

Title: War and Peace

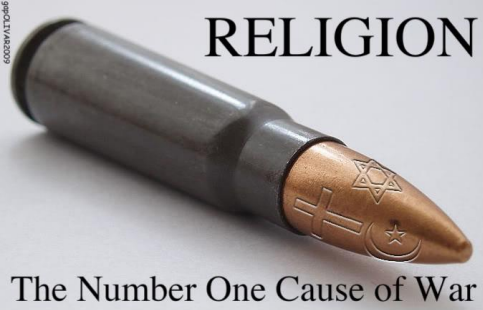
Titles	Is there peace?	How do the world religions respond to war?	What is your opinion?
<p><b>Logic</b></p>	<p><b>DISCLAIMER:</b> The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p><b>The four purposes of 'Curriculum for Wales - A curriculum for life'</b>  <b>By learning about War and Peace in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</b></p> <ul style="list-style-type: none"> <li>• Ambitious, capable learners who can explain the ideas and concepts they are learning about;</li> <li>• Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs;</li> <li>• Enterprising, creative contributors who give of their energy and skills so that other people will benefit;</li> <li>• Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.</li> </ul> <p><b>RVE in The Curriculum for Wales</b>  <b>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Engage with and explore ultimate and philosophical questions</li> <li>• Undertake enquiries and engage with sources of wisdom and philosophies</li> <li>• Develop and express their own informed viewpoints</li> <li>• Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values</li> <li>• Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history</li> <li>• Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues</li> <li>• Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them</li> <li>• Develop secure values and establish their own ethical beliefs and spirituality</li> <li>• Discuss and reflect on their own perspectives and those of others</li> </ul>		

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	<p><b>The RVE lens</b>  <b>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</b></p> <ul style="list-style-type: none"> <li>• Search for meaning and purpose;</li> <li>• The natural world and living things;</li> <li>• Identity and belonging;</li> <li>• Authority and influence;</li> <li>• Relationships and responsibility;</li> <li>• Values and ethics;</li> <li>• The journey of life;</li> </ul> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p><b>Useful Links:</b></p> <p><b>The RVE Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</a>  <b>Hwb Humanities Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities">https://hwb.gov.wales/curriculum-for-wales/humanities</a>  <b>Statements of What Matters</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/">https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</a>  <b>Cross-cutting Themes</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</a></p>		
<b>Key vocabulary</b>	<p>ARCHDRUID - Leader of the gorsedd at the National Eisteddfod</p> <p>Birkinhead - where the National Eisteddfod was held in 1918.</p> <p>ELLIS HUMPHREY EVANS - Christian</p>	<p>War - a situation of armed conflict between two societies or countries .</p> <p>Violence - behaviour involving the use of physical force with intent to hurt or kill</p> <p>Conflict - disagreement</p> <p>Peace - the ability to live on good terms with others and avoid conflict -.</p> <p>Pacifism - the belief that any form of violence</p>	<p>Chaplain - clergyman or minister within the Christian or other faith working with the armed forces</p> <p>Armed forces: a group of people carrying weapons</p> <p>Conflict - disagreement</p>

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	<p>baptismal name OF Hedd Wyn.</p> <p>PILKEM RIDGE - A place near Ypres in Belgium where Hedd Wyn was killed.</p> <p>PACIFIST/PEACEMAKER - Someone who completely opposes the use of violence -</p> <p>GANDHI - The leader of the movement which ensured independence for India</p> <p>MARTIN LUTHER KING - leader of the American civil rights movement.</p> <p>AHIMSA - the principle of not harming any living thing.</p> <p>'CONCHY' - a derogatory nickname, used for conscientious objectors.</p> <p>BONHOEFFER - A German theologian who opposed Hitler.</p> <p>COLONEL VON STAUFFENBERG - A senior officer in the German army who led a plot to assassinate Hitler.</p> <p>CYNAN - An extremely important poet and character in the eisteddfodic history of Wales.</p>	<p>or war is completely unacceptable</p> <p>Terrorism - using unacceptable violence against others, often innocent members of society -</p> <p>Karma - all kinds of actions that lead to results.</p> <p>Ahimsa - the principle of not harming any living thing.</p> <p>Non-violent methods - highlighting unfairness without destroying property, threatening or hurting people.</p> <p>Just War - a war to protect the innocent or oppressed and to secure justice and peace;</p> <p>Jihad - the greater jihad is a personal struggle to live well. The lesser jihad is to fight in the name of Islam.</p>	<p>Function - role of person, job; a particular area or area of activity</p> <p>Minister / vicar - a person who works for the Christian church</p> <p>Uniform - Official uniform</p> <p>Regret - to be sorry for an action</p> <p>Swearing an oath - promising to do something</p> <p>To offend / violate</p> <p>Human rights - rights that should be accessible to all - human rights</p> <p>Conscience - the inner thing that makes us recognise good / evil deeds</p> <p>Prevent - stop / hinder</p> <p>Fellow man - member of the human race -</p> <p>Criminal damage - breaking / doing something against the law</p> <p>Principles - Judgment, moral conviction, which governs a person's behavior and actions -</p> <p>Bard - poet who has won the chair or crown at</p>

