laws that allow conscientious objectors to present a case for why they cannot engage in armed combat; the alternative wartime tasks that some conscientious objectors have agreed to participate in; and the impact on the individual objector when their personal values contrast with those of the majority in the community.

A note on child soldiers

The activities that invite students to clarify their values around the issue of child soldiers have been carefully designed to raise students’ awareness of the reality of this issue and its existence in many countries around the world – both in the past and the present; the reality that both boys and girls are forced to be involved in war; and the real 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, or indeed escaped their own involvement in fighting a war. Their desire for peace and refuge needs to be understood in this context.

You may decide to undertake the values statements strategy (Agree, Disagree, Unsure, Comment) as a whole class before you ask students to work in small groups to further support students in working through these complex issues.
Letters to Ali – The first long march
This film tells the story of Trish Kirby and the friendship she and her family developed with Ali (not his real name), a 15-year-old asylum seeker from Afghanistan. After exchanging letters and phone calls, Trish, her husband and their four children travelled from Melbourne to Port Hedland Detention Centre in Western Australia to meet him in person. This film clip focuses on Trish’s family’s first encounter with Ali, and their journey of healing and hope. It explores expectations and first impressions, and gives a glimpse of their shared future. Each of the children – Emma, Rian, Hannah and Erin – recalls impressions from their first meeting.

Many people like Ali have come to Australia as refugees from war-torn countries. Ali, a 15-year-old boy from Afghanistan, arrived in Australia by boat. Because he had not entered the country legally, he was placed in a detention centre. During this time, the government looked at his application for protection. Many Australians like Trish reached out to refugees like Ali. We see at the end of the film clip that Ali was released from the detention centre because he was a child.

Values spotlight
The first long march highlights the values of tolerance, and care and compassion.

Anthem: An act of sedition – A multicultural marriage
This clip shows the marriage of two people from very different cultural and religious backgrounds. It explores the bond between these two people and their personal journey of hope. It shows Dallas, an Australian law student, marrying Zabi, a refugee from Afghanistan. They celebrate their marriage surrounded by family and friends. We hear Zabi’s lawyer, Julian Burnside QC, say that if you could ‘spread this love across Australia, all of our problems would go away in a moment’. We see other refugees from Afghanistan dancing at the wedding. We also hear Zabi and Dallas speak in each other’s languages, symbolising the coming together of two different cultures.

Many refugees like Zabi have tried to enter Australia by boat. In 2001, 439 refugees from Afghanistan were stranded on a sinking boat between Indonesia and Australia. Zabi was one of these people. The captain of a Norwegian ship, the Tampa, rescued the refugees and tried to bring them to Australia but the Australian government at the time did not want this to happen. The refugees were taken to Nauru, a Pacific island where they waited for the Australian government to grant them visas to enter Australia. Julian Burnside QC defended many of the refugees and helped them to get visas. Dallas and Zabi hope that Zabi will be able to live in Australia permanently.

Values spotlight
A multicultural marriage highlights the values of peace, and care and compassion.

Notes on activities
The focus in The first long march is on peacemakers in everyday life – how people reach out across cultural differences to bring peace and hope to the lives of others. These values may need to be emphasised to students.

For more information on the values of human rights; stories from refugees in other parts of the world, consult the following approved websites.
www.pdhre.org/rights/refugees.html
www.refugeestories.org/arrival/index.html

Notes on activities
Students will need to be made aware of how Dallas and Zabi have learnt to accept and appreciate each other’s difference. They have worked to understand each other’s language; to appreciate their different traditions and customs; and to respect their differences in religious belief. Their love for each other has helped them to cross the cultural
boundaries that exist between them and it will hopefully help Zabi to find peace and harmony and a new life in Australia. A focus on love in the purest sense of the word has therefore been centralised in some of the values clarification activities. You may need to clarify all of this before students view the film clip and complete the activities.

The following approved website may provide you with additional contextual background for the students. It presents useful information about Afghanistan and the Afghani community in Australia. It also features historical images of Afghani migrants and their contribution to the development of outback Australia.


Bringing it together
In Bringing it together, teachers assist students as they synthesise and compare new knowledge, feelings and beliefs with prior knowledge, experience, feelings and beliefs. In this way, students are able to understand the ‘big ideas’ behind a theme and to make conclusions about what they have learnt. They are able to reflect on their learning, and explore and justify their values in relation to the theme.

Notes on activities
The following strategies help students to debrief the peace values they have explored. They further support students in confirming and extending their thoughts and feelings and thus continue the process of values clarification.

Values and actions: Ask students to return to their values definitions they completed at the beginning of the theme. The activity has been designed as an individual task to be shared with the whole class. However, you may wish to do this with the whole class only.

ECG – Emotion, Cognition, Growth: This strategy allows students to reflect on what they have learnt through their exploration of the theme Peacemakers. They reflect on and share the feelings they have explored, consolidated and developed.

They reflect on and share the thoughts they explored, consolidated and developed.

They reflect on and share the questions that have arisen for them and things they would like to discover more about Peacemakers.

Procedure
• Ask students to create a three-columned table in their WordFile or notebook.
• Provide them with sufficient time to complete a personal ECG reflection.
• Ask students to share their responses with the whole class.
• Invite students to locate patterns and themes in their responses.
• Ask students to discuss in small groups the question: have your thoughts and feelings about peacemakers changed as you learnt more from others in the class?

Provide opportunities for students to discover more about Peacemakers, using their questions as a guide. These questions could form the basis of individual inquiries.

Further strategies
You may choose from the following strategies to further assist students to reflect on what they have learnt about peacemakers and peace values.

Talking sticks
• Select an object such as a coloured stick for the students to use and pass around. Explain to students that only the person holding the stick is allowed to speak.
• Ask students to form a circle.
• Select a student who wishes to begin discussing his or her thoughts about peacemakers and peace values.
• Invite the student to pass the stick on to another student who wishes to speak.
Talk tokens

- Provide each student with a collection of tokens of two different colours, one colour for statements and another colour for questions.
- Ask students to form small groups of four and to place their collection of tokens in front of them.
- Inform students that the tokens allow each person in the group to have a turn and for each student to have uninterrupted time when he or she is speaking. Each person moves a token into the centre of the group for example, a red one when they wish to make a statement and a blue one when they wish to ask a question.
-Nominate a student in each group to begin the discussion. Try to allow the ‘token system’ to help students enact the values of fair go, responsibility and respect.

Socratic circles

The Socratic circle strategy assists students to develop dialogue, build knowledge based on prior experiences and apply these to new situations.

- 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.

Reference: Copeland, Matt 2005, Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School, Stenhouse, Portland, Maine.

Going further

In Going further, teachers support students in applying their new knowledge into other contexts, in enacting the values they have explored, in making choices, and in developing the belief that they can be active and informed participants in society.

Notes on activities

The activities here have been designed for students to raise awareness about peacemakers and peace values and to enact these values in their school community.

The focus here is also on ‘positive peace’, for example acts of respect, compassion, and understanding rather than on ‘negative peace’ as the absence of war or conflict.

You can further explore the concept of positive peace with your students using the following websites.

Read different definitions of positive and negative peace
www.teachervision.fen.com/citizenship/peace/19786.html

Find out about schools which belong to the network of Positive Schools International
http://peacelschoolsinternational.org/

You may also like to discover more about peace education as a United Nations priority
www.un.org/cyberschoolbus/peace/index.asp

Reference:
Copeland, Matt 2005, Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School, Stenhouse, Portland, Maine.