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	<p>CALVARY - Where Jesus Christ was crucified</p> <p>FLOSSENBURG - one of Hitler's concentration camps where Bonhoeffer was executed.</p>		<p>the National Eisteddfod -</p> <p>Manuscript - A book, a handwritten document (sometimes a very old document)</p> <p>Mass - A service that includes the Eucharist or the Lord's Supper and usually follows the Roman Catholic Church's system</p> <p>Kosovo - The collapse of Yugoslavia as a country in 1990 led to fierce fighting between the Albanians and the Serbian people, and NATO forces had to intervene. The fighting ended in 1999</p> <p>Mahabharata - a long Hindu poem.</p>
<p><b>Geiriau chwilio</b></p>	<p>Peace National Eisteddfod World War One Bully World War II Hitler Medical Corps Cynan Hedd Wyn</p>	<p>War Peace Peacefulness Karma Ahimsa Jihad Muhammad Jesus.</p>	<p>War Peace Drones Soldier Army Chaplain Armed forces Taxes Protest The Fellowship of Reconciliation Peacemakers White Book Principle</p>
<p><b>Classroom</b></p>	<p>Extended writing tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to</p>		

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<b>Tasks</b>	<p>fundamental / religious questions.</p> <p><b>Oracy:</b>  <i>Consider using strategies such as, 'mind tunnel' 'conscience alley'. It may be necessary to collaborate on a language mat in advance.</i></p> <ul style="list-style-type: none"> <li>• Discuss Gandhi's statement: "An eye for an eye will make the whole world blind."</li> <li>• Would you be willing to sign the Carmarthen White Book? Based on your reading, explain your decision.</li> <li>• If you bought a poppy for Remembrance Sunday, which poppy (red or white) would you choose and why? Do you have a choice of poppies in your school or community?</li> <li>• Prepare a collective worship session to mark the 'International Peace Day UN' (21.09.17) or the 'Urdd's Goodwill Day' (18.05.18).</li> <li>• Prepare a radio programme or podcast that presents the story of a believer who has worked for peace.</li> </ul> <p><b>Creative:</b>  <i>Consider collaborating with the Art department.</i></p> <ul style="list-style-type: none"> <li>• Make a poster or artwork that contrasts between war and peace for a school exhibition. Be sure to include symbols associated with both. Why not include some religious quotes? Write a comprehensive paragraph explaining your choice of images, quotations, artistic techniques and colors. (See: <a href="http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2017/">http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2017/</a> ).</li> <li>• Design a Google logo to commemorate a pacifist.</li> <li>• Choose a quote that relates to the theme of 'Peace' and compose a song suitable for a collective worship session.</li> <li>• Work in pairs to prepare a poster telling the story of one person who has worked for peace because of their faith. Prepare a display for the school corridor or an empty shop window.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Tweet a message commemorating the contribution of a pacifist.</li> <li>• There has been a long tradition of pacifism in Wales during the 20th century with many writers and others strongly advocating pacifism on the basis of their Christian beliefs. What were the experiences of George M.Ll. Davies, Gwenallt, Gwynfor Evans and others? See the following websites:  <a href="https://www.llgc.org.uk/ymgyrchu/Heddwch/Heddychiaeth/">https://www.llgc.org.uk/ymgyrchu/Heddwch/Heddychiaeth/</a>   <a href="https://www.llgc.org.uk/ymgyrchu/Heddwch/CND/index.htm">https://www.llgc.org.uk/ymgyrchu/Heddwch/CND/index.htm</a>            'There is no place for religion on the battlefield.' Discuss.</li> </ul>		

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	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>In 2017 the UK alone will spend over £47 Billion on defence and weapons. Using moral and religious arguments, make a case against this expenditure. Can the expenditure be defended?</li> <li>Gather statistical information on the military spending of different countries. You can make charts and graphs to compare different countries. How do countries justify such spending?</li> </ul>		
<p><b>Tasgau ymestynnol</b></p>	<ul style="list-style-type: none"> <li>In groups discuss the bully's situation - what would you do in such a situation and why?</li> <li>Investigate Gandhi's or Martin Luther King's reasons (religious beliefs and any other reasons) for not using violence and then write a dialogue from one of them trying to persuade world leaders to give up their weapons.</li> </ul>	<ul style="list-style-type: none"> <li>  <p>Look at the poster. Unfortunately, many</p> </li> </ul>	<ul style="list-style-type: none"> <li>What links the three who have worked in the armed forces? What connects the pacifists? A concept map may help you plan your answer.</li> <li>Sian Cwper withholds 12% of her tax from being used for military purposes. How should the government spend the money that comes from the taxes? Consider: the environment, education, health, safety,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Investigate further the story of Colonel von Stauffenberg's plot. You could watch parts of the movie, 'Valkyrie'. Do you believe the conspirators acted correctly or not?</li> <li>• (What about Bonhoeffer's dilemma?).</li> <li>• In groups of four, take the role of each of the groups referred to in the article, namely: <ul style="list-style-type: none"> <li>a. Prepared to fight against evil (saint sipahi)</li> <li>b. Not prepared to fight (Gandhi / Martin Luther King)</li> <li>c. Opposed to war but decides to fight (Bonhoeffer)</li> <li>d. Not prepared to raise weapons, but willing to help in the medical forces (R R Williams)</li> </ul> <p style="margin-left: 40px;">and debate the topic 'Using violence is never right. '</p> </li> <li>• Watch parts of the film 'Hedd Wyn'. Is the government entitled to force</li> </ul>	<p>today see religion as the leading cause of conflict and war in our world. How far do you think this is the case? Look at examples of conflicts and warfare around the world.</p> <ul style="list-style-type: none"> <li>• Gather further information on the view of Jesus Christ and the New Testament, Muhammad and the Quran, on the need for peace.</li> <li>• 2016 - 17 has been a time of numerous elections. Write a letter to your councillor, assembly member or MP expressing your views on war and the need for peace.</li> <li>• Make a poster that contrasts between war and peace. Be sure to include symbols associated with both. Why not include some religious quotes?</li> </ul>	<p>welfare, work, protection. Make a pie chart to show your decision.</p> <ul style="list-style-type: none"> <li>• Would you sign the Carmarthen White Book and commit to working for world peace? Explain your answer.</li> <li>• Invite a peace activist to the school. Have one of you welcome the campaigner and another thank him/her. Everyone will need to prepare suitable questions. Consider writing a short article for your school newsletter or local community newspaper.</li> <li>• Draw up a Message of Goodwill for the Urdd.</li> <li>• Prepare a job description for a chaplain in the military. Write a letter of application for the job.</li> <li>• What is your MP's voting record in debates concerning military / defence spending, and British military intervention in foreign wars. <a href="https://www.theyworkforyou.com">https://www.theyworkforyou.com</a> Investigate the reasons behind your MP's decision</li> </ul>

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	<p>people to fight against their will?</p> <ul style="list-style-type: none"> <li>Find out more about the idea of saint-sipahi in Sikhism. Is it possible to be a saint and a soldier?</li> <li>How would you remember those killed in wars?</li> </ul>		
<b>Further resources</b>	<p>Yr Ysgwrn (The Home of Hedd Wyn)  <a href="http://www.eryri-npa.gov.uk/visiting/yr-ysgwrn">http://www.eryri-npa.gov.uk/visiting/yr-ysgwrn</a></p> <p>Diffodd y Sêr ('Extinguish the Stars') - The story of Hedd Wyn by Haf Llywelyn</p> <p>National Library Exhibition</p> <p>The Film 'Valkyrie'</p>	<p>Pdf - What does Islam really say?          Beibl.net <a href="http://beibl.net/">http://beibl.net/</a>          On line Qu'ran <a href="https://quran.com/">https://quran.com/</a>          The Fellowship of Reconciliation  <a href="http://www.cymdeithasycymod.org.uk/">http://www.cymdeithasycymod.org.uk/</a>          Muslim Council of Wales  <a href="http://muslimcouncilwales.org.uk/about-us-welsh/">http://muslimcouncilwales.org.uk/about-us-welsh/</a>          Hindu Council of Wales:  <a href="http://hinducouncilofwales.org.uk/">http://hinducouncilofwales.org.uk/</a></p> <p>Podcast with Saleem Kidwai, General Secretary of the Muslim Council of Wales-  <a href="https://soundcloud.com/huw-onllwyn-jones">https://soundcloud.com/huw-onllwyn-jones</a></p>	<p>'Lle roeddwn i' (Where I Was)– Cleif Harpwood explains the story behind composing the song, 'Mr Duw' ('Mr God').  <a href="http://www.bbc.co.uk/cymrufyw/35881362">http://www.bbc.co.uk/cymrufyw/35881362</a>          The Fellowship of Reconciliation  <a href="http://www.cymdeithasycymod.org.uk/">http://www.cymdeithasycymod.org.uk/</a></p>
	<p><b>Resources for Remembrance Day - <a href="http://mailchi.mp/wcia/2017-wales-schools-debating-championships-registration-open-pencampwriaethau-dadlau-ysgolion-cymru-1180185?e=57625aee9c">http://mailchi.mp/wcia/2017-wales-schools-debating-championships-registration-open-pencampwriaethau-dadlau-ysgolion-cymru-1180185?e=57625aee9c</a></b></p>		